

The Road Ahead:

Postsecondary Transition Planning for Adolescents

May 15, 2024

7:00-8:30 pm ET



Live captioning via automated speech recognition is enabled for this meeting.

Participants may use the Zoom meeting controls at the bottom of the screen to customize settings.



Participants agree to:



Be respectful



Listen actively



Be collaborative



Respect diversity,
including
communication
differences



Handle
disagreement
constructively



Act fairly, honestly,
and in good faith
with other
participants



Refrain from all forms of
bullying, discrimination, and
harassment - these actions
are prohibited.





ASHA's Schools Services Team

Provides professional consultation and information on school speech-language pathology practice issues to school-based members.



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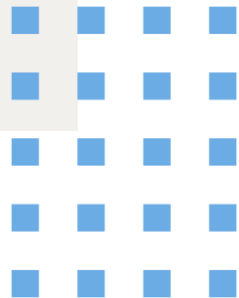


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- Salaried employee of ASHA

Non-Financial Disclosures

- ASHA member
- Ex officio to ASHA Special Interest Group 19, Speech Science
- Consultant, ASHA School Finance Committee





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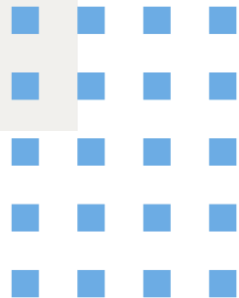


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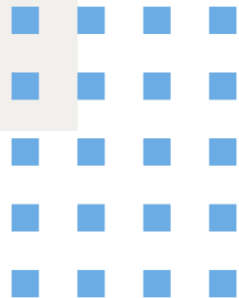


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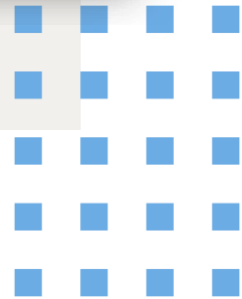
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Kimberly Murza, PhD, CCC-SLP

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Phyllis Scott, PhD, CCC-SLP

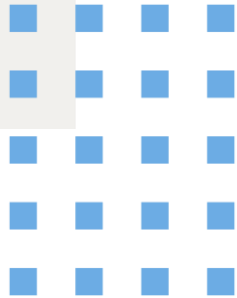
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Twyla Perryman, PhD, CCC-SLP

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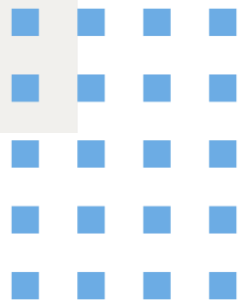


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Learner Outcomes

01

Identify and apply IDEA '04 requirements for post-secondary transition planning.

02

Describe the role of the SLP in postsecondary transition planning.

03

Identify resources to enhance postsecondary transition goal writing and planning.



Question topics

IDEA mandates

Role of SLPs

Screening and
Assessment

Goals for students
with varying abilities,
including "speech
only"

Considerations for
students who use
assistive technology or
augmentative,
alternative
communication

Accommodations

Working with families



How does IDEA '04 define postsecondary transition services ?

A coordinated set of activities for a child with a disability that

(a) is designed to be a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;

(b) is based on the individual child's needs, taking into account the child's strengths, preferences, and interests.

[Sec. 300.43 Transition services - Individuals with Disabilities Education Act](#)



Transition Services and IDEA '04

The purpose is to facilitate a smooth and effective transition from high school to life after high school.

Transition goals must be part of the student's IEP by the time they turn 16. Some states begin the process earlier – know the laws for your state.

The goals and approach should be individualized, considering student's strengths, preferences and interests.

Include opportunities to develop skills to pursue higher education, vocational training, employment and life in the community.

[Sec. 300.43 Transition services - Individuals with Disabilities Education Act](#)



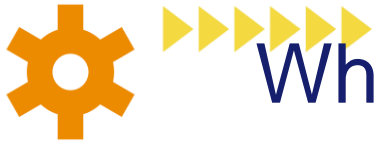
What are the components of a postsecondary transition planning?

Assessment to determine: skills and abilities, strengths, interests and preferences, academic and functional needs, and long term goals post high school.

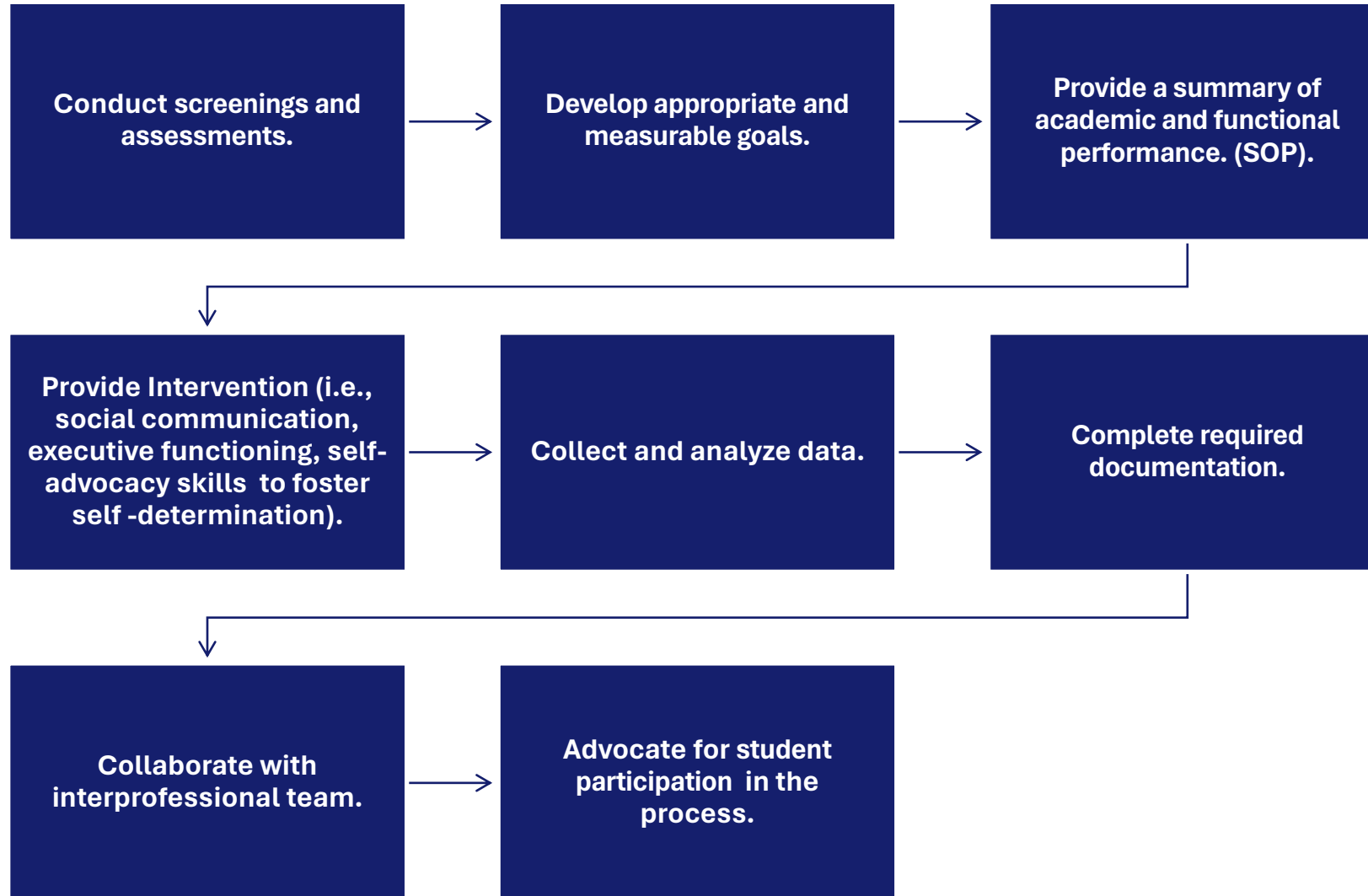
Individualized Education Program (IEP) includes postsecondary goals and objectives that are measurable and achievable.

Summary of Performance (SOP) summarizes academic and functional performance with recommendations for progressing toward and meeting postsecondary goals.

[Sec. 300.43 Transition services - Individuals with Disabilities Education Act](#)



What are the roles of SLPs in postsecondary transition planning?



2024 Virtual Town Hall Series: Topics in School Based Practice

Visit www.asha.org/events/town-hall/

Compensation Conversation: What SLPs Need to Know About Negotiating Salaries (recording, slides, and resources).

The Road Ahead: Postsecondary Transition Planning for Adolescents: (recording, slides and resources will be available soon!)

Coming soon!

August 28: Workload Management Strategies-Implementing Service Delivery Models in Schools

October 16: School Safety-A Town Hall for Educational Audiologists and SLPs

December 11: Ensuring Equity-Unpacking Disproportionality in Speech-Language Services



Thank you for joining us!

Questions?

Email us at schools@asha.org

Recording and resources
www.asha.org/events/town-hall

