

## CHAPTER 8 - TRANSITION TO ADULT LIFE

**8.1 KEY PROVISION: When a child turns 16, the IEP in force (and those thereafter) shall include transition services, one of which may include adapted physical education services.**

**Legal Reference:** Title 20 U.S.C. Sec. 614 (d) 1 A (viii) and EC sec. 56345 (a) (8) (A –B) describes the transition services which must be included in the individual’s IEP beginning no later than the first IEP to be in effect when the child is 16.

*34 CFR sec. 300.439(a) transition services means a coordinated set of activities for a child with a disability that*

- (1) is designed to be within 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 post-secondary education, vocational education , integrated employment, ( including supported employment), continuing and adult education, adult services, independent living, or community participation;*
- (2) is based upon the individual child’s needs, taking into account the child’s strengths, preferences and interests; and includes-*
  - (i) Instruction;*
  - (ii) Related services;*
  - (iii) Community experiences;*
  - (iv) The development of employment and other post-school adult living objectives; and*
  - (v) If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.*
- (b) Transition services for children with disabilities may be special education, if provided as specially designed instruction, or a related service, if required to assist a child with a disability to benefit from special education. 34 CFR sec. 300.439(a)*

*Sec. 56345 (a) (8) Beginning not later than the first individualized education program to be in effect when the pupil is 16 years of age, or younger if determined appropriate by the individualized education program team, and updated annually thereafter, the following shall be included:*

- (a) Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment and where appropriate, independent living skills;*
- (b) The transition service, as defined in Section 56345.1, including courses of study, needed to assist the pupil in reaching those goals.*

*Sec. 56345.1(a) (3) Includes instruction, related services, community experiences, the development of employment and other post-school adult living*

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*objectives, and, if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.)*

*Sec. 56345.1 (b) In accordance with Section 300.43(b) of Title 34 of the Code of Federal Regulations, transition services for individuals with exceptional needs may be special education, if provided as specially designed instruction, or a designated instruction and service, if required to assist a pupil to benefit from special education.*

**Discussion:** An IEP is written for individuals through age 21. Beginning with the last IEP prior to the student turning 16, the IEP team must include transition services for the student. The IEP team must address both educational and transition needs of the student. This responsibility includes the determination of DIS and related service needs, and measurable goals based upon age-appropriate transition assessments. The availability of the full continuum of special education services continues to be a requirement. (Sec. 56345.1.) Therefore, adapted physical education teachers will often be members of IEP teams when the IEP includes transition services.

For individuals with transition services, physical education program planning and curriculum options generally shift away from a school site model, toward a community or post-secondary education setting. Goals and objectives for physical education fall primarily within the areas of functional motor skills, lifelong physical activities and physical fitness skills necessary to support vocational, health or daily living activities and community participation. In addition, they are based on meeting student needs related to his/her interests and preferences.

Physical education programming, in the area of instruction, might focus on helping the student become aware of his/her movement and fitness strengths and needs as well as setting movement and fitness goals. Additionally, the student may become aware of and learn to use the resources for pursuing movement goals that are available within the community or post-secondary education setting. Programming in the area of community living might focus on helping the student experience or access community programs or facilities offering physical activities (e.g., YMCA, parks, fitness clubs, or community college classes.) In the area of employment, physical education programming might focus on physical and motor fitness necessary to perform ones job duties, or to travel to a job site. (Sec. 56345.1.)

**Best Practice.** When adapted physical education is the only special education service that the student receives, the adapted physical education teacher will need to ensure that the IEP includes transition services, beginning with the IEP that will be in effect when the student turns 16. The adapted physical education teacher will need to be familiar with assessment tools that are age appropriate and will assist in determining the individual's transition needs (e.g., adult fitness and health measures, activity or sport specific measures, observations of specific jobs or functional activities). It will usually be necessary to include an interest survey of lifelong activity and an interview/discussion with the student and his/her family.

These measures help to identify the individual's interests, preferences, and awareness of the individual's strengths and needs, leading to mutual preparation of proposed goals to present at the IEP meeting. It is important to address any skills the student still needs to learn in order to advocate for his/her own accommodations or modification, as needed.

### **THE SERVICE DELIVERY MODEL APPLIED TO IEPs FOR 16 THROUGH 21 YEAR OLDS.**

#### **Adapted Physical Education:**

Lifelong activities-and fitness activities are often conducted off campus, for at least part of the time (e.g. recreation center, community swimming pool, fitness center, YMCA, etc.). This is more often the case for individuals with a moderate to severe disability, and less often the case for individuals with a mild disability who are working toward a high school diploma.

Often, the adapted physical education teacher's role is to facilitate the individual's use of community recreation and fitness resources. To achieve this, the adapted physical education teacher might conduct classes in the community, but will often collaborate with the special education teacher in conducting physical education instruction in these settings. This will usually result in less frequent, direct instruction by the adapted physical education teacher. For example, the adapted physical education teacher might attend the class in the beginning of the quarter or semester, and then keep in contact with the off-campus instructor regularly (e.g., once per month).

The adapted physical education teacher generally collaborates with the classroom transition teacher and may collaborate with the community college adapted physical education/physical education teacher. This collaboration may result in a reduction in the frequency of direct service as the other teachers assume some of the responsibility of providing physical education instruction.

#### **Specially Designed Physical Education:**

The special education teacher is responsible for providing physical education and may do so in conjunction with a community recreation leader/physical activity instructor. The adapted physical education teacher might share resources with the special education teacher as needed. This collaborative consultation would be documented as a transition service, but the adapted physical education teacher would not write and be responsible for physical education goals. In another example, the adapted physical education teacher might meet with the special education teacher prior to the beginning of the semester to help plan community-based physical activities.

#### **Physical Education/Adult Physical Activity:**

Most individuals will take part in programs in the community or institution of higher learning, as they are able to access and regularly participate in lifetime physical activities and advocate for individual accommodations if needed. The student might participate in disability sport. Some individuals will take general physical education courses at the high school as

electives, or to fulfill their requirements for a high school diploma.

**8.2 KEY PROVISION: The type of physical education program in which a student participates, will be documented on the IEP for children who are age 16 or older.**

**Legal Reference:** Sec. 56345.1(b) *In accordance with Section 300.43(b) of Title 34 of the Code of Federal Regulations, transition services for individuals with exceptional needs may be special education, if provided as specially designed instruction, or a designated instruction and service, if required to assist a pupil to benefit from special education.*

Sec. 56345. (a)(2) *A statement of measurable annual goals, including academic and functional goals, designed to do the following:*

*(A) Meet the needs of the individual that result from the disability of the individual to enable the pupil to be involved in and make progress in the general education curriculum.*

*(B) Meet each of the other educational needs of the pupil that result from the disability of the individual.*

**Discussion:** All IEPs need to address the instructional needs of the student. Transition services are part of the IEP beginning when the child turns 16. At that point, the parts of the IEP generally support transition goals and activities. Therefore, the focus of adapted physical education services may change, and collaborative consultation may be utilized to a greater degree. Documentation of the frequency of service, location of service and goals and objectives continues to be required if the student receives adapted physical education services. For example, if adapted physical education is provided in whole or part by collaborative consultation, it should be reflected on the IEP. In addition, if the student no longer participates in physical education that should be documented on the IEP as well.

**Best Practice:** When adapted physical education services are also transition services, they are likely to differ from those on an IEP that does not contain transition services. Activities are more frequently conducted in community or post-secondary settings. Goals and objectives will be more closely related to the individual's strengths, interests and preferences. Activities will be part of a coordinated set of activities that promotes movement and fitness from school to post-school living. Relatively greater amounts of collaborative consultation and lesser amounts of direct instruction are appropriate. When writing goals and objectives, the adapted physical education teacher should keep these differences in mind.

**8.3 KEY PROVISION: The coordination of education and community services should involve all agencies as well as the student and family, when appropriate.**

**Legal Reference:** Sec. 56462 *The transition services shall include, but not be limited to, the following:*

*(a) In-service training programs, resource materials, and handbooks that identify the following:*

*...(3) The roles of other agencies in the transition process including, but not limited to, the scope of their services, eligibility criteria, and funding.*

*...(5) The role of families in the individualized transition process*

*...(b) Development of the role and responsibilities of special education in the transition process, including the following:*

*...(4) The coordination of the transition planning process, including development of necessary interagency agreements and procedures at both state and local levels.*

**Discussion:** The requirements to interface with community agencies and resources apply to all areas of an individual's needs, including physical education and adapted physical education. Input from the student and the family will be needed to help determine the individual's interests, needs, goals, and progress.

**Best Practice:** Adapted physical educators serving individuals approaching 16 years of age, through 21 years of age should be familiar with community resources for physical activity. This includes lifelong physical activity and health related physical fitness. It also includes physical activities related to functional activities such as employment and daily living. The assessment should include interview and discussion with the student and family. It may require additional investigation of community resources, agencies and groups that conduct physical activities related to the individual's needs. Participation in physical activities with family members should also be considered.

Examples:

- (A) For a student with visual impairment who is learning self-advocacy skills, the adapted physical education teacher may need to find a community physical activity program that is already able to provide accommodations and that may be able to support the student in his/her self advocacy goals.
- (B) For a student who needs to improve and maintain upper body strength to perform a job task, the adapted physical education teacher may need to be familiar with gyms and fitness programs in the community in order to facilitate the individual's ability to use such programs as an adult.
- (C) A student may be planning to take a bus to work and needs to learn to climb the large stairs of the bus, balance while paying his/her fare, and navigate to a seat. Therefore, the adapted physical education teacher may need to become familiar with the public

transportation services, their policies for access by individuals with a disability, and the types of public transportation equipment available in the community.

**8.4 KEY PROVISION:** Adapted physical education in the community college setting, will comply with Title 5 of the Education Code, and will follow the *California Community College Adapted Physical Education Handbook Guidelines and Standards (2002)*.

**Legal Reference:** Education Code Sections 67310-67313 describe community college support services or instruction through Disabled Student Programs and Services (DSPS), to individuals with disabilities.

**Discussion:**

Title 5 sections related to community colleges specifically mention adapted physical education. Adaptive physical education, for example, should serve as an adapted instructional mode for the learning of physical education skills—swimming, basketball, general exercise—rather than as a method to engage in therapeutic activities. In 2002 the *California Community Colleges Adapted Physical Education Handbook* (Handbook) was produced. It is a statewide handbook that reflects the status and professional positions of the adapted physical education field in community colleges, and contains regulations, guidelines and commentaries on adapted physical education. It references sections of Title 5 and other pertinent laws. It contains vital information for transition individuals regarding opportunities, resources, rights and responsibilities when enrolling in adapted or general physical education classes at a community college. It can serve as a resource for high school personnel who are working with transition individuals and their families.

It should be noted that there are some differences in the basic foundations of education for individuals with disabilities in community colleges as compared to K-12 public schools. Many of these differences are outlined and explained in the above-referenced handbook. Of particular note is the following statement (page 13):

*Whether a college offers adapted physical education or not, it is still the right of any student, disabled or not, to enroll in any physical education class (provided a duly established prerequisite is satisfied). Likewise, any student has the right to enroll in an adapted physical education class whether they have a verified disability or not.*

Some other examples of differences include:

- The definition of a student with a disability and how that is determined or documented
- The involvement of the DSP&S (Disabled Individuals Programs and Services) department
- The establishment of a Student Education Contract (SEC) which specifies those regular and/or special classes and support services identified and agreed upon by

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both the student and DSPS professional staff as necessary to meet the individual's specific educational needs.

- Definition of *Special Classes Instruction*. Adapted physical education falls within this definition.
- Responsibilities of individuals enrolled in community college physical education courses.
- Purposes of instruction in adapted physical education in a community college in California.
- Differences in laws and requirements regarding enrollment of minors versus legal adults, and enrollment in credit vs. non-credit classes.
- Individuals with a disability may seek to either enroll in general physical education with accommodations or in adapted physical education.

**Best Practice:** Many community colleges in California offer adapted physical education programs. High school individuals with a disability may be able to enroll in adapted or general physical education classes at a community college. Adapted physical educators working with transition age individuals should become aware of programs and services offered at local community colleges as well as legal requirements and procedures in order to:

- (1) provide accurate information to IEP teams;
- (2) prepare individuals with skills necessary for entry to community college physical education classes, including information about how their disability might affect physical education participation and accommodations they may want to request; and
- (3) interface with community college timelines and procedures when necessary.

It may be helpful to establish contact with an adapted physical educator at the local community college who might serve as a consultant or liaison when individuals with transition services are considering taking physical education classes at a community college. Communication between adapted physical educators at these two levels may assist in a more specific understanding of how to prepare individuals to advocate for themselves regarding physical education participation, which may be necessary at the community college level.