

Transition IEPs

General Overview & Expectations

Here we go!!!



Secondary Transition

- During grade 9, the plan must address the student's needs for transition from secondary services to postsecondary education and training, employment, community participation, recreation, and leisure and home living. *Minn. Stat. § 125A.08*

CLARIFICATION: What “during grade 9” really means...

Transition Evaluation

Key points:

Transition evaluations **MAY NOT** “stand alone” – they must be part of a 3 year reevaluation or initial. (Initial and/or Re-evaluations that are done in grades 7, 8, and/or 9 **MUST** include a transition evaluation.)

Use 2 age appropriate evaluation tools

Assessments can be formal **or** informal (This is a change from previous years.) *Refer to handouts for examples.*

IEP Meeting

- Who must be invited:
 - Student
 - Parent
 - Special Education Teacher
 - General Education Teacher (must be someone with a general education teaching license.)
 - District Representative
 - A representative of any other agency likely to be responsible for providing or paying for transition services

Content of Transition IEP

■ 3 areas of the IEP

- 1. Employment (**required**)
- 2. Post Secondary Education (**required**)
- 3. Independent Living (**where appropriate**):
 - a. Community Participation
 - b. Home Living
 - c. Recreation and Leisure

Content of Transition IEP

IDEA final regulations state the importance of **three** core concepts:

1. The involvement and progress of each student with a disability in the general education curriculum;
2. The involvement of parents and students, together with general and special education personnel, in making decisions to support each student; and
3. The preparation of students with disabilities for employment and other post school outcomes.

Content of Transition IEP

The actual IEP document includes:

- ❑ **Measureable Post-Secondary Goal**
- ❑ **Courses of Study:** Describe the focus on courses of study to address transition from secondary services to post-secondary education and training, employment, community participation, recreation and leisure, and home living.
- ❑ **Transition services:** Identify instructional services, related services, and interagency responsibilities and any needed linkages to address transition from secondary services to post-secondary education and training, employment, community participation, recreation and leisure, and home living and the person(s) accountable for each activity:

Content of Transition IEP

- ⑩ **present level educational performance**—may include information as it relates to post school goals and information from families, employers, and others;
- **annual goals**—generally based on long-term future adult goals (using assessment information and adult goals);
- **short-term objectives or benchmarks**—are measurable and represent steps to meet annual goals;
- **statement of interagency responsibilities**—generally includes information about who will provide needed transition services outside of the local education agency;
- **statement of participation in state and district-wide tests**—describes the modifications in the administration of these tests that the student will need. If a test is not appropriate for the student, the IEP must state why the test is not appropriate and how the student will be tested instead; and
- **list of special education and related services**—to be provided to or on behalf of the child, including supplementary aids and services, modifications to the educational program, and supports for school personnel, such as training or professional development, that will benefit the student.

PLAAFP

- Provide baseline information
- Relate to the desired post-school outcome statement
- Provides a clear picture of the young person's strengths, abilities, interests and preferences
- Should include information about the parent's concerns for the child
- Should include formal and/or informal assessment data
- Supplementary aids, services and supports
- Should identify the priority educational needs
- How the student's disability affects progress in the general education

PLAAFP

■ Example:

Student is currently able to: Lee is able to perform daily functional tasks (bathing, dressing eating) independently. Lee is well liked by classmates, teachers and in the community exhibits good social skills. Lee is able to find articles of interest in the newspaper sports section and tell the class about it. Preliminary informal class assessments indicate that Lee is likely to need supports to identify career interests, preferences, abilities and obtain employment.

Parent Concerns: Lee's mother feels that he is not always motivated to seek employment and to live on his own after he graduates. She says she does not feel Lee works to his ability on completing his homework.

Effects of Disability: When introduced to new tasks, Lee's learning disability impacts his progress in the general education curriculum by limiting the ability to complete multi-step tasks in sequence without verbal or model prompts.

Priority educational need: Lee's priority educational need is to identify a preference for post-school employment that matches his interests and abilities.

Measurable Post-Secondary Goals

IDEA 2004 Regulations say:

- The IEP includes **appropriate measurable post-secondary goals** based upon age appropriate transition assessments relating to training, education, employment, and where appropriate, independent living skills.

What is a Measurable Post-Secondary Goal?

- A STATEMENT based on age appropriate transition assessment that describes what the student would like to achieve after high school (taking into account the student's strengths, preferences, and interests).
- Post-Secondary Goal **IS** an **outcome** that occurs after the person has exited high school (exiting services, graduating, dropping out).
- Post-Secondary Goal **IS NOT** the **process** of pursuing or moving toward a desired outcome.

Measurable Post-Secondary Goal Areas

Education or Training

- Specific vocational or career field, independent living skills training, vocational training program, apprenticeship, On-the-Job-Training (OJT), job corps, technical college, 2-year or 4-year college, vocational technical school, etc.

Measurable Post-Secondary Goal Areas

Employment

- Paid
 - Competitive
 - Supported
 - Sheltered
- Unpaid
 - Volunteer
 - Training capacity
- Military
- Etc.

Measurable Post-Secondary Goal Areas

Independent Living (where appropriate)

- Adult living
- Daily living
- Independent living
- Financial skills
- Transportation
- Etc.

Required Format

- Measurable post-secondary goals should be stated as: “After high school/after graduation/ upon completion of high school Mary will be...” or “After high school/after graduation/ upon completion of high school Jose will work...”
 - IS NOT – an annual goal
 - IS – a long-term vision, should be discussed annually and changed if needed.
 - If goal is the same that should be noted in the **PLAAFP**. For example, **PLAAFP** should state: Mary is in 11th grade. She has wanted to be a registered nurse since 9th grade and continues to want to do so after she graduates.
- Is connected to ALL components of the IEP

Measurable Post-Secondary Goals

“Measurability”

Can the goal be measured?

Outcomes that occur after the student has left high school—What a student **WILL** do (enrolled in, attending, working).

- I will attend the Dakota County Technical College Program and enroll full time in the Food Industry Program,
 - **Can** measure whether the student does or does not “attend”
 - **Cannot** measure “planning on attending”

Writing Measurable Post-Secondary Goals

- Use results oriented terms
 - Enrolled in
 - Work
 - Live independently
- Use descriptors
 - Full time
 - Part time
- Begin statement with
 - “After high school...After graduation... or ... Upon Completion of high school” (must use 1 of these 3 starters)

Writing Measurable Post-Secondary Goals

■ Training / Education

After high school, David will get **on the job training** to become a graphic designer.

■ Employment

After high school, David will **work full time** as a graphic designer.

Writing Measurable Post-Secondary Goals

- Independent Living (where appropriate)

After high school, David will **live with a roommate in an apartment.**

COMBINED GOAL

- Training/Education and Employment

After high school, David will get **on the job training** while working **full time as a graphic designer.**

Writing Annual Goals

Annual goals may address transition, academic and/or functional needs at the same time.

- For example, a student who has academic needs related to written expression and a corresponding need of completing a job application form and letter of interest may have an annual instructional goal that covers both needs on their IEP.

Writing Annual Goals

- Indicate what the student is expected to be able to do by **the end of the year** in which the IEP is in effect.
- Takes the student from his/her present level of performance expected by the end of the year.
- Guides instruction
- Helps determine if the supports and services being provided to the student are appropriate and effective.

Writing Annual Goals

- **“SMART”** Goal Setting
 - **S**pecific
 - **M**easureable
 - **A**ttainable
 - **R**elevant
 - **T**ime-bound

Writing Annual Goals

Sample

Jackie will improve her self-advocacy skills from a her current level of being able to name her disability (autism) to being able to describe one academic strength and weakness, including one needed accommodation, in her educational environment 100% of the time, when asked by staff.

Writing Annual Goals

Sample

Phillip will improve his ability to understand the metro bus system from his current level of not understanding how to use the bus schedule to being able to correctly respond to questions and scenarios relating to bus schedule maps and schedule times with 90% accuracy as measure by staff observation.

Writing Annual Goals

IEP Objectives

Objective should include:

- An observable student behavior
- The condition under which the behavior is to occur
- Measureable indicator to determine progress
- Evaluation procedures – the methods and procedures used to measure student progress toward meeting annual goals and each short-term objective
- Schedule how often a review of the student's progress will occur

Courses of Study

IEP team, must determine what instruction and educational experiences will assist the student to prepare for the transition from secondary education to post-secondary life.

Courses of Study

Focus on:

- Courses of study [all courses and educational experiences]
- How the educational program can be planned and relate directly to the student's goals beyond secondary education

Promotes the concept that the high school program focuses on post-school results.

Help students and family select courses of study that are meaningful and motivate students to complete their education.

Courses of Study

- Points of clarification:
 - Courses of study are a “multi year” description of coursework.
 - Address the student’s current academic year through the following academic year (2 years of planning at a minimum at an IEP meeting.)
 - Courses of study are a projection of future coursework that is updated annually
 - Courses of study should correlate to and support the students measureable post secondary goals.

Courses of Study

- Courses of study for a student with significant disabilities **may be** described in the course content area, mobility, self-advocacy, personal relationships **but not merely** stated as “functional living skills”.
- Courses of study **are not** just a list of classes needed to graduate. They should demonstrate a correlation to and a support of the student’s measureable post secondary goals.

Course of Study Example

Jayne's Measurable Postsecondary Plan: Work full-time in Early Childhood

2010-2011	2011-2012	2012-2013	2013-2014
Math I	Math II	Algebra 1	First Aid/CPR
English I	English II	English III	English IV
World History	P.E.	American History	Government
Biology	Earth Science	Early Childhood Dev.	Psychology
Keyboarding/ Health	Culinary Arts I and II	Culinary Arts III and IV	Community – Based Empl.
Career Exploration	Human Services	TA in kindergarten classroom	Community – Based Empl.

Statement of Transition Service Needs

- 1) based on statement of current level of performance
- 2) directly linked to...
 - a) Post-secondary outcomes/Adult goals
 - b) IEP goals and objectives

Statement of Transition Service Needs

Statement of Transition Service Needs should answer the question:

“What services, supports, or accommodations are required and will be delivered to achieve desired post-school outcomes?”

Statement of Transition Service Needs

Requires that you...

- 1) Identify community agencies
- 2) Identify provider of service
- 3) Be knowledgeable of services, eligibility requirements, agency policies, procedures & practices, and constraints
- 4) Coordinate planning of needed transition services
- 5) Involve agency personnel in planning

Statement of Transition Service Needs

- 6) Connect agency staff to families
- 7) Share information about agencies
- 8) Facilitate meetings between agencies and families
- 9) Invite agency personnel to IEP meetings

Statement of Transition Service Needs

- **Example:**
- **Community Participation**
 - **Needs & Activities:**
 - Three visits to community college (contact with school's Disability Support Services Office)
 - Trips to community college using public transportation.
 - **Agencies Responsible:**
 - Student & Parent
 - **Provider**
 - Provider: Student, parent, local bus community company & community college

Statement of Transition Service Needs

When a transition activity area does not need to be addressed in the IEP goals, a statement needs to be written to explain why.

Example:

Community Participation: Lee participates as a volunteer at the senior citizen center 3 times a month.

Transition Services

(Activities Needed to Assist the Student in Reaching Measurable Post Secondary Goals)

<p style="text-align: center;">Service</p>	<p style="text-align: center;">Activity (Activities that are bold require an annual goal)</p>	<p style="text-align: center;">Agency Providing Service on the IEP</p>
<p>Instruction (i.e. specialized instruction, regular education, career and technical education):</p>	<ul style="list-style-type: none"> • Participate in a business basics course • <u>Improve reading skills.</u> • <u>Improve writing skills.</u> • <u>Improve social skills</u> • <u>Improve literacy skills</u> 	<p>General; Education Special Education Special Education Related Services and ILC Liaison</p>
<p>Community Experiences:</p>	<ul style="list-style-type: none"> • Acquire a state ID. • Visit a WorkForce Center. • Visit Hennepin Technical College 	<p>Student, Family Vocational Rehab. Disability Coordinator</p>
<p>Related Services:</p>	<ul style="list-style-type: none"> • <u>Improve communication skills.</u> • Complete application for county support and vocational rehabilitation program. • Interview a job coach for assistance with learning job tasks 	<p>Related Service Student, County DD and VRS</p>
<p>The development of employment and other post school adult living objectives:</p>	<ul style="list-style-type: none"> • Memorize social security number • <u>Improve Pre-employment skills</u> 	<p>Work-based Learning Student</p>
<p>If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation:</p>	<ul style="list-style-type: none"> • Complete a vocational evaluation. • Develop a personal fitness routine. 	<p>Community VR provider Physical Ed.</p>

Questions & Answers

