Think/Pair/Share

Why do we need transition planning?

Why do you need to know about the laws related to Transition?

Focusing on Transition Changes How We Provide Services

- Transition is Results-Oriented
- Transition is Coordinated
- Transition is Student-Centered

- Postsecondary education/training, employment, and independent living
- Accountable for programs leading to successful outcomes
- IEP reflects what the student is expected to know or be able to do
- IEP = transition IEP
The IDEA 2004 Transition requirements focus on critical elements of transition:

- How we define “transition services”
- How we make decisions about transition services based upon appropriate assessments
- What is required in a student’s IEP related to transition
- How we summarize transition performance when students are graduating or exiting school

Definition of Transition Services

“a coordinated set of activities for a student that –
(A) 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.”

Definition of Transition Services

(B) based on the individual child’s needs, taking into account the child’s strengths, preferences, and interests; and

(C) includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and when appropriate, acquisition of daily living skills and functional vocational evaluation. (Section 602, (34).

Indicator 13

(IEPs and Postsecondary Goals)

Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the child to meet the postsecondary goals. [20 U. S. C. 1416 (a)(3)(B)]

http://www.nsttac.org/
NSTTAC Indicator 13 Checklist:

1. Is there an appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living? Y, N
2. Is (are) the postsecondary goal(s) updated annually? Y, N
3. Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment? Y, N
4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)? Y, N
5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)? Y, N
6. Is (are) there annual IEP goal(s) related to the student’s transition services needs? Y, N
7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed? Y, N
8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority? Y, N, NA

Does the IEP meet the requirements of Indicator 13? (circle one)
- Yes (all Ys and Nas are circled)
- No (one or more Ns are circled)

IEP Results Process for Transition Services

(adapted from: O’Leary, 2005)

Step 1: Measurable Postsecondary Goals

Step 2: Present Levels of Academic Performance

Step 3: Needed Transition Services

Step 4: Annual IEP Goals

Step 5: Summary of Performance

a. Course of Study
b. Needed Services:
- Instruction
- Related Services
- Community Experiences
- Employment and other post-school adult living objectives
- Daily Living skills & Functional Vocational Assessment (when appropriate)

Why Focus on Self-Determination?

- Method of engaging students in their education (beyond the IEP planning)
- Lifelong skills for variety of environments
- Self-Awareness
- Preparing students for adult environment – Entitlement programs vs. Eligibility programs (special education) (adult services)
IDEA Requirements *Impacting* Student Involvement in Transition

- Invite student to meeting
  - For the IEP to be in place when the student turns 16
  - Student participation and leadership on the IEP team is exemplary practice
- Transition Assessments
  - To identify student interests, needs, preferences, strengths
- Creating Postsecondary Goals
  - Generated from results of transition assessment
  - Written in first person (I will... OR Tonya will...)

Beginning no later than the first IEP in effect when the student turns 16 and annually thereafter

A student's IEP must include *appropriate measurable postsecondary goals* based upon *age appropriate transition assessments* related to training, education, employment, and where appropriate, independent living skills. The IEP must include those *transition services (including courses of study)* needed to assist the student in reaching postsecondary goals. (Section 614)

IEP Results Process for Transition Services

(adapted from: O’Leary, 2005)

Step 1: Measurable Postsecondary Goals

- Education or Training
- Employment
- Independent Living

Step 2: Present Levels of Academic Performance

Step 3: Needed Transition Services

Age Appropriate Transition Assessments

Step 4: Annual IEP Goals

Step 5: Summary of Performance

What do “measurable postsecondary goals” mean?

- Postschool Goals stated so that we can *measure the extent* to which the goals were achieved & schools role in planning
- Education/Training & employment are required Independent living as needed
- Include *Time element*

Formula:

After high school; After graduation.

(student) will

behavior (what, where and how?)

Examples from NISTAC:

Upon completion of high school:

- I will enroll in the Associates Degree program at Ocean County Community College in August of 2009. (separate, education/training)
- I will get my undergraduate degree in history and education, to become a high school social studies teacher. (combo: education/training & employment)
- Paulo will independently prepare for work each day by dressing, making his bed, making his lunch, and accessing transportation. (separate, independent living)

For younger students:

- I will work with animals
- I will go to school to learn about computers
- I will live in my own apartment with a roommate
What about Independent Living MPGs? How do you Decide?

- See the [Independent Living Postsecondary Goal IEP Team Decision Assistance Form](http://transitioncoalition.org/publications/presentations)

A postsecondary goal is “generally understood to refer to those goals that a child hopes to achieve after leaving secondary school (i.e., high school)” (IDEA 2004 Part B Regulations, §300.320(b), discussion of Final Rule p. 46,668)

A postsecondary goal is not the process of pursuing or moving toward a desired outcome.

- Alex
- Allison
- David
- Jamarreo
Thinking about Your IEP…
Forms and Planning Procedures

• Where do you report your measurable postsecondary goals in your IEP? Pros/cons of this method

• Does your IEP provide you with “space” or prompts w/in the IEP to ensure compliance with I-13 requirements of MPS goals?

• What changes could you make to your form and/or procedures to align with best practices?

Defining Transition Assessment
What’s YOUR Definition? Think about a Definition; Share with Partner & Enhance/Adapt

Transition assessment is “the ongoing process of collecting data on the individual’s strengths, needs, preferences, and interests as they relate to the demands of current and future working, educational, living, and personal, and social environments. Assessment data serve as the common thread in the transition process and form the basis for defining goals and services to be included in the IEP” (Sitlington, 1996).

How does it compare?
### Transition Assessment: Where Do You Start?

**Guiding Questions**
- What do we already know about the student’s strengths, preferences & needs in employment, education, living?
- What do we need to know about the student’s employment, education and living strengths, preferences & needs??
- What methods and sources will provide the information I need?
- Who will gather the information & What role will the student play in the assessment process?
- When will the assessment data be collected and used for transition planning?
- Is the student making progress toward his/her specific postsecondary goals (employment, education, living)?

**Planning for Assessment**

**What and How to Assess**

**Using Data**

---

### Transition Assessment Steps


**Step 1**
- Data pertaining to students’ interests, preferences, and strengths are used to develop appropriate, measurable postsecondary goals

**Step 2**
- Data on postsecondary goals, interests and preferences, and data pertaining to student strengths and needs that may impact the realization of the postsecondary goals are summarized in the Present Levels of Academic Achievement and Functional Performance (PLAAP) in the IEP.

**Step 3**
- Needs identified in the PLAAP drive the remaining components of the IEP transition services, including course of study, transition activities, transition planning, annual goals and accommodations.

**Step 4**
- Summation of all available assessment data is used to develop the Summary of Performance as the student nears graduation or aging out of services.

---

### Transition Assessment Planning Form

<table>
<thead>
<tr>
<th>Transition Assessment Area</th>
<th>Occupation/Occupational Areas to Consider</th>
<th>What do we already know about the student?</th>
<th>What do we need to learn about the student?</th>
<th>How will we gather this information?</th>
<th>Where will the information be gathered?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupational Interests &amp; Values</td>
<td>Work Attitude</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work Readiness/ Vocational Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transition Technology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Emotional/ Personality</td>
<td></td>
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<tr>
<td>Manual dexterity</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Work Environment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Resources:**
- www.transitioncoalition.org: Online module (Transition Assessment: The Big Picture & Assessment Resources)
- www.transitioncoalition.org: Transition assessment resources (Tools & Resources > Presentations)

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**Overview of IDEA 2004**

**Assessment Plan Characteristics:**

1. Customized to specific types of information needed
2. Appropriate to learning and response characteristics
3. Use assistive technology & accommodations
4. Include multiple ongoing activities to sample behaviors and skills
5. Must be verified by multiple methods & persons
6. Results stored in user-friendly way
7. Occurs over time (multiple years)

---

**WHAT TO ASSESS**

- Temperament & Personality
- Learning Styles
- Aptitudes (academic, work, etc.)
- Interests & Preferences
- Communication Interpersonal
- Self-advocacy
- Vocational & Occupational Skills
- Social Skills, Communication Interpersonal
- Independent Living Skills
- Information needs for Student-focused Transition Planning
- Supports & Accommodations (Including AT)

*Adapted From: R. Koller (2004)*

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**HOW TO ASSESS**

**Standardized**

- Major elements of the assessment are consistent (test items, scoring, interpretation)
- Norm-referenced
- Criterion-referenced

**Informal**

- Analysis of background information
- Interviews
- Surveys
- Checklists
- Rating Scales
- Work samples
- Curriculum-based assessments
- Interest Inventories
- Observations & situational assessments
- Person-centered Planning
Informal Assessments for Transition Planning:
- Postsecondary Ed and Training
- Independent Living and Community Participation
- Employment and Career Planning

Assessing Environments:
- E-Jam
- Vocational Integration Index
- Ecological Inventories
- Postsecondary Supports Survey


Guiding Questions
- Assessment Plan
- Assessment Selection
- Using Data

Results of transition assessments in IEP:
- Included in present levels of academic and functional performance
- Used to identify postsecondary goals (outcomes)
- Used to identify needed transition services

Monitoring instruction, progress & decisions about changes

Coordinate assessment needs with adult agencies

Summarize and customize results to meet needs of outside agencies
- Summary of Performance

Transition Assessment
- Embedded w/ in Present Levels
- Transition prompts for reporting information
- Formal and Informal Assessments Reported
Using Transition Assessment to Develop Goals

From: NDE (2009). Implementing the Transition Assessment Process

Thinking about Your IEP... Forms and Planning Procedures

- Where do you report your transition assessment data? Pros/cons of this method.

- Does your IEP provide you with “space” or prompts w/in the present levels of education and functional performance specific to transition assessment?

- Does your IEP provide you with support for the I-13 compliance with transition assessment requirements?

- What changes could you make to your form and/or procedures to align with best practices?

IEP Results Process for Transition Services

(adapted from O’Leary, 2005)

- Step 1: Measurable Postsecondary Goals
- Step 2: Present Levels of Academic Performance
- Step 3: Needed Transition Services
- Step 4: Annual IEP Goals
- Step 5: Summary of Performance

Transition services (including courses of study)

- Transition services must be based upon the student’s needs, strengths, preferences and interests and focus on the desired postsecondary goals for the student.

- The transition services that must be considered by the IEP team during the planning process include:
  - instruction,
  - community experiences,
  - related services,
  - the development of employment and other post-school adult living objectives,
  - and when appropriate, acquisition of daily living skills and functional vocational evaluations.
Examples of Transition Services

**Instruction**
- Enroll in community education or recreation programs of interest
- Complete a study skills training class
- Participate in a career awareness program or class

**Community Experiences**
- Meet with military recruiters to discuss educational benefits
- Take classes through the local 4-H
- Tour postsecondary training programs

**Related Services**
- Identify and visit community mental health agencies
- Learn to use a guide dog effectively
- Obtain a mentor through an agency providing substance abuse counseling
- Learn to use augmentative communication device in work setting

**Employment**
- Interview adult worker in a career field of interest
- Practice completing job applications and interviewing skills
- Research three different careers and write a paper about them

**Acquisition of Daily Living Skills**
- Learn about time management
- Take a CPR/First Aid course
- Develop a monthly living budget

**Other Post-School Adult Living Objectives**
- Learn about community agencies that provide services and support to people with disabilities
- Contact Center for Independent Living for independent living skills classes
- Inquire into programs such as food stamps, medical insurance, etc.
- Apply for VR services

**Functional Vocational Evaluation**
- Participate in a situational vocational assessment
- Conduct formal aptitude tests such as VALPAR and WROST

Courses of Study

- "multi-year description of coursework to achieve a student’s desired postschool goals"
- "meaningful to the student’s future and motivate the student to complete his or her education"
- “attention on how the child’s educational program can be planned to help the child make a successful transition to his or her goals for life after secondary school”

(O’Leary, 2005).

Activity: Determine Marie’s Transition Services

- **Education/Training Postsecondary Goal:** Upon graduating from high school, Marie will participate in on-the-job training to expand job duties. She will participate in community adult education courses offered through the local independent living center

- **Employment Postsecondary Goal:** Upon graduation from high school, Marie will continue working at McDonalds and expand her job duties and job hours

- **Independent Living Postsecondary Goal:** Upon graduation from high school, Marie will continue to live in the group home, practicing household and daily living skills such as cooking a meal and daily hygiene. Within 3 years after graduation, Marie will live in her own apartment with friends and the appropriate supports to maintain her community living situation.
How SMART are these Goals in Meeting I-13?

Think, Pair, Share.....

MPG: After graduation, Alex will enroll in a business math course at the local technical school

– Given instruction in the high school Business Math course, Alex will participate in class assignments throughout the semester.

MPG: After leaving high school, Jodi will obtain a part-time position in a community retail environment.

– Given a bi-weekly paycheck, Jodi will practice banking skills with 95% accuracy by August 1, 2007

MPG: Upon completion of HS, Lissette will utilize public transportation, including the public bus and uptown trolley

– Given several coins, Lissette will match the coin with its amount six out of eight times by November 3, 2007
One year before the student reaches the legal age of majority:

- Beginning **not later than one year before** the student reaches the age of majority under State law... students and parents are to be **notified of the specific rights** which will transfer to the student once he or she turns 18 & documentation must be found in the IEP.

- Documentation of this notification must be included in the IEP at this time.
  - Notification of meetings
  - Notification and consent for evaluation
  - Selection of participants of IEP meetings
  - Approval of the contents of the IEP
  - Approval regarding change of placement

For a student whose eligibility terminates due to graduation from secondary school or exceeding the age eligibility for a free appropriate education under State law:

(i) a member of the student’s IEP Team ... shall provide the student with a written Performance Summary;

(ii) ... be based on a **historical review** of functional assessment and evaluation data as well as an **interpretation** of the effectiveness of accommodations and supports;

(iii) ... specify information and data that documents the student’s disability; provide information on the nature and extent of academic and functional limitations caused by the disability; and provide information on the effectiveness of accommodations, supports and assistive technology previously used to reduce the functional impact of the disability.

(iv) the Performance Summary should include, whenever possible: (a) the most recent evaluations or data that support the narrative above; and (b) student input regarding the functional limitations of her/his disability and use and effectiveness of accommodations and supports.

### IEP Results Process for Transition Services

(adapted from: O’Leary, 2005)

**Step 1:** Measurable Postsecondary Goals

**Step 2:** Present Levels of Academic Performance

**Step 3:** Needed Transition Services

**Step 4:** Annual IEP Goals

**Step 5:** Summary of Performance

### SAMPLE SUMMARY OF PERFORMANCE

**Purpose:** IDEA 2004 states that, for a student whose eligibility under special education terminates due to graduation with a regular diploma or due to exceeding the age of eligibility, the IEP team shall provide a summary of the student’s academic achievement and functional performance to assist in meeting this requirement.

1. A **Summary of Performance** should be prepared... (adapted from O’Leary, 2005)

2. **Student Name:** Date of Birth: Current Date:

3. **School/District:** Date of Exit:

4. **Post-Secondary Goals:** (Include what the student expects to achieve in each of the following areas after high school)

5. **Training:**

6. **Education:**

7. **Employment:**

8. **Independent Living:**
Overview of IDEA 2004

Accomplishments related to post-secondary goals: (Examples include volunteer or work experiences, participation in community and extra-curricular activities, awards and recognition, etc.)

- Training:
- Education:
- Employment:
- Independent Living (if appropriate)

Supports and services recommended to assist the student in achieving his or her post-secondary goals: (Examples - Student will need assistance with budgeting and planning to live independently. Student will need a role model and extended family on campus in college level. Student will need access to the materials with verbal instruction and demonstration.)

- Training:
- Education:
- Employment:
- Independent Living (if appropriate)

Who should participate in transition planning & IEPS?

- Family Members
- Student
- Education personnel
- School support staff
- Community members
- Peers and friends
- Administrators
- Postsecondary Ed. staff
- Community Service Providers

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Who is Responsible for Transition Outcomes?

In the case where a participating agency, other than the educational agency, fails to provide agreed upon services, the educational agency shall reconvene the IEP team to identify alternative strategies to meet the transition objective.

Transition Planning Process

1. Identify Preferences, Interests and Needs
   - Using Age Appropriate Transition Assessments

2. Develop a Vision for the Future

3. Develop Transition IEP
   - Measurable Postsecondary Goals
   - Transition Services & Course of Study Goals, Objectives/Benchmarks
   - Interagency Linkages

Implement IEP
- Instruction • Community Experiences • Related Services • Functional Evaluation • Goals & Objectives • Courses of Study • Interagency Linkages

Evaluate Results
- Reconvene the IEP Team
- Expand Upon Existing IEP
- Reevaluate & Revise Annually