

Transition Planning for Results, and... to meet Compliance

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#1. Are there appropriate measurable post-secondary goal(s) that cover education or training, employment, and if appropriate, independent living

- The postsecondary goals (PSGs) should be based upon the student's preferences, interests, and age appropriate transition assessments
- PSGs represent the major adult life activities around which planning should take place.
- PSGs stated in such a way we could measure the extent to which the student has been able to achieve what they set out to do and the extent to which the transition services provided prepared the student for taking the next step.



Post Secondary Goal or Goals

- Measurable = Countable
- An outcome, not a process
- Education or training (required)
- Employment (required)
- Independent Living (when appropriate)
- Can be combined into one all-inclusive goal or two or three separate goals.

NSTTAC (National Secondary Transition Technical assistance Center)

When writing “measurable postsecondary goals...

- Use results-oriented terms such as “enrolled in”, “working”. “live independently”.
- Use descriptors such as “full time” and “part-time”

Measurable Post Secondary Goals are required for:

- Education or training-specific- vocational or career field, independent living skill training, vocational training program, apprenticeship, On the Job Training, military, Job Corps, 4 year college or university, technical college, 2 year college, etc.
- Employment – paid (competitive, supported, sheltered, unpaid, non-employment, etc.
- Independent Living Skills – Adult living, daily living, independent living, financial, transportation, etc.

#1. Examples of Measurable Postsecondary Education Goals

After graduating from high school, Jason will attend a four-year college to obtain his undergraduate degree in history and education to become a high school social studies teacher.

Example from NSTTAC (National Secondary Transition Technical assistance Center)



This goal meets the standards for Indicator 13 item #1 for the following reasons:

- *Attending courses in a postsecondary education is the focus of this goal.*
- *Goal reflects Jason's strengths, interests, and preferences*
- *Obtaining a degree at a college is measurable outcome.*
- *Obtaining a college degree occurs after graduation from high school.*

- Example from NSTTAC (National Secondary Transition Technical assistance Center)

#1. Examples of Measurable Postsecondary Employment Goals

After obtaining his degree from the university, Jason will work as a high school history teacher.



Example from NSTTAC (National Secondary Transition Technical assistance Center)

These goals meet the standards for Indicator 13 item #1 for the following reasons:

- Participation in or maintenance of employment is the focus of this goal.
- Goal does indicate an outcome (having a career in a particular field) that can be observed as occurring or not.
- Goal is supported by Jason's postsecondary education/training goal.

Example from NSTTAC (National Secondary Transition Technical assistance Center)

#2. Are the postsecondary goals updated annually?

- Postsecondary goals must be addressed/updated in conjunction with the development of the current IEP.
- IEP team must determine whether the postsecondary goals developed in the last IEP are or are not a current reflection of the student's postsecondary plans.
- If student's postsecondary plans have changed, a reflection of this may be evident in the course of study , transition service needs or annual goals.

#2. Are the postsecondary goals updated annually? Example

Potential indicators of compliance to Item #2:

- If in review of the transition services section and the PLAAFP it is apparent that the student's interests and preferences have changed and there is an update in the postsecondary goals from the previous IEP.
- There is evidence in the IEP that discussion was held regarding whether the postsecondary goals are or are not a current reflection of the student's postsecondary plans.
- If this is the student's first IEP that addresses secondary transition services because they will be turning 16, this is considered an update.

Updating of postsecondary goals annually?

Example Jason

(Education and Training and Employment) The Present Level of Academic Achievement and Functional Performance (PLAAFP) indicates that “Jason’s postsecondary goals beyond high school were considered and updated based on transition assessment information in developing his IEP”.

– *The goals meet I-13 standards for Item #2 for the following reasons:*

- *The annual review of the postsecondary goals is clearly stated and updated in the PLAAFP in the IEP document.*

Example from NSTTAC (National Secondary Transition Technical assistance Center)

#3. Is there Evidence that the measureable postsecondary goals were based on age appropriate transition assessment?

Is there evidence that age appropriate transition assessment from **multiple sources** were used to provide information on the student's needs, strengths, preferences, and interests regarding the postsecondary goal.

What is Transition Assessment?

an ongoing process of collecting data on the student's:

- **STRENGTHS**
- **NEEDS**
- **PREFERENCES**
- **INTERESTS**

As they relate to the demands of:

- **EDUCATION or TRAINING**
- **EMPLOYMENT**
- **INDEPENDENT LIVING**

*Division on Career Development and Transition (DCDT)

Purpose of Age Appropriate Transition Assessment:

To provide information to develop and write practical and achievable measurable postsecondary goals.

- Age appropriate

Activities, assessments, content, environments, instruction, and or materials that reflect a student's chronological age.

- Formal or Informal

- Task analysis
- Observations
- Interviews with students
- Self Determination assessments
- Interest inventories
- Curriculum based assessment
- functional skill inventories

Purpose of Age Appropriate Transition Assessment:

The assessment process for students with disabilities ages 15-21 should focus on transition into adult life.

- *What knowledge and skills does the student need to successfully enter employment, postsecondary education, adult services, independent living, or community participation?*
- *What knowledge and skills does the student currently demonstrate in each of these areas?*
- *What knowledge and skills does the student still need to acquire over the next few years?*

#3. Is there evidence that the measurable postsecondary goals were based on age appropriate transition assessment?

Jason Example

- A summary of student's current psychological report (indicating overall IQ and academic level)
- *Self-Directed Search Form R score profile matched that for Social, Artistic, and Enterprising (SAE) which matches that for high school teacher.*
- *On the Career Interest Inventory –Level Two, Jason scored in the High Range for Educational Service, Health Service, and Mathematics and Science.*
- *Given his previous work history, he also took the Work Adjustment Inventory scoring high on the Activity, Empathy and Adaptability scales and low on Assertiveness. This score pattern suggests a preference for jobs that keep him active, work with co-workers who appreciate his empathy for others and is comfortable with adapting to changes in work routines and settings. Conversely, his low score suggests that he may have difficulty asserting himself in some work situations.*
- *When completing the Transition Planning Inventory, Jason identified specific transition-related needs in the area of planning for further education and training. Specifically, he expressed concern with knowing how to gain entry into the college or university of his choice and succeeding in an appropriate postsecondary program.*

These examples meet I-13 standards for item #3 for the following reasons

Jason Example

- Data were obtained over time.
- It reflects student's strengths, preferences, and needs.
- The information is from multiple sources and places.
- It considers present and possible future environments because the data relate logically with Jason's stated postsecondary goals.
- The data sources are **age appropriate**.

Example from NSTTAC (National Secondary Transition Technical assistance Center)

#4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?

For each postsecondary goal there is *at least one* of the following listed in association with meeting each postsecondary goal.

- Instruction*
- Related Service(s)*
- Community Experience(s)*
- Development of Employment and Post-School Objectives*
- Acquisition of Daily Living Skills (if appropriate)*
- Functional Vocational Evaluation (if appropriate)*

T-3 Activities

- When all activities are viewed as a whole, the activities should demonstrate a coordinated effort between the school, school services, programs, and agencies.



#4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?

Jason Example

Education/Training *Instruction*

- *Accommodations for testing and participation in the general curriculum*
- *Structured observations of teachers*
- *Visit to at least one college with a teacher preparation program.*
- *Self-Determination instruction*

Example from NSTTAC (National Secondary Transition Technical assistance Center)

Education/Training *Transition services: Instruction* *Jason Examples*

These services meet the requirements for I 13 #4 for the following reasons:

- *Instruction is related to postsecondary goals.*
- *Services can be provided by the school.*



#4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?

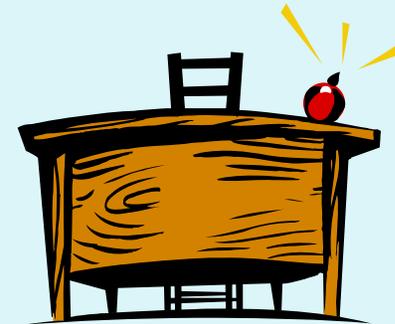
Jason Example

Employment and Other post School Living Objectives

- *Conduct teacher interviews*
- *Job shadowing in high school social studies classes.*
- *Vocational rehabilitation referral to determine eligibility for tuition assistance*
- *Apply for college and disability support service, no later than December of senior year.*

These services meet I-13 standards for Item #4
for the following reasons:

- Activities are related to postsecondary goals
of education training and employment



T-3 Activities & Annual Goals

- Transition service needs that are the responsibility of the school (special education) *may be* annual goals for the upcoming IEP time period.



Reminder



T-3 Section of the IEP Must Include:

- Minimum one strategy or activity (based on student needs) for each postsecondary goal area.
- Name(s) of responsible agency or individual(s)
- Current timelines for the activity or strategy

#5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals?



Courses of Study Aligned with Postsecondary Goals

A multi-year description of coursework and educational experiences that will assist the student to prepare for the transition from secondary education to post-school life. Course of study should be listed for student's current school year to anticipated exit year. Credits to be earned should be filled in for all years of high school. Specific electives courses should be identified.

#5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals?

Jason Examples

For Jason's upcoming 12th grade year the courses listed include:

- Psychology (semester)
- English 12 (year)
- Trigonometry (year)
- Band (year)
- Phys Ed. (semester)
- American Government
- Advanced Biology (year)



Example from NSTTAC (National Secondary Transition Technical assistance Center)

These courses of study meet I-13 standards for Item #5 for the following reasons

- Jason plans to attend a four-year college to complete courses for a bachelor's degree after he graduates from high school.
- Jason's coursework throughout high school will need to prepare him for admissions to a college and so should include college preparatory work and the requirements for the diploma that will allow him admissions to the college.

Example from NSTTAC (National Secondary Transition Technical assistance Center)

Reminder



- The Course of Study in the T-2 section of the IEP must be a complete listing of courses for all 4 years
- Electives must be identified
- Credits to be earned column must be complete for all four years
- Credit earned column must be current

#6. Are there annual IEP goals related to the student's transition service needs?

For each of the postsecondary goal areas there should be an *annual goal or short-term objective* included in the IEP *related to the student's transition service needs.*

** Please Note: In some cases the same annual goal may relate to both of the postsecondary goal areas.*

#6. Annual Goal Examples related to Jason's transition service needs?

(Education/Training) In order to become more successful in the college bound curriculum, Jason will identify the type of accommodation needed to enable him to be an independent reader in the general curriculum 5 out of 5 trials per week for 6 consecutive weeks.

(Employment) Through participation in the district's teacher mentor program, Jason will write an essay about his expectations for his future career, including statements of (a) a goal, (b) 3 or more negative aspects of teaching, (c) 3 or more positive aspects of teaching, and (d) a summary statement of the mentor program experience with 80% or better accuracy in grammar and spelling by April 2012.

Example from NSTTAC (National Secondary Transition Technical assistance Center)

These annual goals meet I-13 standards for Item #6 for the following reasons:

- Preparing for postsecondary education is the primary focus of annual goal 1.
- Preparing for employment is the primary focus of annual goal 2.
- Goals include an intent or purpose, measurable behavior, ending level and timeframe.

Example from NSTTAC (National Secondary Transition Technical assistance Center)

#7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?

There must be evidence that the student was invited to the IEP meeting.

- *Prior Written Notice addressed to student*
- *Prior written notice addressed to student and parents.*
- *Copy of Student invitation in file*



#7. Evidence of Student Invitation – Jason Example

- Prior Written Notice addressed to Jason, inviting him to the IEP meeting, prior to the date of the IEP meeting.

This documentation meets I-13 standards for Item # 7 for the following reason:

- *There is evidence that the student was invited to the IEP meeting where transition services would be discussed.*

#8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP meeting with the prior consent of the parent or student who has reached the age of majority?

- If there are transition services listed on the IEP that are likely to be provided or paid for by an outside agency there must be evidence that—
 - a representative of the outside agency was invited to the IEP and
 - Parent written consent (student when age of majority) was obtained to invite the agency(ies)

#8 Evidence of invitation to participating outside agency and parental consent – Jason Examples

- A parental consent form signed by Jason's indicating that the LEA may invite the VR counselor to the IEP.
- An invitation to the IEP meeting in the file, mailed to the VR counselor.

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Example from NSTTAC (National Secondary Transition Technical assistance Center)

These examples meet the I-13 Standards for Item #8 for the following reasons:

- *Parental consent or student consent, if age of majority, is required in order to contact any adult agency and release student information.*
- *An invitation documents that a representative from Vocational Rehabilitation was invited to the meeting.*

Example from NSTTAC (National Secondary Transition Technical assistance Center)



The examples provided in this training powerpoint were adapted from the National Secondary Transition Technical Assistance Center (2009) Indicator 13 Training Materials, Charlotte, NC, NSTTAC

www.nstattac.org

Questions & Comments

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