

# CREATING QUALITY AND COMPLIANT TRANSITION IEP'S

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*Presented by*

**Indiana Secondary Transition Resource Center**

*a project of the*

**Center on Community Living and Careers**

**Indiana Institute on Disability and Community**

**Indiana University**



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### 3 WHAT IS THE PURPOSE/IMPORTANCE OF SECONDARY TRANSITION PLANNING?

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- To support students and families in preparing for desired long term outcomes (Independent Living, Employment, Education/Training)
- To assist students in making the connection between what is happening now (high school) and where the student would like to get to (postsecondary goals)
- To create a coordinated set of activities and services that will help students and families make informed decisions about the future

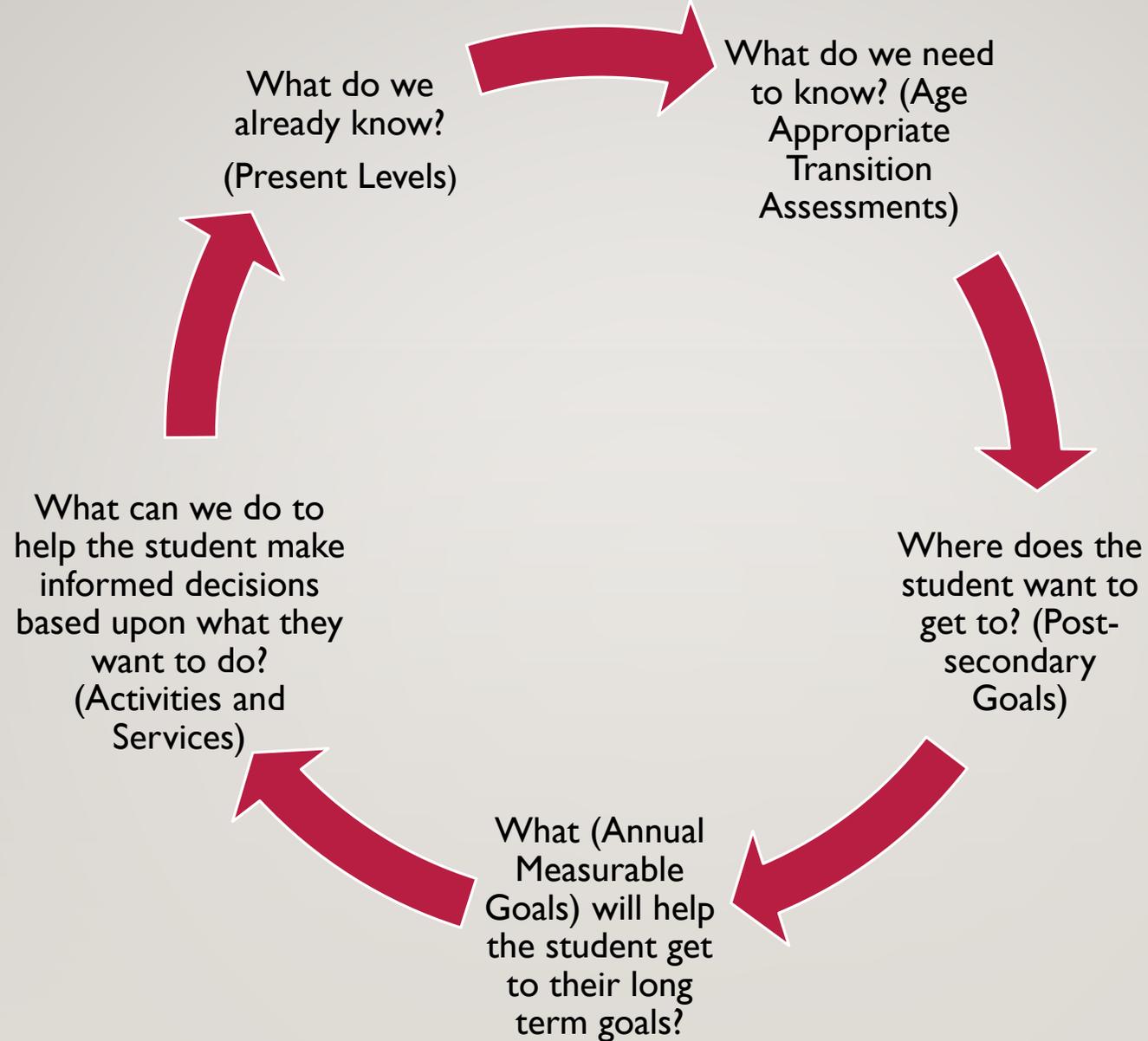
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## THE TRANSITION IEP

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- Begins the year the student is going to turn age 14 or enter 9<sup>th</sup> grade
- Is the ENTIRE document (not an add on)
- Is intended to foster meaningful conversations with students regarding a student's strengths, preferences, interests and needs in relation to long term goals
- Builds each year based upon student interests

# REVIEW OF THE PROCESS



## 6 PROGRESS MONITORING DATA / PRESENT LEVELS OF PERFORMANCE

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- What goes here?
  - Progress the student has made on the goals you wrote last year
  - Important data:
    - ISTEP/ECA/NWEA (not just numbers – what they mean)
    - Attendance data
    - Behavior data

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## PRESENT LEVEL OF ACADEMIC AND FUNCTIONAL PERFORMANCE

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- Is the starting point for all IEPs decisions about instruction and services
- Tells us about the student's educational strengths and needs
- Is the beginning of telling the rich story of the student . . . . .

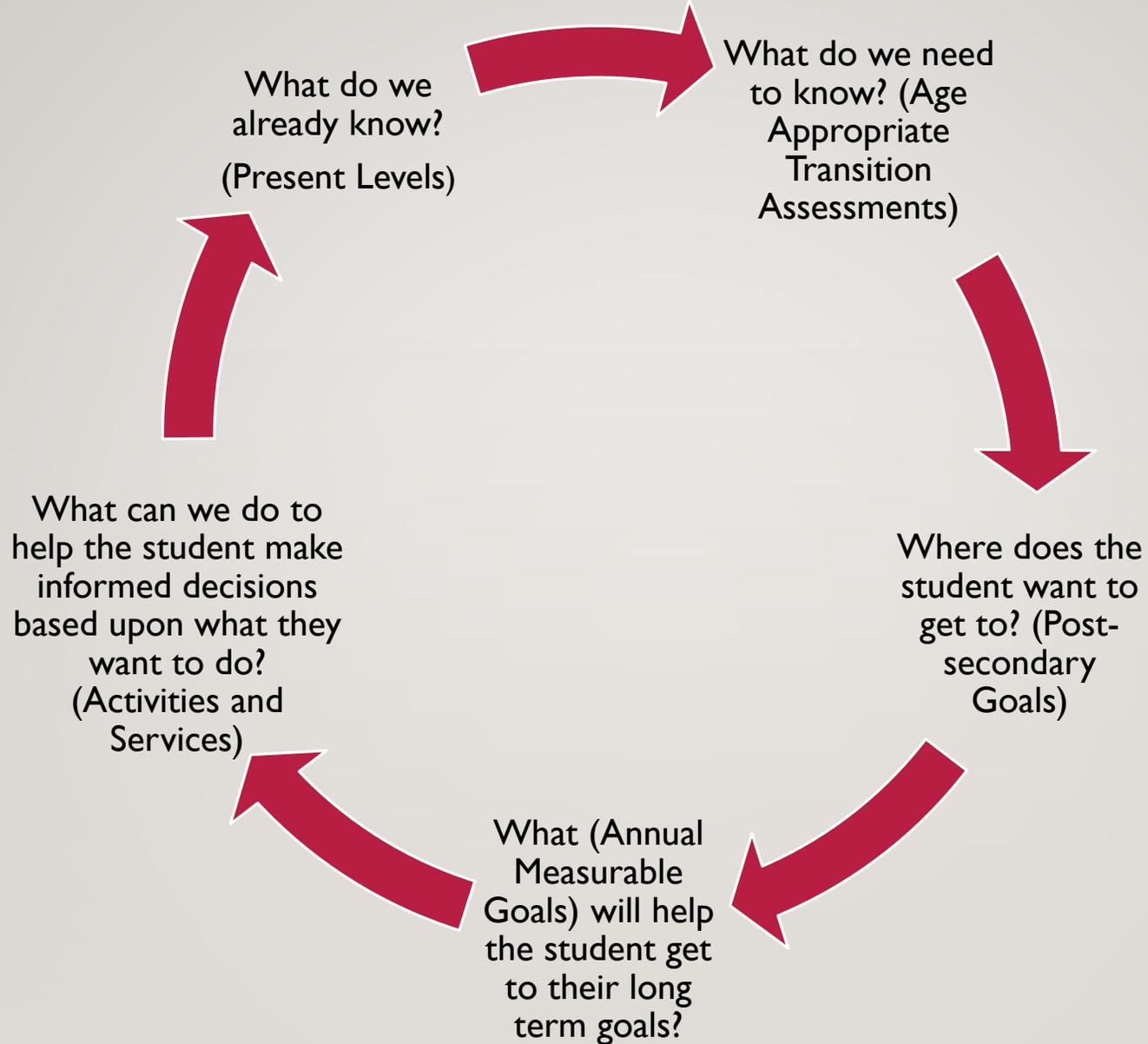
# PRESENT LEVELS OF FUNCTIONAL AND ACADEMIC PERFORMANCE

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- Should be “Front Loaded” with data and information- it is the starting point for “connecting the rest of the IEP”
- Is relevant in that it is connected to the student’s disability and their needs
- Shows how the disability affects their involvement or progress in the general education curriculum
- Data, Data and Data . . . “Would you know where to start instruction?” – stranger test

**EXAMPLE**

# REVIEW OF THE PROCESS



# || AGE APPROPRIATE TRANSITION ASSESSMENTS

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- ***Age Appropriate Transition Assessments and the Summary of Findings*** allow the student (with support) to explore their strengths, preferences, and interests in the areas of **Employment, Education/Training, and Independent Living**
- Should help a student either: find a path, stay on the path, or find a new path..



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# AGE APPROPRIATE TRANSITION ASSESSMENTS

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- Are done annually (throughout the life of the IEP)
- Must always address Employment and Education/Training
- Must include an initial assessment for Independent Living – making the case whether or not the student needs a post secondary Independent Living goal

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## INDEPENDENT LIVING ASSESSMENTS

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- Must be done at the first Transition IEP to determine if an IL postsecondary goal is needed
  - IF a student is determined to need an IL Postsecondary goal, then all parts of the IEP must include alignment to Independent Living
  - A new assessment must be done each year



# INDEPENDENT LIVING ASSESSMENTS

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- IF a student is determined to have age appropriate IL skills, the information must be 'cited' (name of assessment, date given, summary).
  - Once the determination is made that NO IL postsecondary goal is needed:
    - No further IL assessments need to be completed UNLESS a need presents itself.

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# TRANSITION ASSESSMENT MATRIX

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An easy-to-use compilation of assessment tools for your students. You can search by age of student, type of disability, or type of resource (domain).

<http://instrc.indiana.edu>



# AUTHENTIC ASSESSMENTS

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- Not all assessments will come in the form of a survey/paper-pencil
- **AUTHENTIC ASSESSMENTS** – capture what is already happening within the life of the student (or in your school building) that supports their moving toward (or changing) their long term goals

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# AUTHENTIC ASSESSMENTS

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- Let's look at some...



## AGE APPROPRIATE TRANSITION ASSESSMENTS (SUMMARY OF FINDINGS)

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- ***Summary of Findings*** from age appropriate transition assessments should:
  - Include the name of the assessment and date given.
  - Summarize (and build year to year) what you found out regarding the students strengths, needs, preferences and interests in that particular area (IL – when needed, Employment, Education/Training)
  - Lead to the post secondary goal (I will) statement

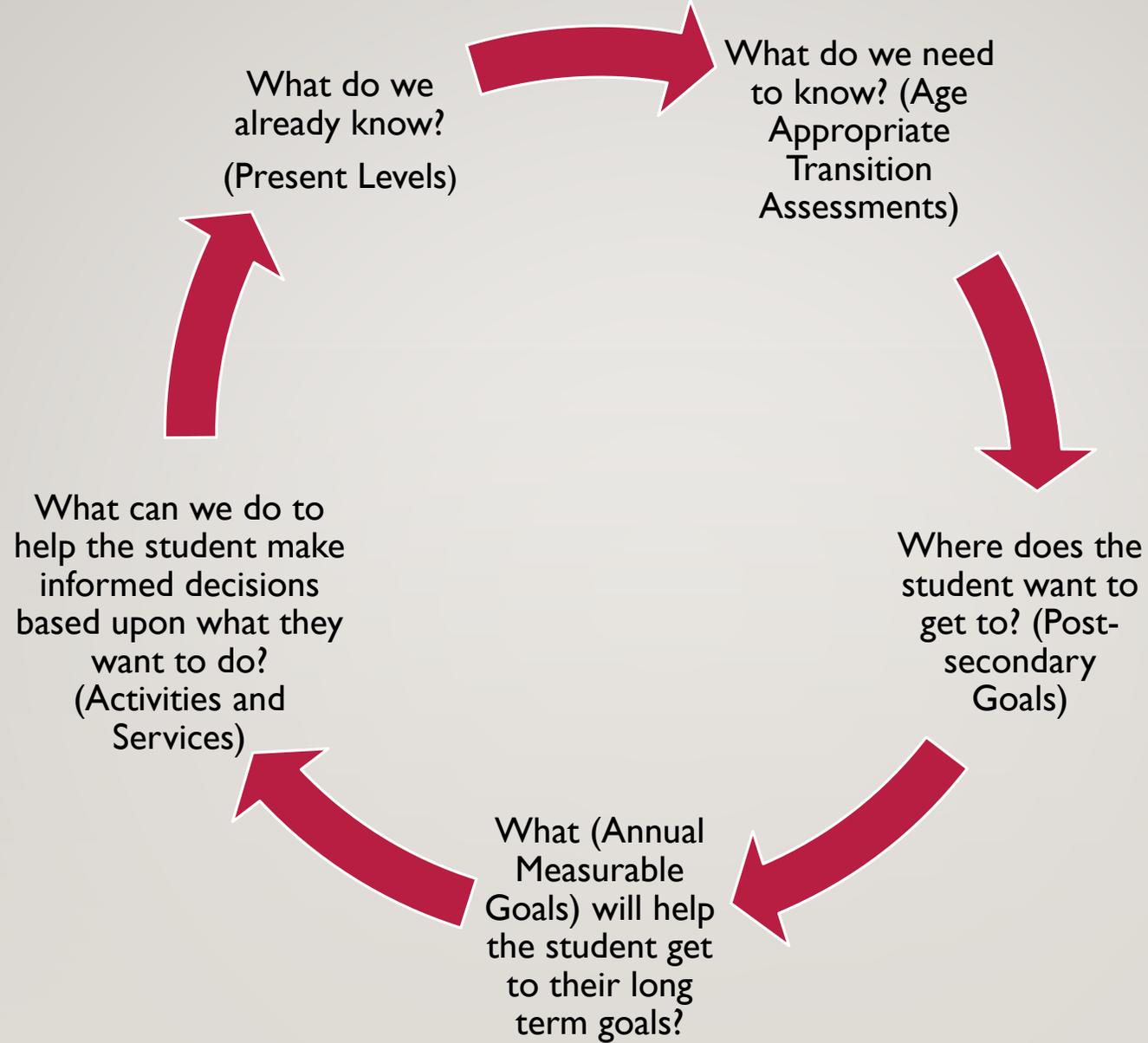
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# REVIEW OF THE PROCESS



# POSTSECONDARY GOALS

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- ***Post Secondary Goal (Outcome) Statements*** are gleaned from the *Age Appropriate Transition Assessments* and put into clear and concise “I Will” Statements
- Each of the areas must be addressed and aligned with assessments, strengths, preferences, and interests



# POSTSECONDARY GOAL STATEMENTS

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- These are your ‘I will’ statements
- Tips for PS goal statements:
  - Should be supported by information from age appropriate transition assessments
  - Use the drop down words that align to the ps goal you are addressing
  - Are talking about long term (career goals)
  - Should not include a lot of other information beyond the statement (extra info goes in the summary of findings)

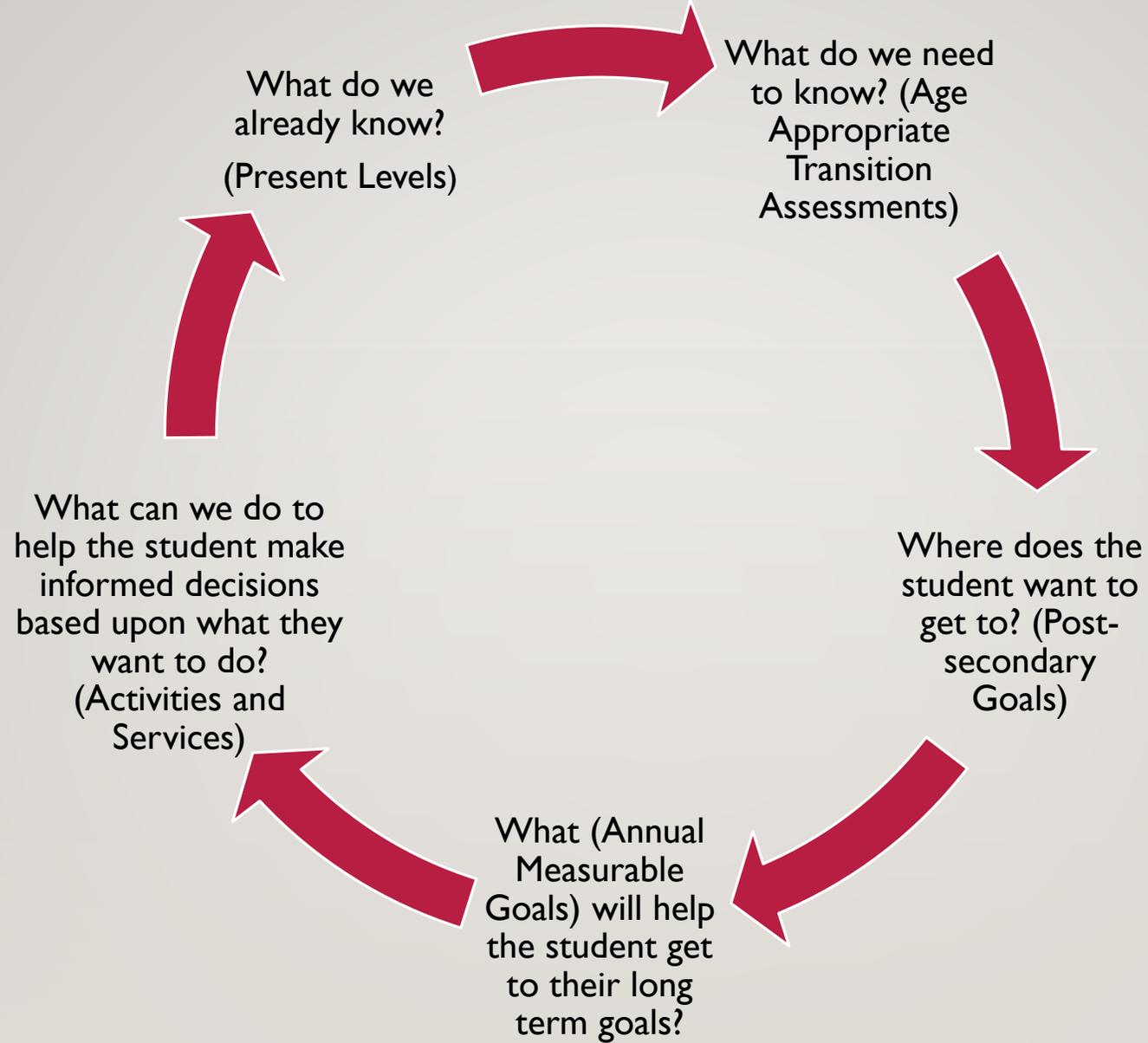
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# REVIEW OF THE PROCESS



# MEASURABLE ANNUAL GOALS

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- ❖ Must relate to the PLAFP
- ❖ Annuals goals (and short-time objectives or benchmarks) should be able to stand on their own
- ❖ Identify what knowledge, skills and/or behaviors a student is expected to **demonstrate or do** within the period of time the IEP is implemented
- ❖ Addresses the skill(s) the student needs to make educational/behavioral progress

# A MEASURABLE ANNUAL GOAL SHOULD...

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- Be a yearly statement of what behavior you want (or don't want) to see from a student (within those 12 months).
- Be the (current) **most significant barrier** to the student being successful in the area you are addressing.
- Be identified as a need in the Present Levels of Performance, and include the **current (baseline) level** the student is performing the behavior.



## A MEASURABLE GOAL SHOULD...

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- Be able to be monitored
- Allow us to know how much progress has been made since the last measured performance
- Multiple evaluators should be able to agree on whether the student has reached the goal

## WELL-WRITTEN ANNUAL GOAL COMPONENTS

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- ✓ **GIVEN WHAT** – describes **the conditions** that will need to be in place for the goal (or benchmark) to be completed
  - ✓ **WHO** – **the student**
  - ✓ **DOES WHAT** – describes **observable behavior (specific action or target behavior)** that the student will do to complete the goal (or benchmark)
  - ✓ **WHEN (for benchmarks specifically)** – relates to a specific point in time or timeframe when something will have been learned or completed– *this relates to the life of the IEP.*
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# WELL-WRITTEN ANNUAL GOAL COMPONENTS

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## ✓ **HOW MUCH**

- **Mastery** – describes the performance accuracy of the behavior to be considered completed
- **Criteria** – describes how many times the behavior must be observed for the goal or (objectives/benchmarks) to be considered completed or mastered
- ✓ **HOW WILL IT BE MEASURED** – describes performance data (progress monitoring)

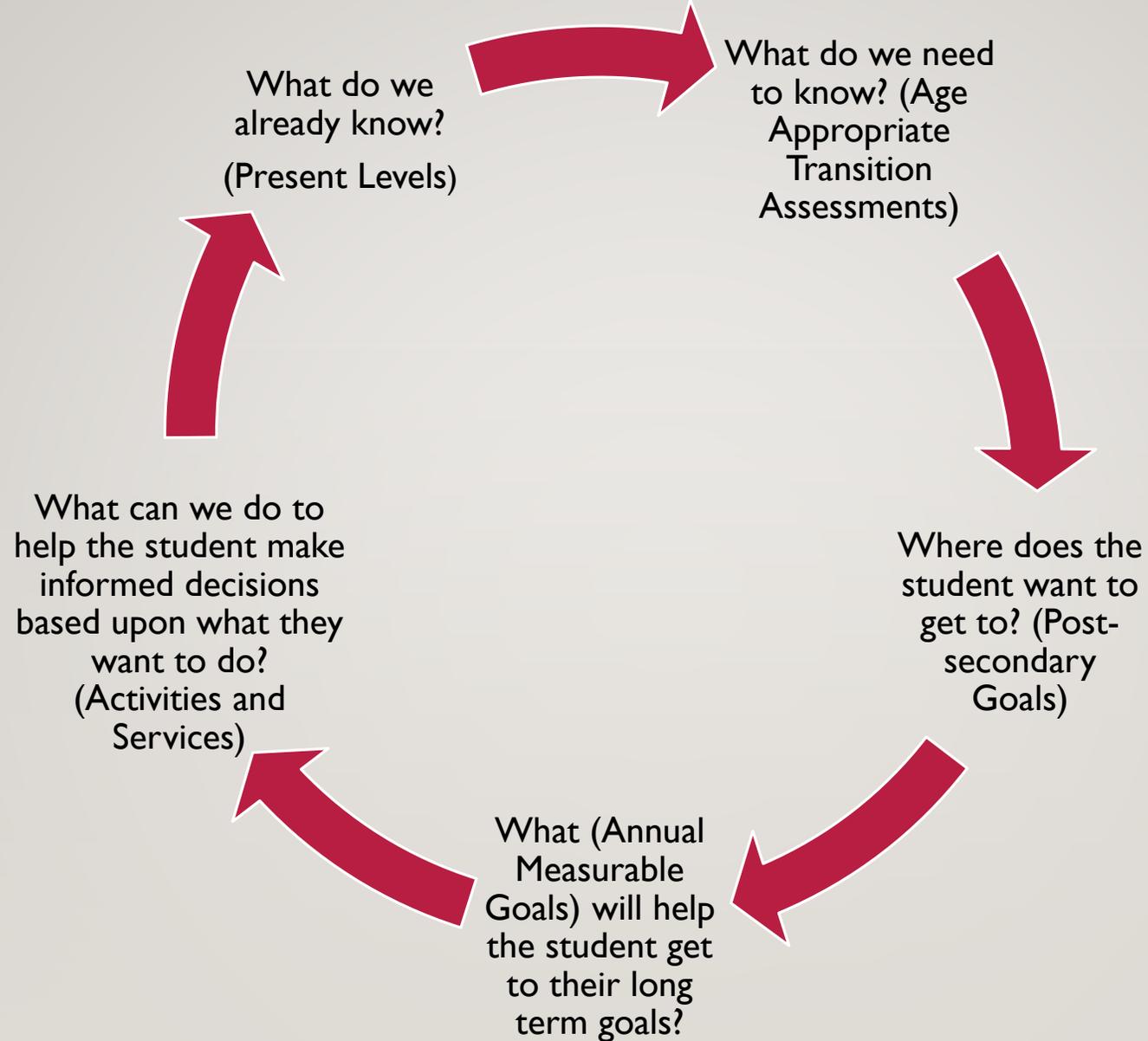
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# REVIEW OF THE PROCESS



# TRANSITION SERVICES & ACTIVITIES

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- Should:
  - Take place during the year of the IEP
  - Support each area your wrote a Postsecondary goal for
  - Be supported by school personnel
  - Help the student in either: identifying postsecondary goals, moving toward their identified postsecondary goals, or help them gather information to potentially change their postsecondary goals

# TRANSITION SERVICES & ACTIVITIES

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- Be sure you:
  - Make them individualized and meaningful &
  - Look at what is already happening in your school building (survey) – authentic activities

# TRANSITION SERVICES/ACTIVITIES

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- Examples:

- Explore education options for a specific career
- Explore requirements to do a certain job
- Career and Tech Program (welding, auto body) – connected to long term goal
- Take the PSAT/SAT/ASVAB

- Meet with a military recruiter
- Attend the local college/career fair
- Resume
- Job applications
- Etc...

# REMEMBER

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It is whatever will help the student in making informed decisions related to their postsecondary goals...



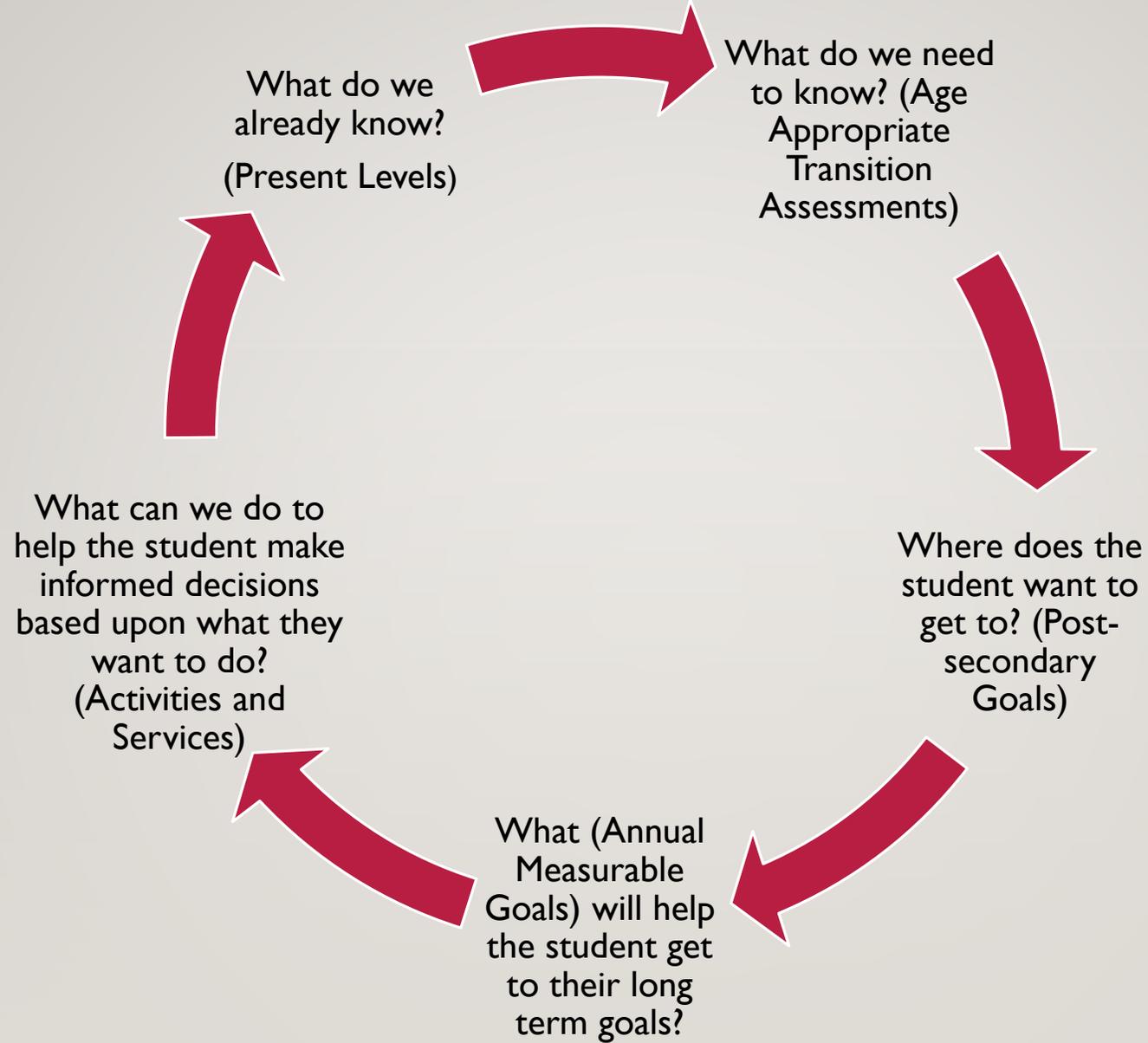
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# REVIEW OF THE PROCESS





# RESOURCES

SIGN UP TO RECEIVE TUESDAY TIPS!

PLEASE EMAIL SUSAN HENNING-HARRIS: [SKHARRIS@INDIANA.EDU](mailto:SKHARRIS@INDIANA.EDU)

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- <http://instrc.indiana.edu> Indiana Secondary Transition Resource Center
- <https://transitionta.org/> National Technical Assistance Center on Transition
- <https://www.indianaieprc.org/index.php/services#special-education-resources> IIEP Resource Center
- <http://online.onetcenter.org/> O'Net Online – Career Research
- <http://www.ncset.org/> National Center on Secondary Education and Transition
- <http://www.ou.edu/education/centers-and-partnerships/zarrow.html> Oklahoma University Zarrow Center
- <https://transitioncoalition.org/> University of Kansas Transition Coalition

## Coming Soon

- Transition IEP Planning Process: Guide for New Teachers
- Transition IEP Compliance Series

