CREATING QUALITY AND COMPLIANT TRANSITION IEP’S

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CENTER ON COMMUNITY LIVING AND CAREERS
WHAT IS THE PURPOSE/IMPORTANCE OF SECONDARY TRANSITION PLANNING?

• 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
THE TRANSITION IEP

• Begins the year the student is going to turn age 14 or enter 9th 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
What do we need to know? (Age Appropriate Transition Assessments)

What (Annual Measurable Goals) will help the student get to their long term goals?

Where does the student want to get to? (Post-secondary Goals)

What can we do to help the student make informed decisions based upon what they want to do? (Activities and Services)

What do we already know? (Present Levels)
6 PROGRESS MONITORING DATA / PRESENT LEVELS OF PERFORMANCE

• 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
PRESENT LEVEL OF ACADEMIC AND FUNCTIONAL PERFORMANCE

• 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

• 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
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What do we already know? (Present Levels)

REVIEW OF THE PROCESS
AGE APPROPRIATE TRANSITION ASSESSMENTS

- **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.
AGE APPROPRIATE TRANSITION ASSESSMENTS

• 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
INDEPENDENT LIVING ASSESSMENTS

• 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

• 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.
TRANSITION ASSESSMENT MATRIX

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

• 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
AUTHENTIC ASSESSMENTS

• Let’s look at some…
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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POSTSECONDARY GOALS

• **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

• 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

- 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...

• 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...

- 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

✓ **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**.
WELL-WRITTEN ANNUAL GOAL COMPONENTS

✓ **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)

[www.calstate.org/iep]
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REVIEW OF THE PROCESS
TRANSITION SERVICES & ACTIVITIES

• 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

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

• 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

It is whatever will help the student in making informed decisions related to their postsecondary goals...
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What do we already know? (Present Levels)
RESOURCES
SIGN UP TO RECEIVE TUESDAY TIPS!
PLEASE EMAIL SUSAN HENNING-HARRIS: SKHARRIS@INDIANA.EDU

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

Coming Soon

- Transition IEP Compliance Series