

2015 Regional Indiana Transition Trainings

Building Capacity for Developing and Monitoring Quality Transition IEPs

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**CENTER ON COMMUNITY
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INDIANA UNIVERSITY
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The World of Transition...

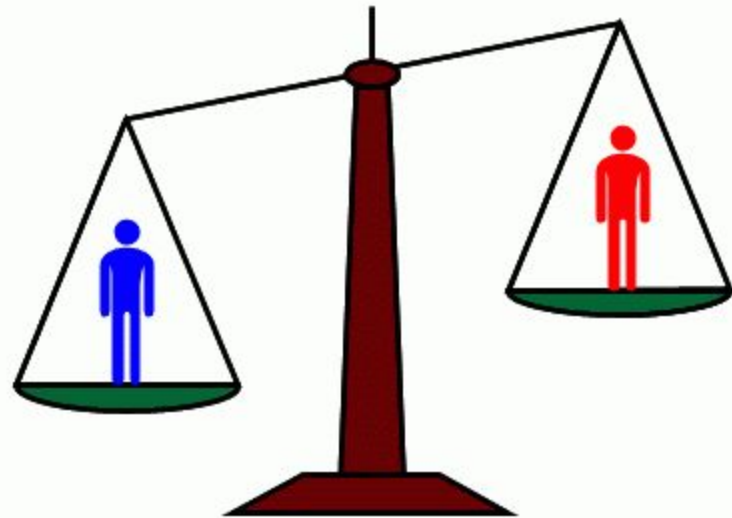




Goals for Today...

- A lightening speed overview of the Transition IEP focusing on:
 - Trends in compliance and quality
 - Measurable Postsecondary Goals
 - Transition Assessments/Summaries
 - Independent Living
 - Measurable Annual Goals
 - Transition Services & Activities
- Resources to take and use with colleagues and staff

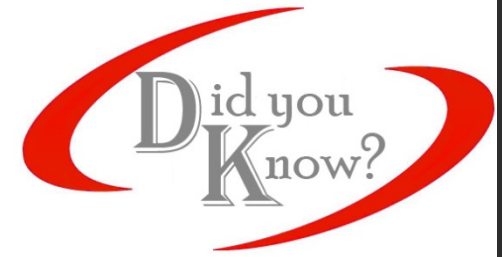
Compare Your Transition IEP to the Presentation & Examples



Burning Questions?



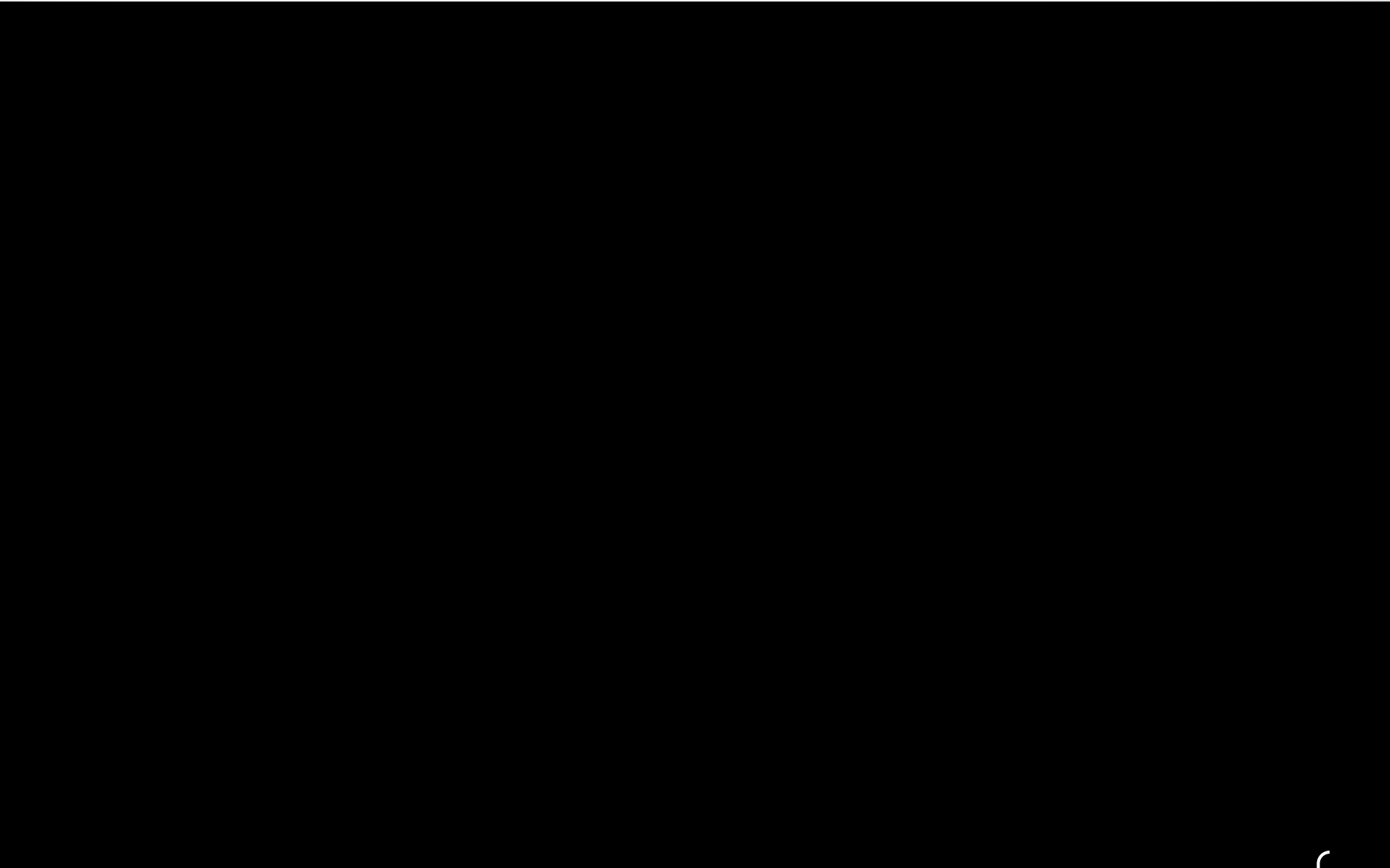
What Do We Know?



- There are nine questions that guide the Transition IEP to meet compliance requirements
- If one of the questions' responses are "NO" the whole Transition IEP is out-of-compliance
- Looking for systemic issues vs minor errors
- A strong present level should guide the remainder of the Transition IEP
- Each component should be aligned

Let's Remember Why We Are Developing Transition IEPs!!

- In this video, look for possible:
 - Post-secondary goals
 - Transition Assessments
 - Measurable Annual Goals
 - Transition services and activities



A Little Reminder: Key Components

Postsecondary Goals

- Happen **after high school** (or bigger picture would be after completing training – “*after completing college, I will obtain a job as a medical assistant*”)
- Must be **measurable**- did it occur or didn't it
- **Aligns** with the Summary of Transition Assessments



For Natalie . . .

In 8th or 9th grade it *could have been*:

- I will go to college to study in the field based on my interests and skills
- After college, I will get a job based on my interests and skills
- **IL:** Natalie will use her coping strategies in frustrating or anxious situations

or

- **IL – NA** – Based on the Planning for Community Life worksheet, Natalie has age appropriate daily living skills, money management, gets around her neighborhood and community, and participates in school extra curricular activities. Her parents will provide the necessary support needed to live on her own.

For Natalie . . .

In 11th or 12th grade it *could have been*:

- I will go to college and study in the field of writing
- After college, I will get a job in the field of writing
- **IL:** Natalie will use her coping strategies in frustrating or anxious situations

or

- **IL – NA –**

A Little Reminder: Key Components

Summary of Transition Assessments

- Must have a **new** assessment each year
- Must have a transition assessment for education/training and employment for all students and Independent Living (IL) if needed
- One assessment can meet the need for both education/training and education.
- The **assessments** must be **identified/stated** and **results summarized**
- Results are based on the students' strengths, preferences, interests and needs
- Must have **an annual goal** and **transition services/activity** aligned to or support the Postsecondary Goals
- Don't forget about authentic transition assessments



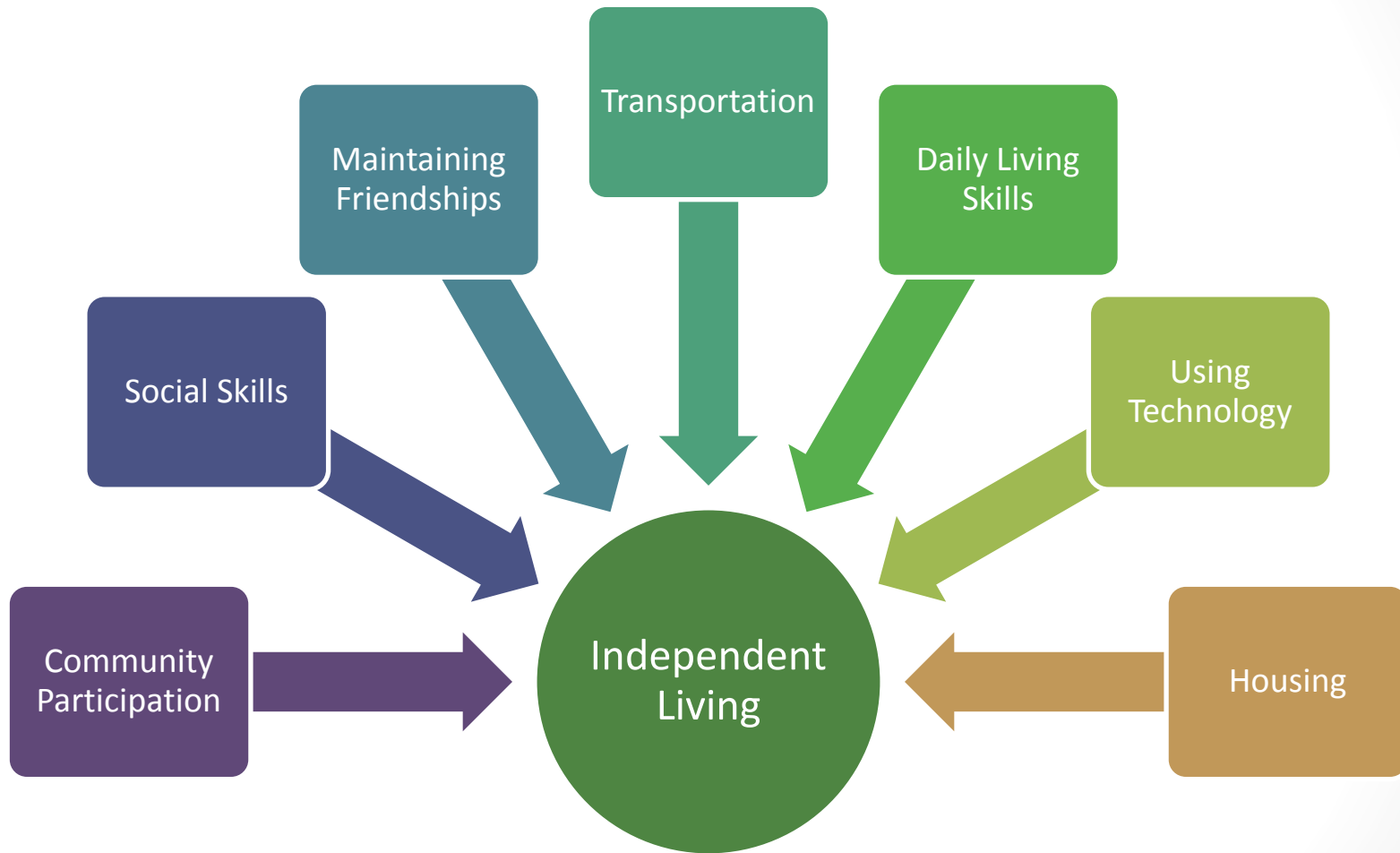
Natalie – 8th or 9th grade

- **Education and Training & Employment (February 2011):** Based on the **Career Headlines assessment**, Natalie wants to go to college but is not sure what she wants to study. The results of the assessment indicated Natalie likes to work around people but needs her own space and privacy, is creative but does not like to work in a fast pace or pressure type of job. She likes to write and it seems to be a strength of her. She needs to explore career possibilities and types of colleges. Academically she is doing well.
- **IL:** Based on the **Planning for Community Life** worksheet, Natalie has age appropriate daily living skills, money management, gets around her neighborhood and community, and participates in school extra curricular activities. Her parents will provide the necessary support needed to live on her own.

Natalie – 11 or 12th grade

- **Education and Training & Employment (February 2014):** Natalie attended the College Fair night at the high school with her pre-prepared questions to practice her self-advocacy and communication skills. She learned not all colleges offer the same type of support and knows she needs to visit and meet with the Disability Services at each of her colleges of interest. She knows she needs a smaller college. She really likes writing and maybe a career in journalism. She wants to write a novel one day. Based on the Self-determination/Self-advocacy checklist, Natalie is able to identify areas of difficulty, problem-solving and her strengths. She continues to need help coping when she is frustrated or anxious and organizational skills
- **IL:** Based on the **Planning for Community Life** worksheet, Natalie has age appropriate daily living skills, money management, gets around her neighborhood and community, and participates in school extra curricular activities. Her parents will provide the necessary support needed to live on her own.

A Little Reminder: Key Components



Independent Living is more than just where a person lives

A Little Reminder: Key Components

IF an Independent Living Post-secondary Goal Is Not Needed:

- Must have an assessment to show the evidence (results) that it is not needed for this student
- The **assessment** must be **identified/stated** and **results summarized**
- Must keep the evidence/results in the Transition IEP each year (e.g., copy/paste or just leave it in)
 - ✓ A new assessment is not needed
 - ✓ You can add to the original stated each year if you prefer, not required



A Little Reminder: Key Components

If An Independent Living Post-secondary Goal *is* Needed:

- Must have an assessment to show the evidence (results) that it is not needed for this student
- The **assessment** must be **identified/stated** and **results summarized**
- Must keep the evidence/results in the Transition IEP each year (e.g., copy/paste or just leave it in)
- Must have a **new** assessment each year
- Must have **an annual goal** and **transition services/activity** aligned to or support the IL Goal.
- Don't forget about authentic transition assessments



A Little Reminder: Key Components

Annual Goals

- Written to address the needs found in the Present Levels
- Address the specific skills (observable) that are challenging for the student to be successful in the general education classroom
- Address the skills needed to work towards his/her post-secondary goals
- Are **skill-based (observable)** with a **measurement** and a **criteria** – what you want the student demonstrate or do



A Little Reminder: Key Components

Annual Goals

- One annual goal supports each of the postsecondary goals written (e.g., can have one to support Educ./Training and Employment)
- If you have an IL goal, you must have an annual goal to support it
- What skills does the student need to be successful in ***current and future environments?*** (e.g., learning strategies, organizational skills, etc.)



Possible Annual Goals for Natalie

- When feeling frustrated or anxious, Natalie will take out her notebook and write her emotions/feeling down 4 out of 5 situations without prompting.
- During core courses, Natalie will write down homework assignments and due dates in her planner/calendar and complete assignments (turn them in) on time 4/5 opportunities.
- When preparing for chapter or unit tests, Natalie will use the four-step SQRW (survey, question, read, write,) study skills strategy to score an 80% or better on 9/10 quizzes/tests.

A Little Reminder: Essential Elements of the Annual Goal

Condition	TARGET BEHAVIOR	MASTERY/CRITERIA FOR PERFORMANCE
Given writing opportunities,	Hailey will write with correct spelling, legibility, capitalization, and punctuation	4 of 5 trials with 80% accuracy in each area
When shown a flash card of a functional words	Hannah will verbally identify the word	75 of 100 of these words on 3 out of 4 trials
After reading a given passage from the a 7 th grade level	Karl will answer comprehension questions involving inferencing and drawing conclusions	with 85% accuracy on 5 out 6 times

Remember How Annual Goals Fit Together...

- Present Levels of Performance tell you WHERE a student PERFORMS as of NOW.
- From the **PLAFP** you determine **needs**.
- You then address each need through an **Annual Goal** (and objectives/benchmarks when needed).
- Annual Goals are **Progress Monitored** SO...
- When you write the next IEP you know the **NEW** Current level of **Performance**



A Little Reminder: Key Components

Transition Services and Activities

- Must be individualized
- Helps students reach their postsecondary goals
- Are aligned with postsecondary goals, transition assessments and annual goals
- Use narrative to explain/individualize the service/activity
- Must have at least one transition service/activity to support each of your postsecondary goals written
- Must have a school personnel responsible for implementation or facilitation in collaboration with student/family



Possible Transition Services and Activities for Natalie

- 9/10th grade – researched careers involved in writing; additional career exploration; career class; learning coping strategies, organizational skills training, learn self-advocacy, etc.
- 11/12th grade – college visits, attend college night, research careers and colleges with guidance counselor, interview Disability Services, complete SAT study guide course, learn and practice self-advocacy, research dorm options, etc



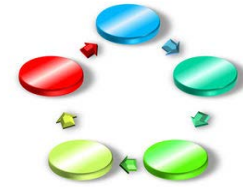
Let's Take A Look at A Transition IEP! Compare to Yours



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It's Cyclical

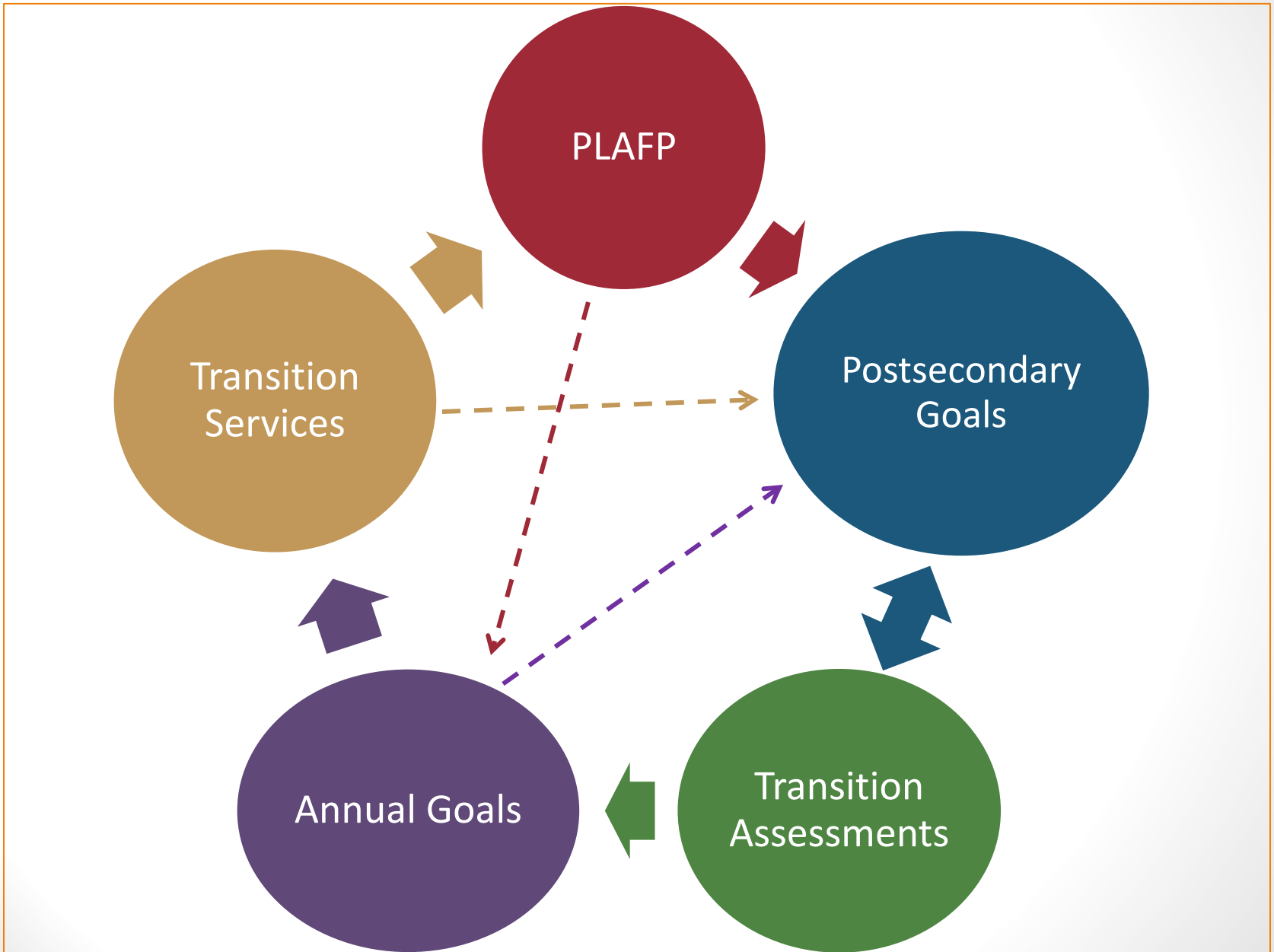


- Progress Monitoring and Present Levels of Performance tell the story of the student. It sets the stage for all that will come next.
- Data from transition assessments, annual goals/progress monitoring (academic, behavior, functional skills) and transition services should be the baseline and foundation for the next Transition IEP.

Strong Present Levels are Critical to Strong, Quality Transition IEPs!



Post-School Outcomes: Where is the Student Going?



Let's Look at Another Example!

What's Trending In Compliance and Quality

Postsecondary Goals

- Careless mistakes of reversing education/training and employment
- Not having an actual goal
- Not having a measurable goal
- Writing an IL postsecondary goal with no assessment, annual goal or transition services to align/support it



What's Trending In Compliance and Quality

Age Appropriate Transition Assessments

- Giving only 1 assessment - more than 1 assessment would get a 'richer' body of information
- No evidence of IL assessment given to support and IL postsecondary goal is not needed (must remain in the Transition IEP)
- Each postsecondary area (education/training and employment) isn't covered every year (except IL if you don't need it)
- No summary of the results or assessment given
- No summary to include strengths, preferences, interests and needs

What's Trending In Compliance and Quality

Annual Goals

- Not skill specific or observable (so broad can measure)
- Annual goals can't be measured
- Too many goals in one goal
- Goals are so vague that can't be measured or determined what is the skill (e.g., appropriate, understand)
- Lots of homework goals- no skill
- Difficulty distinguishing data collection (getting the data) vs progress monitoring (how I will display the data)



Data Collection vs Progress Monitoring Tools

Data Collection

- Methods we use to gather data to help make educational decisions
 - Permanent Products
 - Curriculum Based Assessment
 - Checklists
 - Interviews
 - Self Reporting
 - Observations

Progress Monitoring Tools

- Choices we have in the IIEP for Progress Monitoring:
 - Descriptive Documentation
 - Single Point
 - Rubrics
 - Collection of Indicators

What's Trending In Compliance and Quality

Transition Services and Activities

- Wrote an IL Postsecondary goal but no transition services/activities to support it
- Only writing one activity or service and it supports only one Postsecondary goal (e.g., either employment or education)
- Writing a special education service (e.g., IQ testing, use resource room)
- Not individualizing or explaining how it is unique for this student (e.g., reviewing course of study)
- School staff is not listed as responsible

What's Trending In Compliance and Quality

Transition Services and Activities

- What is already happening in your school building (survey)?
- How can you incorporate those activities and gather information?
- How do you make sure it is individualized & Meaningful?
- How do you think beyond just giving another assessment?

- INSTRC Website - <http://instrc.indiana.edu>
- Tuesday's Transition Tips for Teachers
skharris@indiana.edu
- Transition IEP Rubric
- Transition Assessment Matrix
- Transition Services: Definitions and Examples
- Modules:
 - Transition IEP Overview -
<https://connect.iu.edu/transitionIEP12/>
 - Transition assessments overview-
<https://connect.iu.edu/transitionassessment/>
 - 3 Ts – Talking about Transition, Teaching for Transition, and Teaming for Transition





For New Teachers or New to Secondary Education

- Modules:
 - 3 Ts –
 - Talking about Transition - <https://connect.iu.edu/talkingabouttransition/>
 - Teaching for Transition - <https://connect.iu.edu/teachingfortransition/>
 - Teaming for Transition - <https://connect.iu.edu/teamingfortransition/>
 - Transition IEP Overview - <https://connect.iu.edu/transitionIEP12/>
 - Transition assessments overview- <https://connect.iu.edu/transitionassessment/>



Transition IEP Rubric

Indiana Transition IEP Rubric

Purpose

- Assist teachers in creating quality Transition IEPs that 1) meet the students' needs, 2) outline an implementation plan to address those needs, 3) result in improved academic outcomes which will prepare students to achieve their postsecondary goals.
- Assist teachers during the creation and revision of Transition IEPs to self-monitor for Indicator 13 compliance.

Difference between Quality versus Compliance

- **Quality:** Exceeds the minimum requirements of Indiana Article 7 and provides a more in-depth focus on the student's unique needs and the skills to obtain his/her postsecondary goals.
- **Compliance:** Meets the minimum requirements of Indiana Article 7.

Definitions of Postsecondary Goals

- **Education:** Community or technical colleges (2 year); College/University (4-year); Compensatory or continuing education
- **Training:** A post-secondary program leading to a high school completion document or certificate (e.g., Adult Basic Education, GED); a short-term employment training program (apprenticeship, vocational technical school that is less than 2 years, on-the-job training, job corps, workforce development)
- **Employment:** Full-time or Part-time paid employment (competitive, supported); Military
- If needed, **Independent Living Skills:** Those "skills or tasks that contribute to the successful independent functioning of an individual in adulthood" in the following domains: daily living skills, leisure/recreation, transportation, maintain home and personal care, and community participation.

Indiana Secondary Transition Resource Center (INSTRC) is part of the Indiana Resource Network funded by the Indiana Department of Education

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>



Don't Forget About Authentic Transition Assessments



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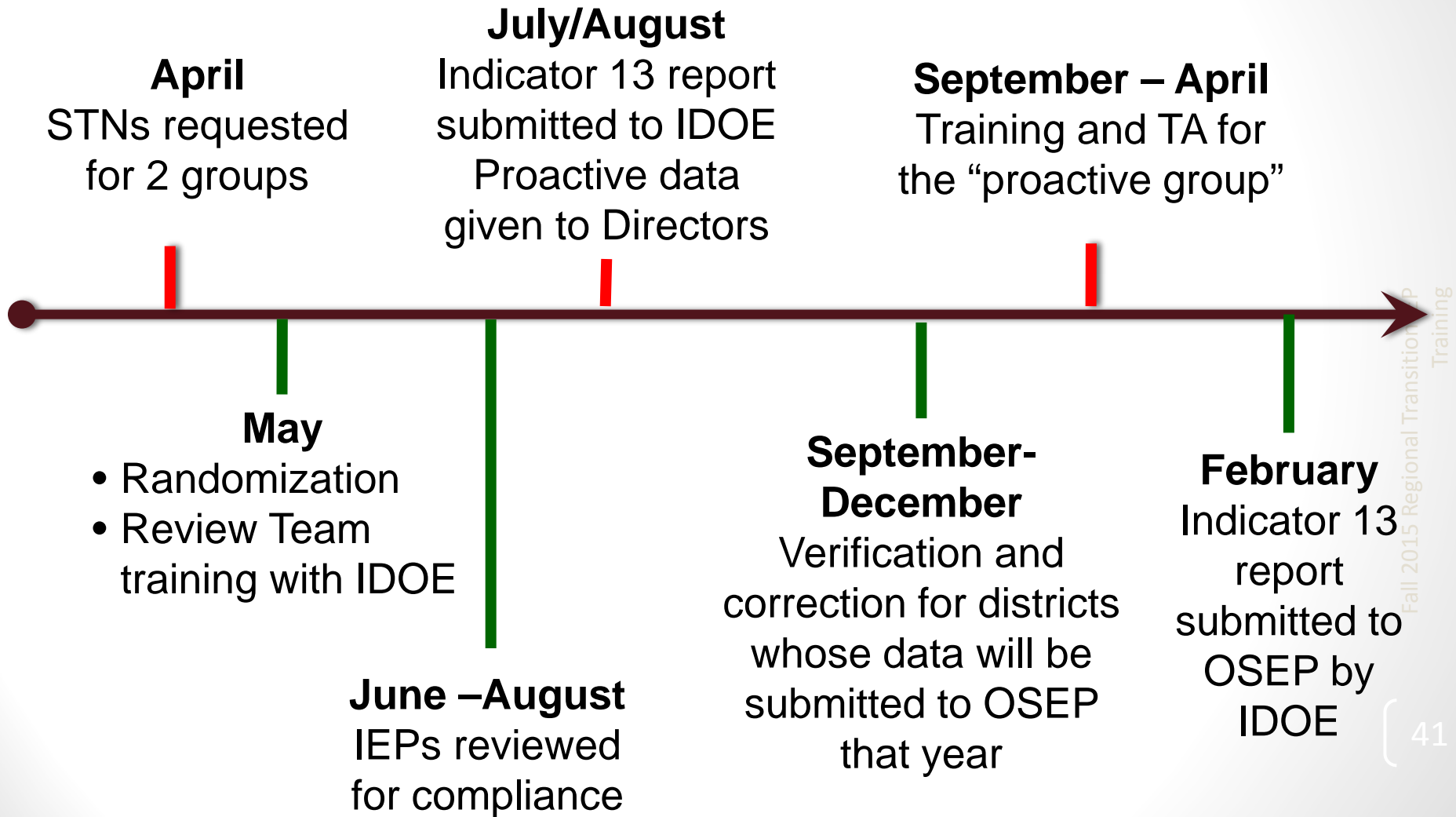
Transition Services and Activities: Definitions and Examples

TRANSITION SERVICES: DEFINITION AND EXAMPLES

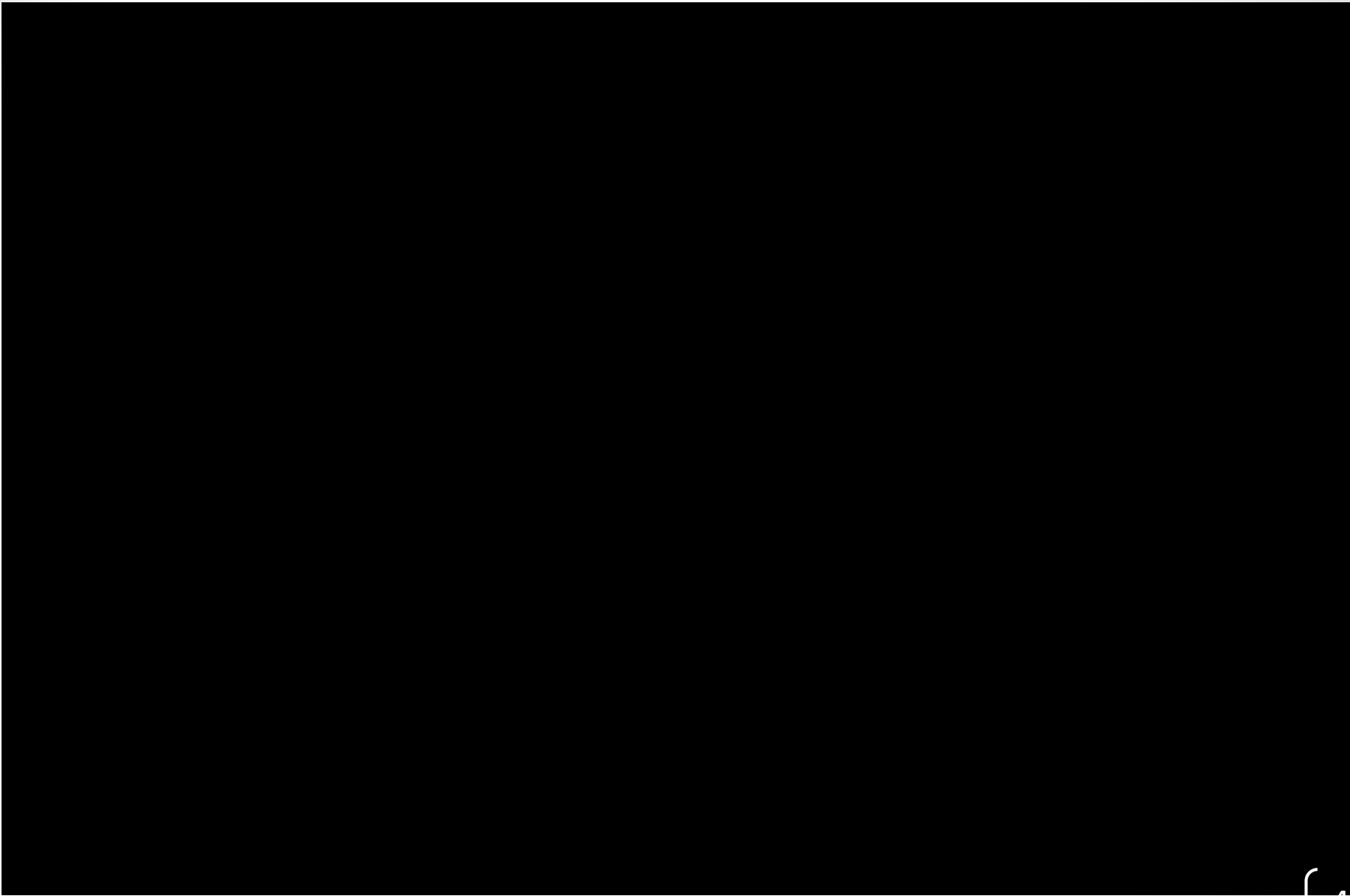


Instruction
Related Services
Community Experiences
Employment and Adult Living Objectives
Acquisition of Daily Living Skills
Functional Vocational Evaluation

Transition IEP Review Timeline



Remember Why Transition Planning is So Important?



How Can We Help?



- Questions?
- Resource Needs?
- Proactive Group – Coaching, Technical Assistance, or Training



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