

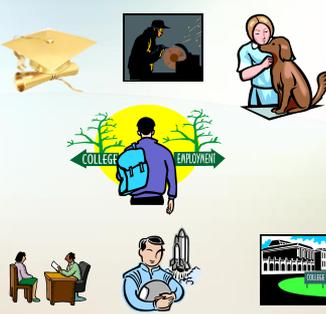
Indicator 13, Secondary IEP Transition Plan Writing Workshop

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Objectives

- Understand why transition components are needed
 - Predictors of Success
 - Relationship of Indicators
- Identify **BEST PRACTICE** that will meet compliance and FAPE
 - What's the difference???
- Identify useful resources for meeting transition components
 - www.polleverywhere.com
- Practice developing components of transition plans



Predictors of Success

By
National Secondary Transition
Technical Assistance Center
www.nsttac.org ★

In-School Predictors by Post-School Outcome Area

Predictors	Outcomes:	Education	Employment	Independent Living
•Career Awareness		X	X	
•Community Experiences			X	
•Exit Exam Requirements/High School Diploma Status			X	
•Inclusion in General Education		X	X	X
•Interagency Collaboration		X	X	
•Occupational Courses		X	X	
•Paid Employment/Work Experience		X	X	X
•Parental Involvement			X	

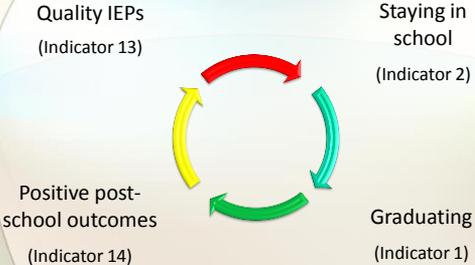


In-School Predictors by Post-School Outcome Area

Predictor	Outcomes:	Education	Employment	Independent Living
•Program of Study			X	
•Self-Advocacy/Self-Determination		X	X	
•Self-Care/Independent Living		X	X	X
•Social Skills		X	X	
•Student Support		X	X	X
•Transition Program		X	X	
•Vocational Education		X	X	
•Work Study			X	



Critical Interrelationship



Kohler (NSTTAC), 2007

Indicator 13

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon age-appropriate transition assessments, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, 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.

(20 U.S.C. 51416(a)(3)(B))

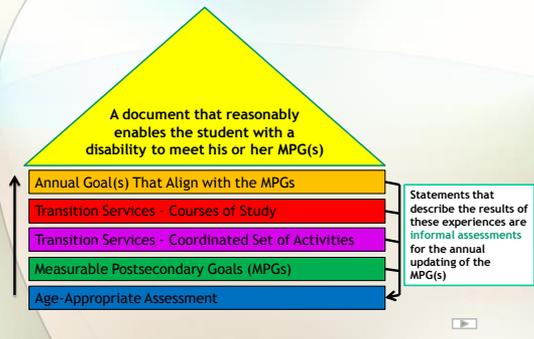
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IEP Transition Components by 16

- Measurable postsecondary goals
- Updated annually
- Based upon age-appropriate transition assessments
- Coordinated set of activities/transition services
- Course of study/transition services
- Annual IEP goals
- Student invitation
- Outside agency invitation, with prior consent

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Relationship of the Secondary IEP Transition Components



▶

Interests - Preferences - Strengths

What's the difference, anyway?

- ❑ Interests:
 - ✓ What the student/family say they "want" as postsecondary goal(s)
 - ✓ What the student/family write they "want" as postsecondary goal(s)
- ★ AzCIS (specific focus on stated choice of employment)
- ❑ Preferences:
 - ✓ What the student/family is willing to do to move towards the postsecondary goal(s).
 - ✓ Requires action/effort from the student/family acting on their stated/documentated interest ("wants").
 - Look at your coordinated activities. Were they accomplished?
 - Look at the coursework you set up to prepare for the postsecondary goal(s). Did the student complete the coursework?
- ★ www.testprepreview.com
- ❑ Strengths:
 - ✓ Did the student/family complete the activities/coursework "well enough" to support "the transition plan" designed to achieve the postsecondary goal(s)?
 - ✓ If not, are you going to try again or change your postsecondary goal(s)?

Best Practice Sequence for Writing MPGs

Employment Measurable Postsecondary Goal

- ❑ What is the final employment goal (not the first few years of employment when the student is participating in postsecondary education or training)?

Education/Training Measurable Postsecondary Goal

- ❑ Simply ask what education or training is needed to meet the postsecondary employment goal.

Independent Living Measurable Postsecondary Goal

- ❑ What is needed for the student to be successful in achieving the postsecondary employment and education/training MPGs?

Approach to Activities . . .

First Choice: Think of an "activity" outside of school.

- ❑ Exact work experience of your MPG (chef)
- ❑ Full-/part-time, summer employment, internship, or volunteering in MPG setting (restaurant)
- ❑ Work where tasks performed are as similar as possible to the MPG (cooking at home)
- ❑ Identify work that leads to/prepares for actual employment identified in MPG (store that sells kitchen equipment/food)

Approach to Activities . . .

Second Choice: Think of an “activity” on campus.

- ❑ Exact work experience of your MPG (cafeteria)
- ❑ Full-/part-time, summer employment, internship, or volunteering
- ❑ Work where tasks performed are as similar as possible to the MPG (teacher’s assistant in culinary arts class)
- ❑ Identify work that leads to/prepares for the MPG (assist with preparation for banquet or special occasion)

Approach to Activities . . .

Third Choice: Think of an “activity” in your classroom.

- ❑ Exact work experience (tasks) of your MPG (measuring for an experiment)
- ❑ Work where tasks performed are as similar to employment goal as possible (senior project to write a menu and recipes for an event, report on origin of recipes)
- ❑ Activities/tasks that support a subset of skills that will be needed in actual employment
 - ✓ Reports on . . .
 - ✓ Interview a . . .
- ❑ Responsibilities that prepare the student to
 - ✓ Plan in order to complete on time
 - ✓ Supervise
 - ✓ Work with hands

★ www.careerinfonet.org

Approach to Courses of Study...

- The title of the course selected clearly connects to the MPG.
 - The MPG is to work as a chef and the courses are Culinary Arts I,II,III,IV
- The courses support the MPG; but you need to explain/document how they support the MPG.
 - The MPG is to work as a chef and the courses are Algebra and Health.

★ ECAP www.azed.gov/ecap

Approach to Annual IEP Goals

- Think about how the annual academic or behavior goal will support the MPGs.
- The annual goal should not be an activity that would likely be completed one time.
- Use language from the MPGs in the annual goal to tie the two together.

Annual IEP Goal Examples

- John:
 - MPG: Upon completion of school, John will complete on-the-job training for telemarketing.
 - Annual Goal: **In order to read the scripts used by a telemarketer**, John will increase his oral reading fluency from 75 wpm to 100 as measured over 4 trials.
- Kate:
 - MPG: Upon graduation, Kate will be employed as a sous chef at Tarbell's Restaurant.
 - Annual Goal: Kate will convert customary units for volume to other customary units for volume (e.g., ounces to pints) with 90% accuracy as measured over 4 trials **in order to understand how to convert recipes**.
- Lissette:
 - MPG: After graduation from high school, Lissette will attend the Workforce Development Program and complete a non-degree program in food service at Montgomery County Community College.
 - Annual Goal: Lissette will demonstrate how to wash her hands appropriately with 100% accuracy as measured by the number of correct steps completed on the task analysis during the duration of the IEP.

The Rest of the IEP Requirements

Student Invitation

- ✓ This requirement is not tied to an age except that it must happen prior to when the student turns 16 years old and all subsequent meetings.
- ✓ The student must be invited when you are going to discuss transition services (regardless of her or his age).

Outside Agency Invitation

- ✓ Is there "evidence" verifying prior consent was obtained? (date on the evidence)
- ✓ Is there evidence that after consent was received, then and only then, an invitation was sent to the outside agency? (subsequent date on evidence)

The Other Transition Requirements

Transfer of Rights

- “No less than one year prior . . .”

Summary of Performance (SOP)

- Is provided to all students with disabilities prior to exit whether they are graduating or aging out
- Requires a summary of:
 - ✓ Academic achievement
 - ✓ Functional performance
 - ✓ Recommendation for accommodations that will assist the person to meet his/her **MPGs**

Activity One:

Review Stuart Dent’s IEP

- Find Components:
 - ✓ Assessment
 - ✓ MPG
 - ✓ Transition Services = Coordinated Set of Activities
 - ✓ Course of Study
 - ✓ Aligned Annual Goals (not included)
- Statement describing assessment information used to write (justify/validate) the MPG was “based on” transition assessment (formal or informal).
- Identify an activity, course that will enable the student to meet the MPG (for each MPG).

Activity For Workgroups

Create an IEP Team

- ✓ Read the PLAAFP for your student
 - ✓ MID - Jodi
 - ✓ ED - Jamarreo
 - ✓ MDSSI - David
 - ✓ SLD - Jason, Allison
 - ✓ Autism - Alex
- ✓ Complete the Transition Plan
 - ✓ 3 pieces of Age-Appropriate Transition Assessment information
(remember: doesn't have to be a "packaged" assessment; use the data from last year's activities)
 - ✓ 1 Measurable Post-Secondary Goal
 - ✓ 2 Activities
 - ✓ 2 Courses
 - ✓ 1 Aligned Annual IEP Goal

Decide, as a team, if your transition plan **will reasonably enable the student to meet those postsecondary goals.**

Activity For Workgroups

At your tables. Pair up.

- ✓ One person asks the four questions:
- ✓ Second person reviews their IEP to answer

Four Questions:

1. Question #1, "Which assessment information identified this MPG as a strength, preference, and interest?"
2. Question #2, "Is there at least one activity that will reasonably enable the student to meet this MPG?"
3. Question #3, "Is there at least one course that clearly communicates to any reader of the IEP that it will reasonably enable the student to meet this MPG?"
4. Question #4, "Is there at least one annual goal that clearly communicates to any reader of the IEP that it is aligned to this MPG?"

Questions and Answers

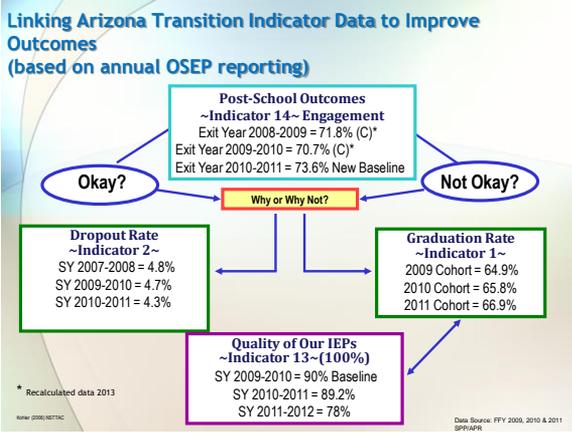
- What is one "aha!" moment you had?
- What will you change?
- Would you like to receive more training/information? If so, which topics?

Thank YOU! 

Reason for Proper Transition Planning

Appropriate Transition Services Set the Stage for a Proper Graduation

A recent SEA decision (Milford Bd. of Educ., 55 IDELR 113 [SEA CT 2010]) ruled in favor of a district's transition plan in that it properly prepared a student for graduation. Parents of a 20-year-old student with an SLD felt the district failed to provide their daughter with an appropriate transition plan and that this failure should revoke her graduation. The hearing officer felt that the district had provided appropriate transition services linked to her postsecondary goals, including experiences (e.g., course work in crime and violence) and assistance (lining up an internship opportunity with a local police office) with pursuing a career as an FBI agent and community experiences relating to her other interests (e.g., summer job working with animals). Other transition-related activities included private sessions with the high school guidance counselor and a class on community resources.





Universal Encouragement Program

CAPE® Network Universal Encouragement Program
 An online student guidance needs assessment system

The Universal Encouragement Program (UEP) is an online guidance assessment, reporting, and recommendations system designed to help educators and other education support professionals document and respond to student career and education needs, interests, and experiences. ESI has designed the assessments for the purpose of informing guidance and encouragement efforts that lead to improved educational attainment and career decision-making.

The UEP is an online reporting online tool that will gather and report critical data to inform guidance services, program development, and school improvement efforts. ESI offers the UEP at no cost to schools and education support programs.

The UEP gives school counselors and other student advocates the data required for implementing an array of [evidence-based guidance services](#).

The UEP provides web-delivered guidance reports for individuals, cohorts, and selected groups of students. Guidance reports:

- Enable targeted guidance and encouragement services
- Identify students who are disengaged and at risk of dropping out or not continuing with education/training beyond high school
- Provide a rationale and justification for program development - see at a glance the individual student preferences for guidance and support services
- Document the effects of guidance and encouragement efforts

Remember to...

Don't forget to activate your site's Universal Encouragement Program within the AzCIS Administrative Tools.

Plan when you should have your students take it in the fall. What kinds of reports will be useful for your school or program?

Contact Information 

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