

Welcome to Secondary Transition Planning "Best Practice" Workshop

Presented by the Arizona Department of Education
Exceptional Student Services
Special Projects Unit

Outcomes

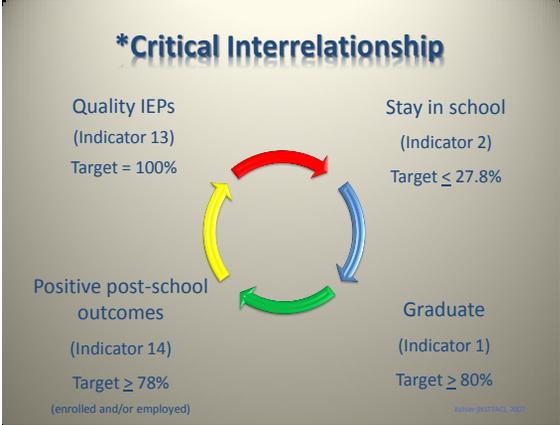
- * Understand why transition components are needed
 - * Relationship of Indicators
- * Identify *BEST PRACTICE* that will meet compliance and FAPE
 - * What's the difference???
- * Identify useful resources for meeting transition components
- * Practice developing components of transition plans



Question...

What is your biggest fear or frustration related to transition planning??





Indicator 13
Secondary Transition Planning Requirements

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. §1416(a)(3)(B))

- 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
 - Transfer of Rights
- IEP Transition Components by 16**

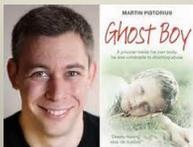
LRE Approach to Transition Planning

Employment First

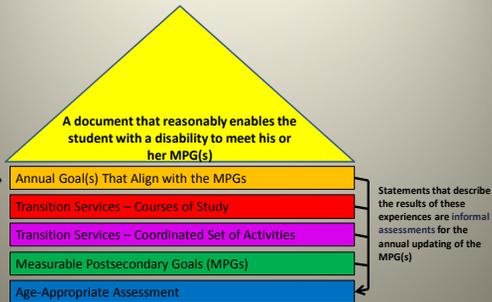
- The preferred outcome of the initiative is for individuals with intellectual and developmental disabilities to obtain employment with an employer at or above minimum wage or generate earnings through self-employment.



Martin Pistorius



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 goals
 - What the student/family WRITE they “want” as postsecondary goals
 - AZCIS Profile that focuses on stated choice of employment
 - **Preferences:**
 - What the student/family is willing to DO to move toward the postsecondary goals
 - Requires ACTION/EFFORT from the student/family
 - Were the activities accomplished?
 - Was the coursework completed?
 - **Strengths:**
 - Did the student/family complete the activities and coursework “well enough” to support the postsecondary goals?
 - If not, are you going to try again or change the postsecondary goal?

 www.testprepreview.com

Let’s Check the Guidance



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?



Let's Check the Guidance



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
 - Plan in order to complete on time
 - Supervise
 - Work with hands

 www.careeronestop.org



Let’s Check the Guidance



Approach to Courses of Study...

- The title of the courses 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

Let's Check the Guidance



Approach to Annual IEP Goals

- Think about how the annual academic, functional 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.



- Jason:
 - MPG: After graduating from high school, Jason will attend a four-year university to obtain his undergraduate degree in history and education, to become a high school social studies teacher.
 - Annual Goal: Using grade-level social studies textbook and current reading assignment, Jason will orally read 100 wpm with no more than three errors, on average, over four trials **in order to meet the reading expectations of a four-year university.**
- Kate:
 - 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.**
 - MPG: Upon graduation, Kate will be employed as a sous chef at Tarbell's Restaurant.
- Lissette:
 - 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.
 - 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 IEP Goal Examples

Let's Check the Guidance



The Rest of the IEP Requirements

 www.azed.gov and search "Secondary Transition"



Your Turn!

Using the Guidance to Review for Best Practice

Activity One

Create an IEP Team

1. Read the PLAAFP for your student

- ✓ MIID – Jodi
- ✓ ED – Jamarreo
- ✓ MDSSI – David
- ✓ SLD – Jason, Allison
- ✓ Autism – Alex



2. 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



Activity Two

Team Check

- As a team review the plan that you have drafted for compliance using checklist B
- Make any edits that the team agrees are needed



Activity Three

Swap and Check

- Review the transition plan drafted by another team
- Does this plan meet the requirements for Indicator 13?
- If not how could you change it to make it meet requirements?
- Does the plan meet best practice, per the checklist B guidance?
- If not how could you change it to meet best practice?



Provide Feedback

- Find the team that developed the transition plan you reviewed
- Discuss your review and suggestions the team had to make improvements

Questions and Answers

- ❑ What is one “aha!” moment you had?
- ❑ What will you change when you participate in the next secondary transition plan?



Thank YOU!

Contact Information



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Acknowledgements and Resources

National Technical Assistance Center for Transition (NTACT)
<http://transitionta.org/>

Arizona Department of Education, Exceptional Student Services – Secondary Transition

<http://www.azed.gov/special-education/special-projects/secondary-transition/>

Arizona Department of Education Promising Practices
<http://www.azpromisingpractices.com/>