

Transition Documentation Compliance

A Quick & Easy Overview

ADE-ESS
Secure Care
6/08

Refresh my memory...

“Transition” means:



◆ Per IDEA 2004 “transition” is:

- ✓ Designed to be a **results-oriented** process, focused on improving academic and functional achievement of student with a disability to facilitate movement from school to post-school activities
- ✓ Based on **individual** student needs and strengths
- ✓ A planning activity that must begin by age **16**, or younger if appropriate

◆ What is secure care “transition?”

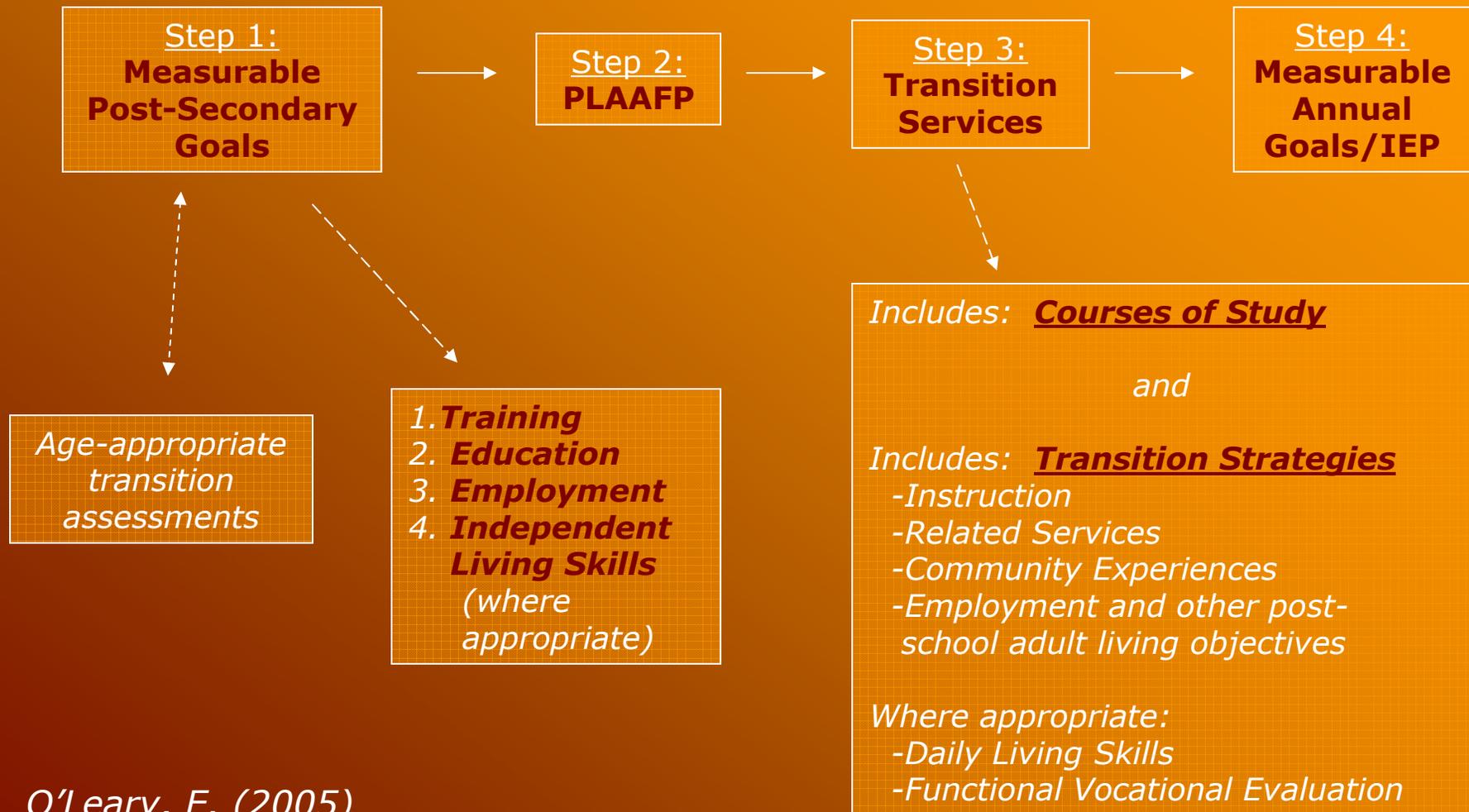
- ✓ Successful movement from school to post-school activities
- ✓ Successful movement from detention/incarceration to community



Why is there such a **FOCUS** on transition?

- ✦ Past secure care special education complaints investigated by ADE have involved transition issues
- ✦ Statewide, Arizona must meet federal targets for compliance
 - **100% compliance is the federal standard**
- ✦ Results of recent monitorings and site visit file reviews indicate continued need for transition training

IEP Results Process for Transition Services



O'Leary, E. (2005)

OK, I understand the process...
but **HOW** do I incorporate transition
planning into my secure care IEPs?

I CAN'T
STOP
THINKING!!



III.A.5.b: Documentation of measurable post-secondary goals

- ◆ Goals can be developed in 4 main areas:
 - Education*
 - Training*
 - Employment
 - Independent Living Skills

*Education and Training may be developed separately or combined into one goal, if appropriate

III.A.5.b (continued)

- ◆ Goals **must be** developed in at least two of the four areas:
 - Education and/or Training and
 - Employment
- ◆ Goals **must be** based on the student's strengths, preferences, and interests
- ◆ Goals **must be** measurable
 - Did the student achieve the goal, yes or no?

III.A.5.b (continued)

- ✦ Goals **must be** targeted for post-high school and/or post-release completion
 - Students in juvenile facilities should develop goals to be completed after graduation from high school
 - For students in adult facilities, the type of goals developed will be dependent on the length of incarceration and plans to return to high school
 - ✦ If the student is younger than 22 and plans to return to a high school setting to obtain a diploma, goals may look more “traditional”
 - ✦ If the student is younger than 22 and is not planning on returning to a high school setting, goals may be more GED focused and/or “non-traditional”
 - ✦ If the student will be incarcerated past age 22, goals may be more GED focused and geared toward successful incarceration programming

III.A.5.b (continued)

✦ Examples:

- Education/Training: Steve **will** enroll in a vocational program to learn auto mechanics.
- Employment: Isaac **will** work part-time at a grocery store.
- Independent Living: Rosa **will** live independently in an apartment.

III.A.5.c: Documentation that post-secondary goals were derived from age-appropriate assessments

- ✦ Assessments are based on the **individual needs** of the student
- ✦ Assessments should be used **before, during, and after** the IEP meeting
- ✦ Assessment information should include type of tests as well as outcomes

III.A.5.c (continued)

What are examples of “age-appropriate” assessments?

✦ interview:

- career awareness
- previous work history
- interests
- aptitudes
- learning styles
- work habits/behavior
- independent living skills
- social skills
- values/attitudes toward work and family
- family/parenting skills

✦ interest inventories

✦ curriculum-based vocational assessments

✦ on-the-job try-outs

✦ work samples

✦ observations

✦ functional assessments

✦ aptitude tests/screenings

✦ achievement tests

III.A.5.d: Documentation of one or more transition services/activities that support post-secondary goals

- ◆ **Services** = strategies/activities that assist the student in preparing for postsecondary activities and goals
- ◆ Should be based on individual student needs, taking into account preferences and interests
- ◆ Should address short/long range plan of activities and plan should be a “coordinated” effort between student, school, and postsecondary supports

III.A.5.d (continued)

- ◆ Services must be included in the areas of:
 - Instruction
 - Related Services
 - Community Experiences
 - Employment
 - Post-School Adult Living

- ◆ Services can be included in the areas of:
 - Daily Living Skills
 - Functional Vocational Evaluation

III.A.5.d (continued)

✦ Examples:

- **Instruction:** Vocational math instruction to prepare for carpentry field
- **Community Experiences:** Identify different living/housing options
- **Related Services:** Explore city/county transportation options

III.A.5.d (continued)

✦ Examples:

- **Employment:** Draft resume, cover letters, and thank you notes for interviews
- **Post-School Adult Living:** Obtain a driver's license
- **Daily Living Skills:** Prepare an initial housing budget (i.e., down payment, furniture, utilities, etc.)

III.A.5.e: The student's course of study supports the identified post-secondary goals

- ✦ Course of study **must be** aligned with post-secondary goals
- ✦ Multiple years of coursework **must be** documented
- ✦ GED and/or other progression of coursework **must be** specifically "described" and M2W lessons should be articulated

Additional Transition Compliance Item

- ◆ Beginning in 2008, III.A.9 line item will be looking for transition “**flow**” throughout IEP
 - During monitoring, transition documentation components will be reviewed for compliance
 - In addition, annual goals and services must be aligned with postsecondary goals
- Transition must **FLOW** through an IEP, from start to finish

Conclusion

- ◆ Expect transition documentation compliance visits annually
- ◆ Expect “root cause” analyses (*Drill Downs*) if monitorings show deficiencies in transition line items
- ◆ Utilize resources (trainings, guides, ADE Transition Conference) to fine tune documentation