

Welcome

- We will begin shortly. The Webinar is from 2:30 p.m. – 4:00p.m.
- Please note that today's webinar is being recorded.
- Closed Captioning is available. Please select Closed Captioning on the bottom of your Zoom window. To personalize your CC features, please visit [ADE ESS Closed Captioning](#) (Note: This option will appear in a separate window.)

* Subtítulos disponible para esta presentación. Para personalizar el texto o traducirlo en español, puede visitar: [ADE ESS Closed Captioning](#).
Nota: Esta opción se abrirá en una ventana separada.

While you wait, please consider answering the following questions on Mentimeter:

1. What data do you summarize as part of the transition plan?
2. What does it mean to align transition services to the post-secondary goals?

Go to menti.com and use the code **15 70 21 1** or scan this:



Transition 101:

Best Practices for the Transition Planning Process

SECONDARY TRANSITION TEAM
EXCEPTIONAL STUDENT SERVICES
ARIZONA DEPARTMENT OF EDUCATION

Disclaimer

The Arizona Department of Education/Exceptional Student Services (ADE/ESS) does not prescribe, endorse, or provide advertising space for textbooks, software, devices or curriculum materials. The ADE/ESS does not evaluate textbooks, software, devices or curriculum materials for compliance with meeting the state minimum curriculum standards and does not recommend any specific textbooks, software, devices or curriculum materials. Each Public Education Agency (PEA) is responsible for selecting curriculum materials that will meet the minimum state curriculum standards. PEAs may also establish their own policies for textbook, software and curriculum materials selection and adoption.

The Exceptional Student Services Secondary Transition team (ESS-ST) does frequently review software, devices and curriculum support items to determine if they may be used to assist students with disabilities in accessing and benefiting from the general education curriculum. These supports may be considered Assistive Technology, as defined in the Individuals with Disabilities Education Act (IDEA). **The ESS-ST Team may procure, demonstrate and provide training on a wide range of assistive technology and other items, and may compare and contrast the features of these items, but are precluded from making any recommendations of one product over another.**

Topics

- IDEA Requirements
- Transition Planning Process
 - **Step 1:** Age-Appropriate Transition Assessments
 - **Step 2:** Measurable Post-secondary Goals
 - **Step 3:** Services and Activities
- Best Practice Rubric

Secondary Transition Planning

Beyond
Compliance



Effective
Best Practice
Strategies

Ongoing planning that helps students develop independence, which in turn helps them to reach their career and adult-living goals

FOR INFORMATION ON COMPLIANCE:

- ✓ [ADE ESS Program Support & Monitoring Webpage](#)
- ✓ [2020-21 Guide Steps](#)
- ✓ [IDEA website](#)

I-13: IEP Transition Planning Requirements

Our role as educators is to reasonably enable the student to meet their postsecondary goals.

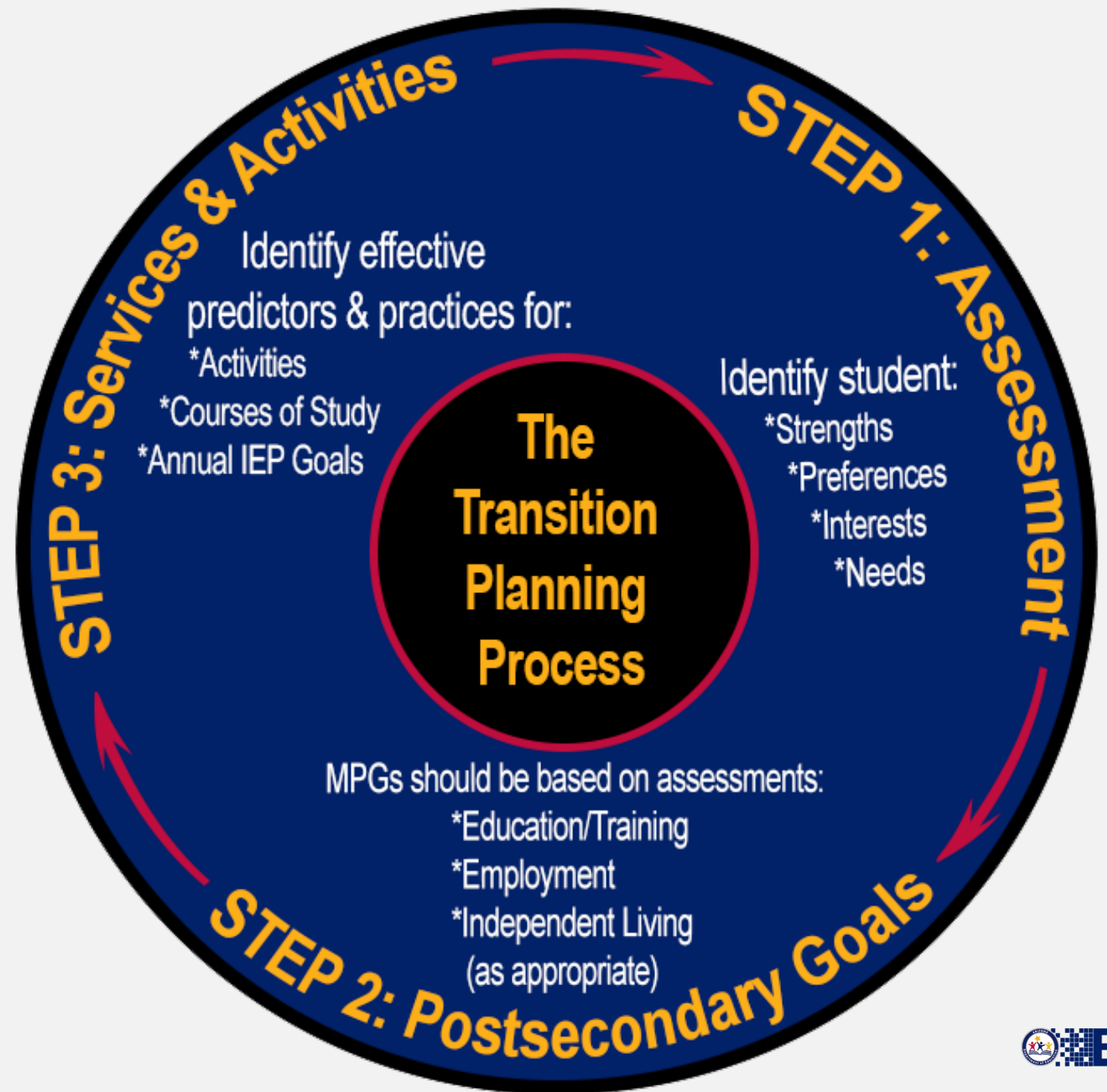
The components of Indicator 13 are:

1. Inviting the student to all IEP meetings where transition will be discussed
2. Updating the transition plan yearly
3. Age-Appropriate Assessments
4. Measurable Post-secondary Goals
5. Coordinated Set of Transition Activities
6. Courses of Study
7. Aligned Annual IEP Goals
8. Prior consent required to invite outside agencies to IEP meeting

Transition Plans must be in place no later than the student's 16th birthday.

National Technical Assistance Center on Transition: the Collaborative (NTACT: C)

transitionta.org



Step 1:

Age-Appropriate Transition Assessments

Mentimeter: Go to menti.com and use the code **15 70 21 1** or scan this:

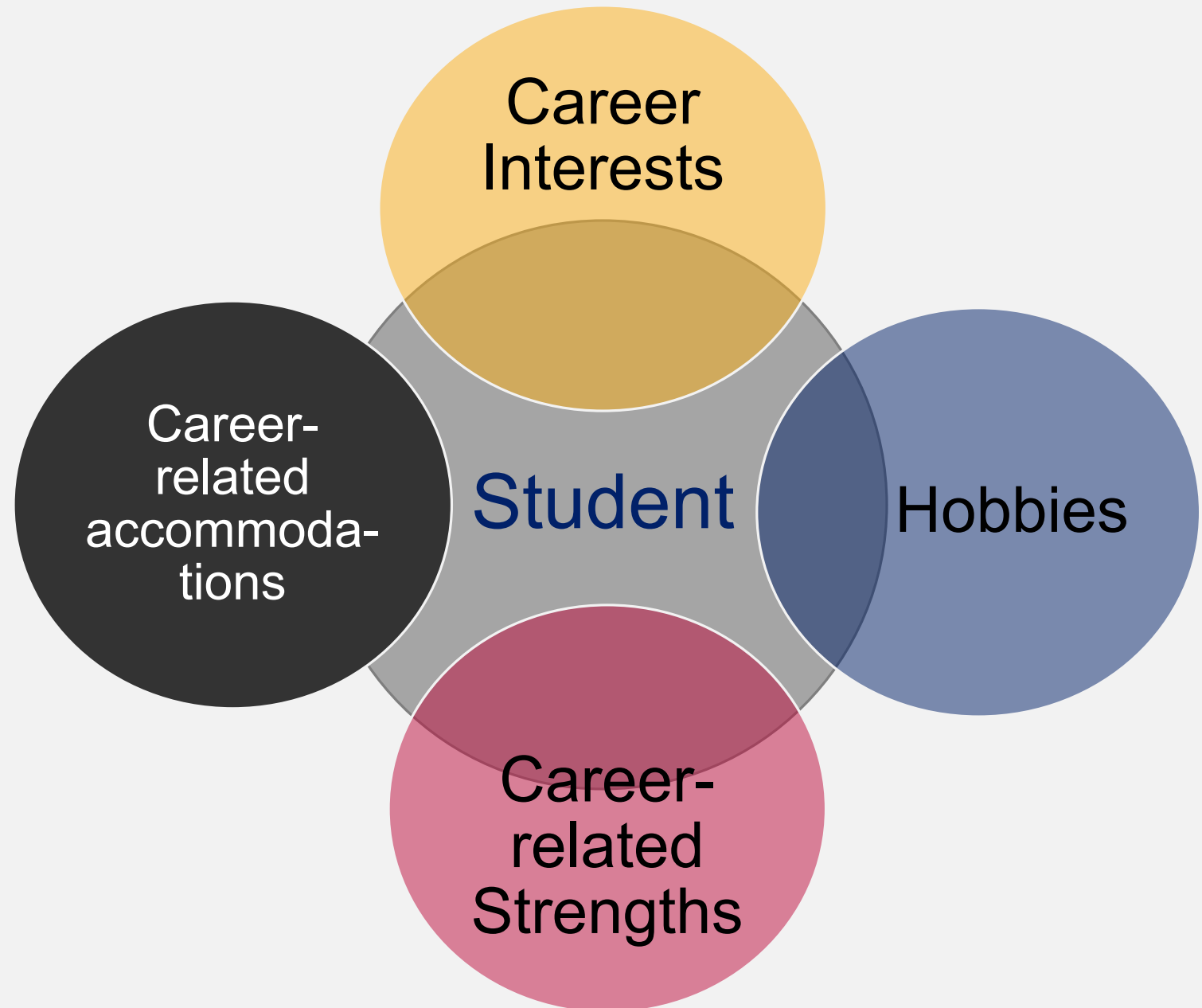


What data do you summarize as part of the transition plan?

The purpose of step 1 is to gain information that will guide the decisions made for the entire transition plan.

- ~ Collecting data on student strengths, preferences, interests, career-related needs
 - ~ Summarizing data that supports student measurable postsecondary goals
-

Determining What Data to Collect?



Selecting Appropriate Assessments

Informal Assessments

Informal interviews

- Student, Parent, Teacher, etc.

Interest inventories

Situational assessments

Person-centered planning notes

Grades/Transcripts

Related services & nurse's files

SETT (AT selection process)

Outcome(s) for STEP 3

Formal Assessments

Achievement tests

Intellectual functioning assessment

Adaptive behavior scales

Aptitude tests (Accuplacer/ASVAB)

Temperament inventories

Self-determination scales

Pre-vocational/employability scales

Personality & preference tests

Career development measures

Assessment Examples are NOT all inclusive

Viewing & Analyzing the Results

Strengths

- ✓ Measure of HOW WELL the student does on the activities and coursework
- ✓ Basic skills needed to be a successful candidate (KSAs)

Preferences

- ✓ Requires ACTION/EFFORT from the student
 - Were the activities accomplished?
 - Was the coursework completed?

Interests

- ✓ Expression of LIKES/WANTS
- ✓ Interest does not always mean preference or strength

Needs

- ✓ Limitation(s) related to knowledge, skills and abilities that
 - Make it more difficult for the student to pursue the MPGs OR
 - When addressed make MPG attainment possible (AT/Accommodations)

Results-driven Decisions

- ✓ All MPG areas must be developed based on assessment data.



- ✓ Employment First practices ensure process is effective
 - Allow the data to drive the process
 - Remove personal opinions & biases from the process
 - Remove “only” and “just” from the conversation

Employment First encompasses the belief that competitive integrated employment is the expectation for all Arizonans who have a disability.

Best Practice Rubric- Assessments

	Best Practice		Compliance	Out of Compliance
Component	4 Points	3 Points	2 Points	0 Points
Assessments	Multiple assessments are listed; data clearly summarized where SPIN data are identified and aligned to each MPG	At least 1 of the following strategies are evident: Multiple assessments are listed per MPG; summarized with some alignment to each MPG	One or more assessment(s) are listed that aligns to each MPG	Assessments not mentioned; alignment of SPIN missing for at least one MPG

Your Turn to Practice Assessments



In the chat, type examples of career-related strengths that would align to the following career goal:

- phlebotomist

Ideas to Get You Started...



1. Review existing documents and available information
2. ADE Secondary Transition Age-Appropriate Assessment Padlet



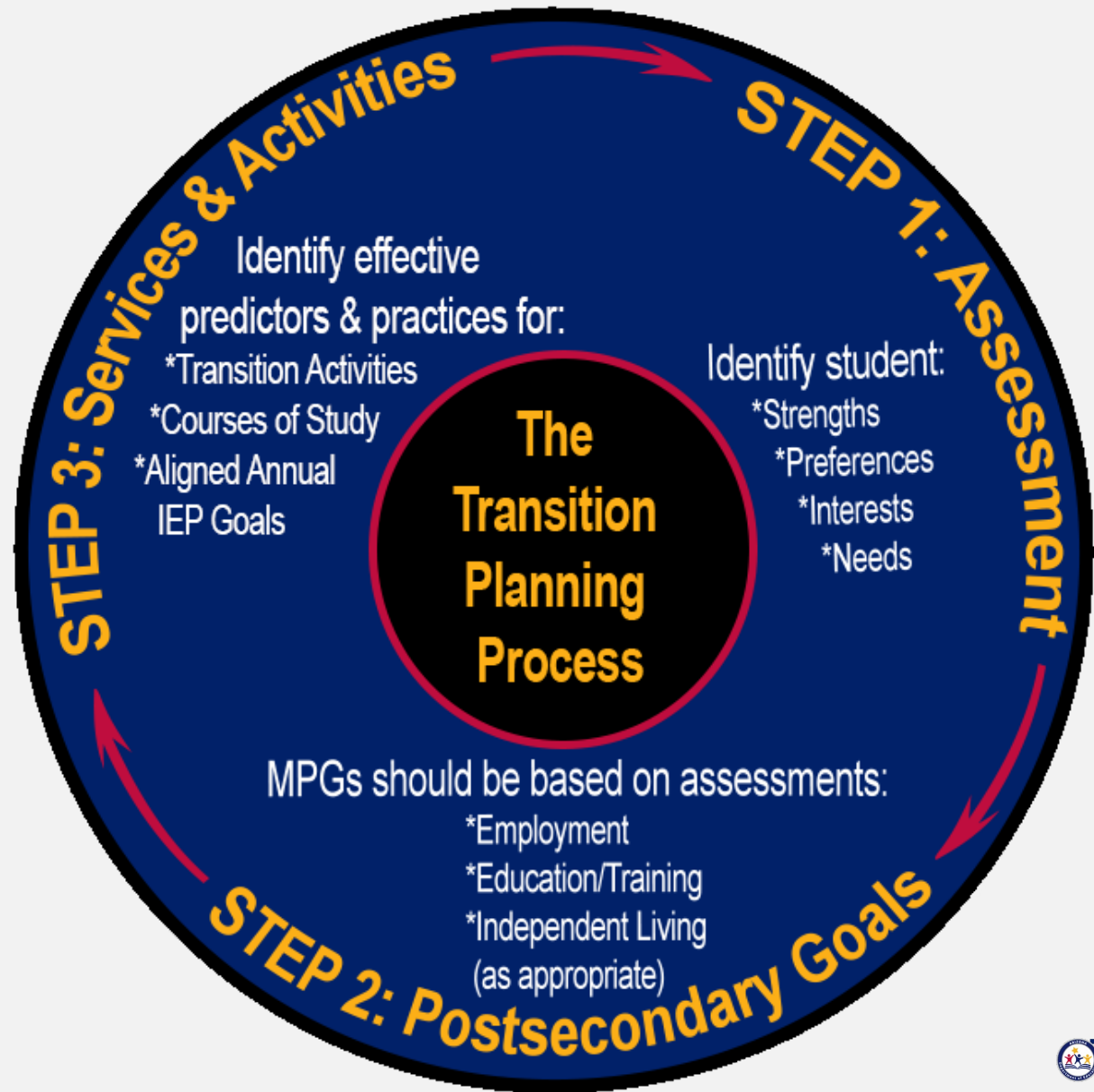
Recorded Webinars- Assessments

Transition Assessments

Transition Assessments for Complex Support Needs

National Technical Assistance Center on Transition: the Collaborative (NTACT: C)

transitionta.org



Step 2:

Measurable Postsecondary Goals (MPGs)

Mentimeter: Go to menti.com and use the code **15 70 21 1** or scan this:

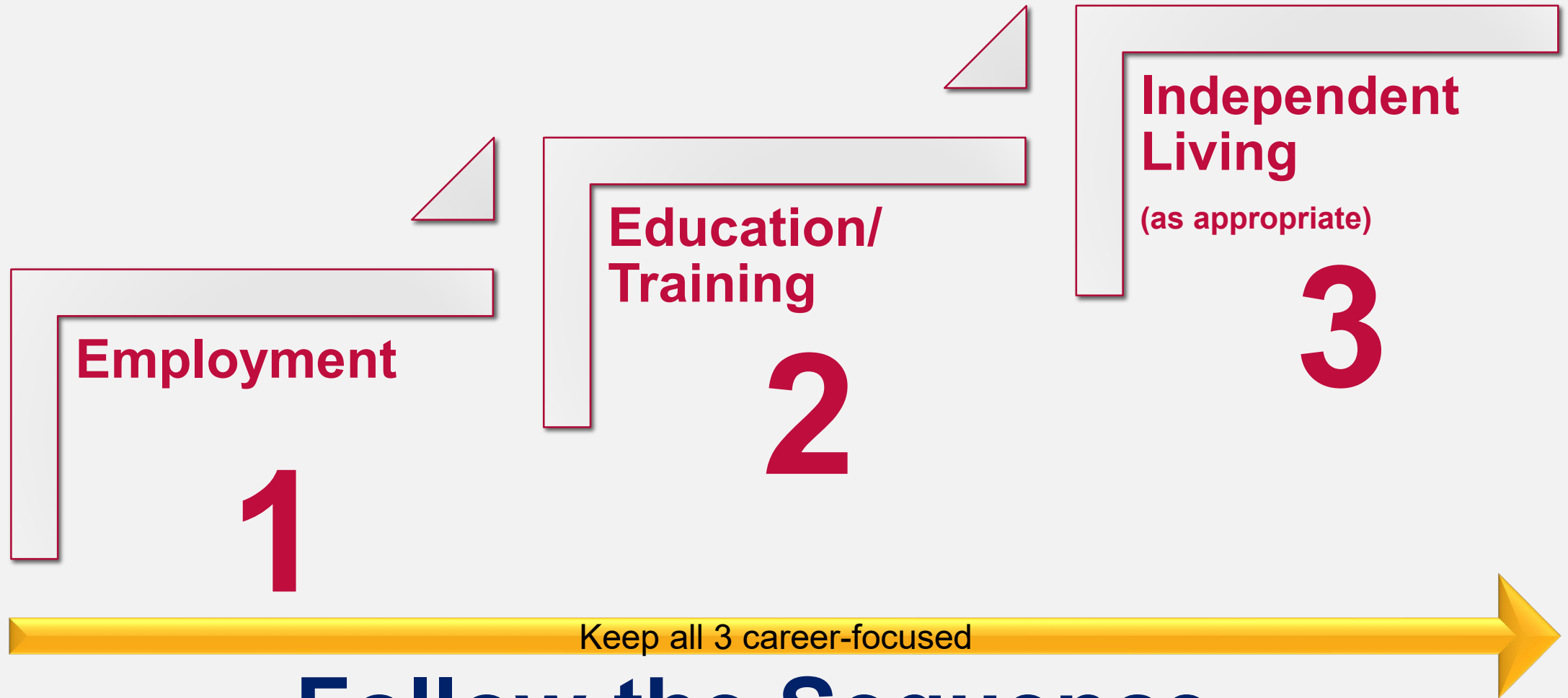


What does it mean to align transition services to the post-secondary goals?

The purpose of step 2 is to develop appropriate MPGs by:

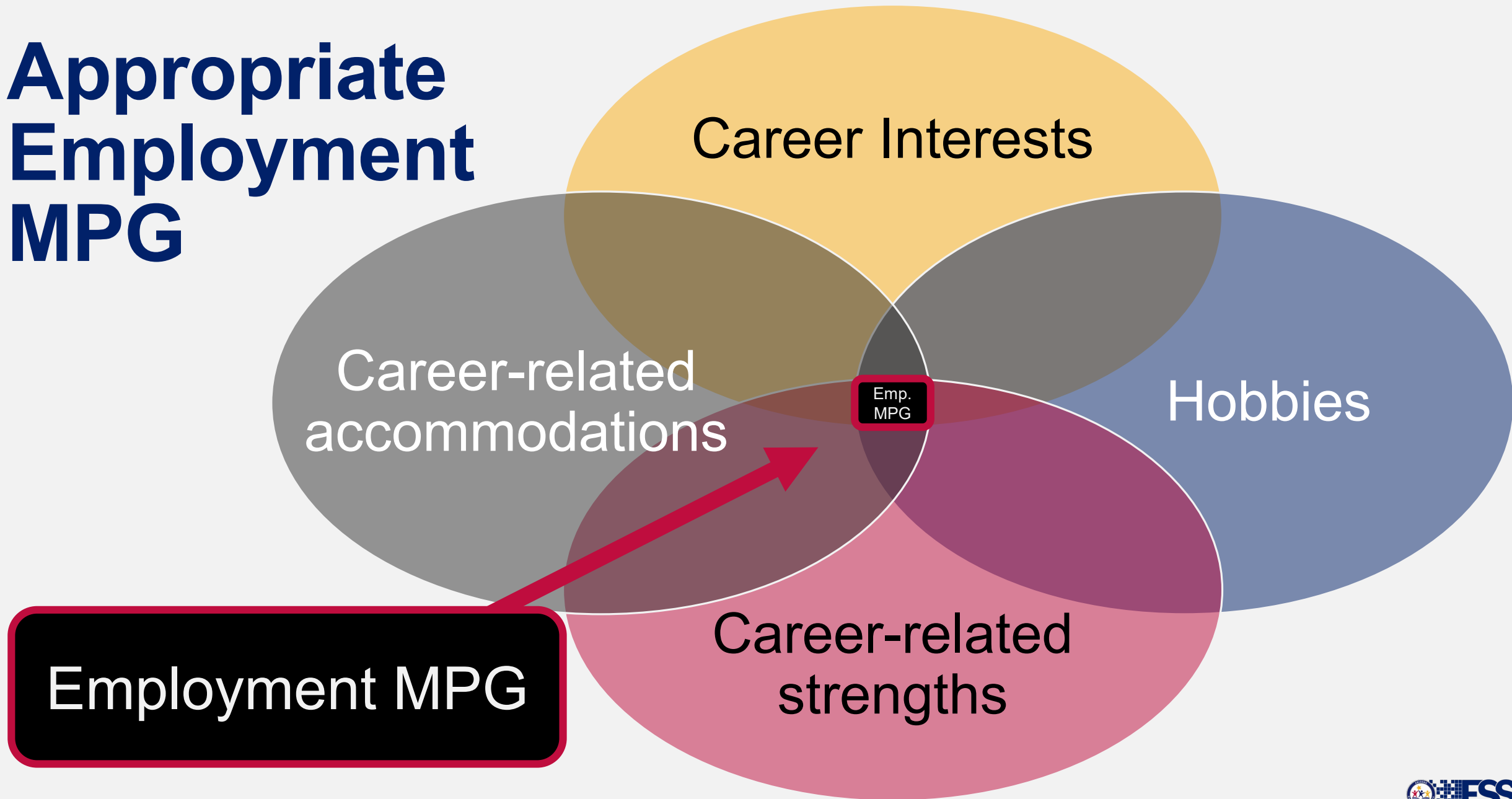
- ~ Basing decisions on data from the age-appropriate transition assessments
 - ~ Removing personal biases from the algorithm
-

Measurable Postsecondary Goals



Follow the Sequence

Appropriate Employment MPG



MPG Written Structure

(Employment MPG)

STUDENT will work as a JOB TITLE.

MPG Best Practice Written Structure

This concept increases the specificity of the goal.

This verbiage confirms that goal is intended to be accomplished in a postsecondary environment.

This word makes the statement “measurable” (compliance)

Employment MPG: After graduation, Susie will work full-time as a pediatric phlebotomist at Town Hospital.

This type of verbiage increases the specificity of the job title.

Naming the employer increases the specificity of the goal.

Increase the specificity

1. After graduation, Susie will work as a nurse.
2. After graduation, Susie will work full-time as a pediatric nurse.
3. After graduation, Susie will work full-time as a pediatric nurse at Town Hospital.

MPG Examples

Employment

After graduation, Susie will work full-time as a pediatric phlebotomist at Town Hospital.

Education/ Training

After graduation, Susie will enroll at Gateway Community College (GCC) to complete the phlebotomist training program.

Independent Living

After graduation, Susie will independently use Read&Write for Google Chrome to complete her GCC assignments.

Examples are BEST PRACTICE

Best Practice Rubric - MPGs

	Best Practice		Compliance	Out of Compliance
Component	4 Points	3 Points	2 Points	0 Points
MPGs	All MPGs are career-focused and align with SPIN data; contain “after graduation/exit” statements; level of specificity on all MPGs are based on age of student	At least 2 of the following strategies are evident: All MPGs are career-focused and align with SPIN data; contain “after graduation/ exit” statements; level of specificity on all MPGs are based on age of student	All MPGs are measurable (employment, education & if appropriate IL MPG); all MPGs to take place post- secondary	At least one or more MPGs are not measurable; will not occur after high school; not based on SPIN data

Your Turn to Practice MPGs



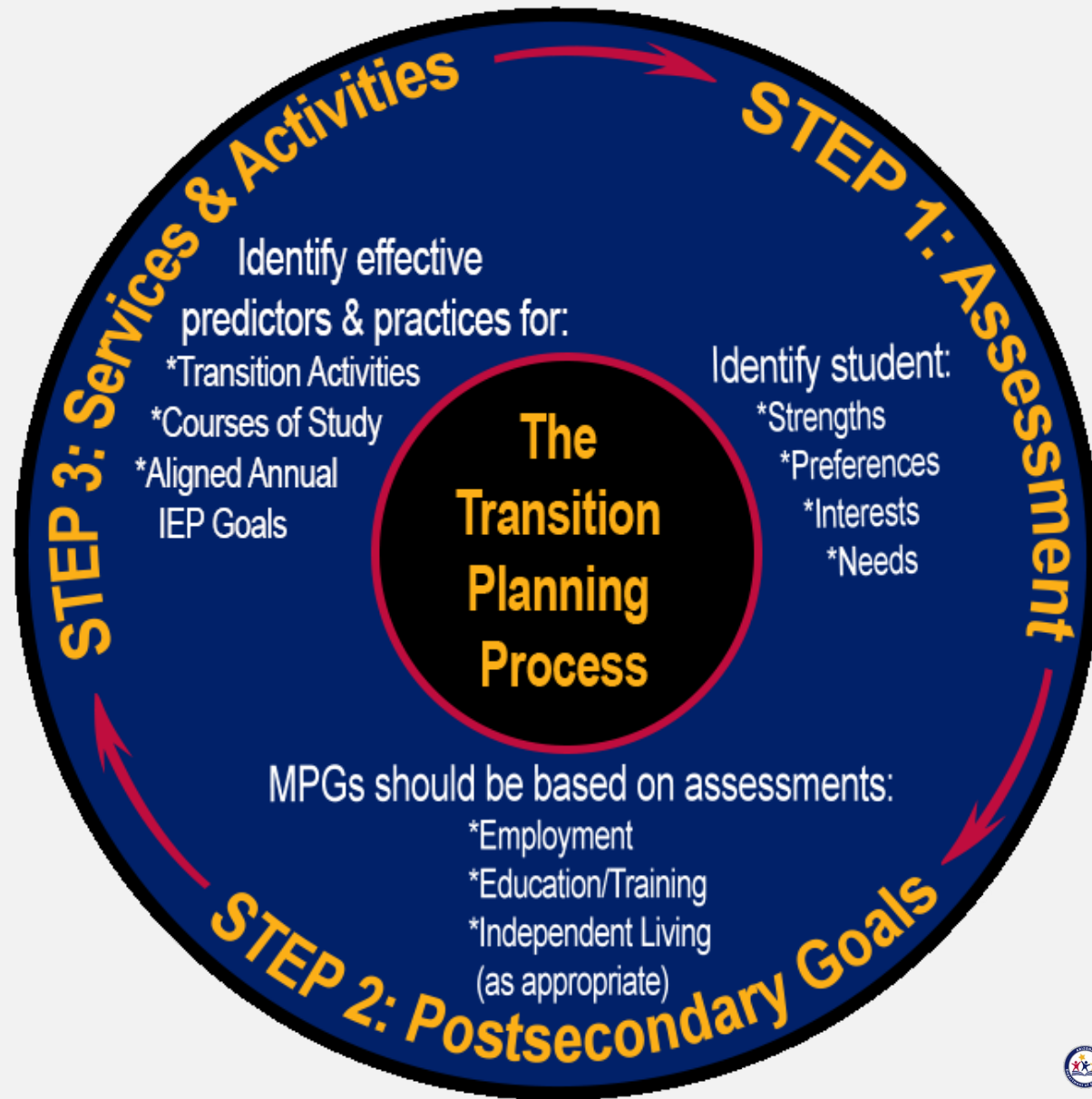
In the chat, please tell us what you do when a student articulates a goal that you suspect may be inappropriate?

Find Occupational Profiles

- O*Net OnLine
- CareerOneStop
- Job Postings
 - Employer Websites
 - Indeed
 - Monster

National Technical Assistance Center on Transition: the Collaborative (NTACT: C)

transitionta.org



Step 3:

Services & Activities

1. Transition Activities
2. Courses of Study
3. Aligned Annual IEP Goals

The purpose of step 3 is to support the student in making progress towards accomplishing their MPGs by exposing them to opportunities and experiences that will:

~ strengthen student SPIN data by converting preferences into strengths.

~ The outcome of a task will produce more assessment data to verify whether or not an MPG is appropriate.

Step 3:

Services & Activities

1. Activities
2. Courses of Study
3. Aligned Annual IEP Goals

What are *Transition Activities*?

Tasks that the **student** performs (various environments)

- ✓ On or off campus
- ✓ During or outside of school hours/year
- ✓ Typically a one-time task
- ✓ ~~Courses of Study~~ (Do NOT list courses in this section)
- ✓ Could include an assignment from a class

LRE Approach To Selecting IEP Activities

LEAST
Restrictive



Community

- Off-campus (not related to district properties)
- Could include outside agencies
- At home



Campus

- On-campus (but not in classroom)
- Could include district sites

MOST
Restrictive



Classroom

- Virtual Environment
- Occurs during one of the student's classes (e.g. assignment)

Accountability for Transition Activities

MPG Area	Transition Activity	Individual or Agency to Assist Student If Needed	Anticipated Start Date	Projected Completion Date
Employment & Education/ Training	Join school robotics club	Student	August 2021	September 2021
Employment	Volunteer to sell tickets at 2 school sports functions	Student, Ms. Case Manager	September 2021	October 2021

Individualizing Transition Activities

- Task Analyzing the MPGs
- Occupational Profiles
- Predictors of Postschool Success
- Pre-Employment Transition Services



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Best Practice Rubric- Transition Activities

	Best Practice		Compliance	Out of Compliance
Component	4 Points	3 Points	2 Points	0 Points
Transition Activities	Multiple activities that align with each MPG; All LREs (community, campus, classroom) are represented based on abilities of student/program; Include info on accountability	At least 2 of the following strategies are evident: Multiple activities that align with each MPG; at least two LREs represented based on abilities of student/program; Include info on accountability	One activity aligned with each MPG	No activities for one or more MPGs; activities are not individualized to student's MPGs



Recorded Webinars- Transition Activities

Transition Activities

Transition Activities for Complex Support Needs

Step 3:

Services & Activities

1. Activities
2. Courses of Study
3. Aligned Annual IEP Goals

What is meant by *Courses of Study*?

High school classes that the **student** takes

- ✓ Aligned to their MPGs

Multi-year Projection & Summary

COURSES OF STUDY

MPG Area	School Year: 9	School Year: 10	School Year: 11	School Year: 12
Employment	Med Foundations	Chemistry	Medical Biology	English 12
Education/Training	English 9	English 10	English 11	Algebra 2
Independent Living	Computer Application	Chemistry	Medical Biology	English 12

ADDITIONAL EDUCATIONAL OPPORTUNITIES

- Med Foundations will be covering the topics of first aid and certification which is a requirement for phlebotomy.
- Medical Biology will also expose the student to biology concepts used in the medical field and student to deciphering basic medical terminology in reading materials.
- Online application called Read&Write for Google Chrome will be used to access reading material in the following classes: Chemistry, Medical Biology & English 12.

Best Practice Rubric- Courses of Study

	Best Practice		Compliance	Out of Compliance
Component	4 Points	3 Points	2 Points	0 Points
Courses of Study	Courses that clearly align to each MPG; multi-year projection of coursework; brief summary explaining connection between MPGs and courses, if needed	At least 2 of the following strategies are evident: Courses that clearly align to each MPG; multi-year projection of coursework; brief summary explaining connection between MPGs and courses, if needed	One course aligned to each MPG	No courses listed for one or more MPGs; general course of study; course of study does not align with one or more MPGs

Step 3:

Services & Activities

1. Activities
2. Courses of Study
3. Aligned Annual IEP Goals

What is an *Aligned Annual IEP Goal*?

An annual IEP goal

- ✓ addresses a disability-related skill deficits (academic, behavioral, functional)
- ✓ Requires specially designed instruction

An aligned annual IEP goal must demonstrate a connection between

- ✓ the annual IEP goal & each MPG

Alignment

MPG Area	Skill For Annual IEP Goal	“...in order to...” statement
Employment	Reading Fluency	discuss the state of delinquent accounts with customers as a Collection Specialist

Using her grade-level social studies textbook and current reading assignment, student will orally read 100 wpm with no more than three errors, on average, over four trials in order to more effectively discuss the state of delinquent accounts with customers as a Collection Specialist. Measurement tool: teacher record book.

Best Practice Rubric

	Best Practice		Compliance	Out of Compliance
Component	4 Points	3 Points	2 Points	0 Points
Aligned Annual IEP Goal	One annual IEP goal that clearly supports each of the MPGs; “in order to” statements	One of the following strategies are evident: One annual IEP goal that clearly supports each of the MPGs; “in order to” statements	One annual IEP goal that supports all MPGs	No annual IEP goals; no support of at least one or more MPGs

Your Turn to Practice Services & Activities



In the chat, list an example of one of the following that aligns to phlebotomy:

- a. transition activity
- b. course
- c. skill area for annual IEP goal

Knowledge

- Clerical
- English Language
- Customer and Personal Service

Skills

- Oral Expression

Abilities

- Near Vision
- Arm-Hand Steadiness
- Problem Sensitivity
- Oral Comprehension
- Written Comprehension

Using the Best Practice Rubric to Evaluate Transition Plans

SECONDARY TRANSITION BEST PRACTICE RUBRIC				
Component	4 Points	3 Points	2 Points	0 Points
Assessments	Multiple assessments are listed; data clearly summarized where IPS are identified and aligned to each MPG	At least 1 of the following strategies are evident: Multiple assessments are listed; summarized with some alignment to each MPG	One or more assessment(s) are listed that aligns to each MPG	Assessments not mentioned; alignment of IPS missing for at least one MPG
MPGs	All MPGs are career focused and align with IPS; contain “after graduation/exit” and “will” statements; level of specificity on all MPGs are based on age of student	At least 2 of the following strategies are evident: All MPGs are career focused and align with IPS; contain “after graduation/exit” and “will” statements; level of specificity on all MPGs are based on age of student	All MPGs are measurable (employment, education & if appropriate IL MPG); all MPGs to take place post-secondary	At least one or more MPGs are not measurable; will not occur after high school; not based on IPS
Activities	Multiple activities	At least 2 of the	One activity	No activities for

- Developed by ADE Secondary Transition Specialists
- Based on NTACT best practices and ADE guide steps

* [Best Practice Rubric 4.0](#)

Other Indicator 13 Requirements



Update Annually

- The transition plan must be updated yearly.
- Increase the specificity of goals each time.



Student Invitation

- If transition will be a topic of conversation, the student must be invited to the IEP meeting.
- Documentation of this item must exist

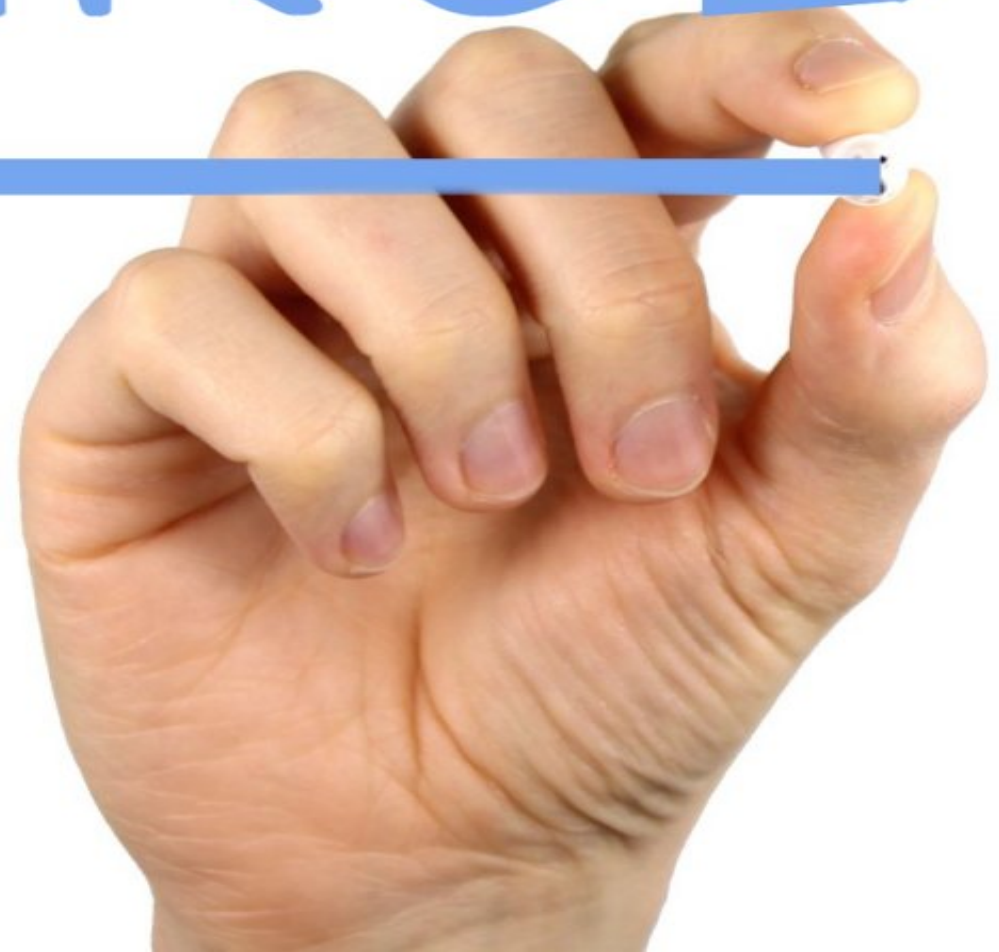


Outside Agency

- Parental consent must be obtained prior to inviting agency rep. to IEP meeting
- Sequence of these items must be documented

RESOURCE

- [Secondary Transition Resources Padlet](#)
- [Distance Learning and Special Education Resources](#)



Any
1.1
Questions

Technical Assistance

ESS Transition Inbox



ADE/ESS Secondary Transition

Best Practice Implementation Project

Wondering if you are using best practice strategies in your transition plans?
Curious if your staff are implementing strategies from a training?

**The ADE/ESS Secondary Transition Team can help you
determine if you are**

Putting It All Together

Upcoming Transition Tuesdays

Webinars:

- **Google It! Youth Autonomy and Decision Making –**
February 2, 2021 @ 2:30 p.m.
- **PSO: Strategies –**
March 3, 2021 @ 2:30 p.m.

Next Office Hours:

- January 19, 2021 @ 2:30 p.m.
- February 16, 2021 @ 2:30 p.m.

Survey & PD Certificate

Thank you for
joining us!



Please use this link to let us know your thoughts on today's webinar:



[Click here for the survey](#)



Once you complete the survey you will get a link to download your professional development certificate.

Contact Information



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Acknowledgements and Resources

Arizona Department of Education, ESS Special Projects Secondary Transition

- ✓ <http://www.azed.gov/specialeducation/transition/>
- ✓ Or use the bitly link @: bit.ly/AZsecondarytransition1

National Technical Assistance Center for Transition (NTACT)

- ✓ <http://transitionta.org/>

Use a Variety of Strategies to Gather Information. | Transition Coalition (2019). Transition Coalition. Retrieved 16 October 2019, from <https://transitioncoalition.org/blog/tip/use-a-variety-of-strategies-to-gather-information/>

Walker, A., Kortering, L., Fowler, C., Rowe, D., Bethune, L., and Terrell, M. (2019). *Age-appropriate transition assessment toolkit*. Retrieved 16 October 2019, from <https://www.transitionta.org/system/files/tool>