

Measurable Postsecondary Goals for Students with Complex Support Needs

Arizona Department of Education



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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.**

Today's Agenda

- Who are students with Complex Support Needs (CSN)?
- Overview of the Transition Planning Process
- Explore ways to develop and individualize MPGs for students with CSN



Employment First



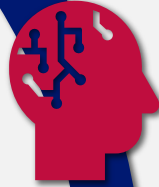
- ✓ Employment First practices ensure process is effective
 - Allow the data to drive the process
 - Remove personal opinions and biases from the process
 - Remove “only” from the conversation

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

Who Are Students with Complex Support Needs?



1:1 assistance for all activities of daily living



Significant behavioral/mental health concerns



Limited communication response (1–2 second eye gaze for yes/no answers)



Daily required supports from a medically trained professional

Complexity Continuum



Complexity **=** *Supports*



- ✓ Communication issues are frequently present
- ✓ Self-care issues are almost always present
- ✓ Intellectual issues are present often, but not always
- ✓ “Multiple” systems

What Makes Life Meaningful?

Family and friends

Employment (money and contribution)

Engagement in community

A safe and happy home

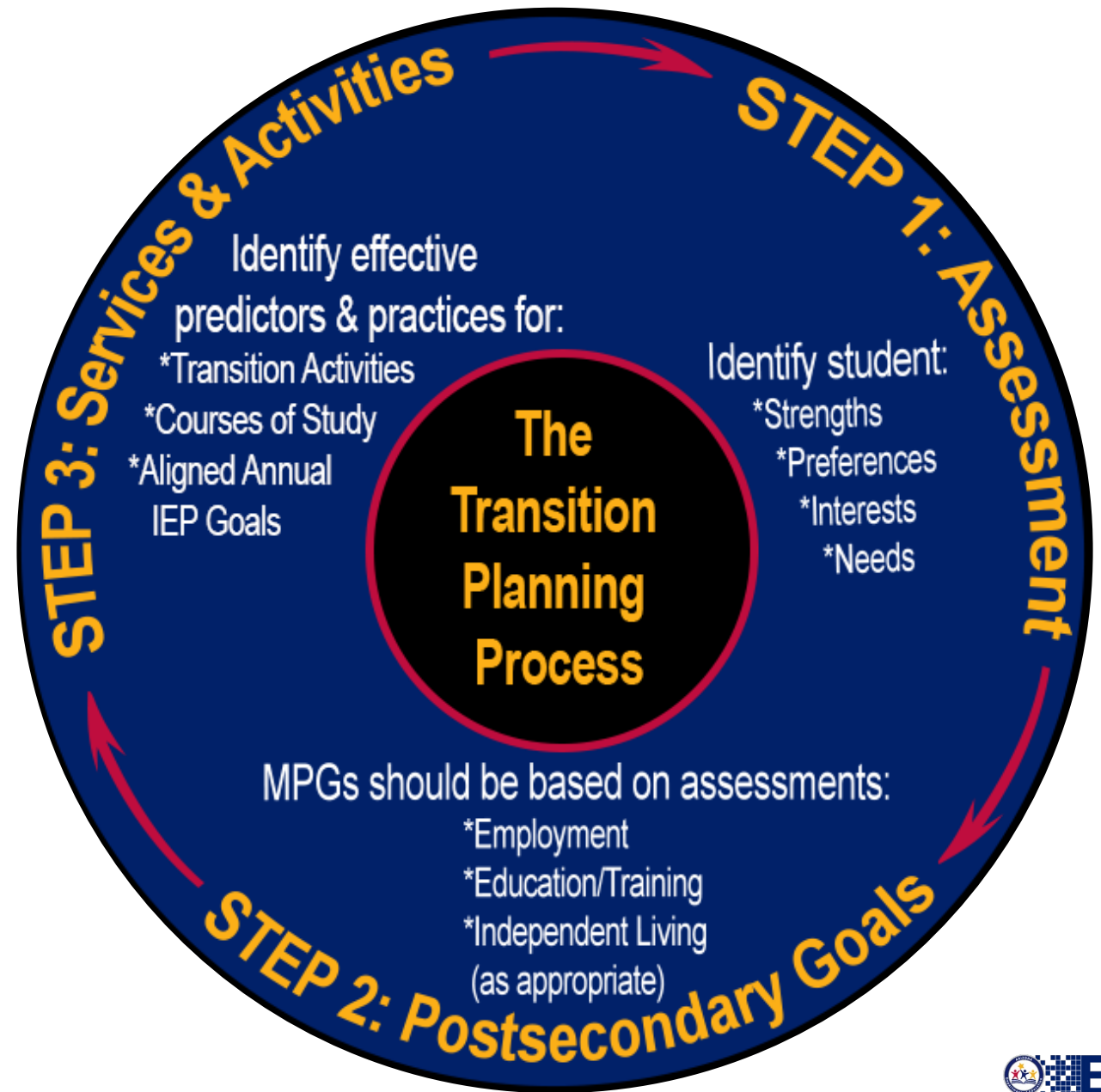
Health

Choices/options

Freedom and independence

National Technical Assistance Center on Transition: The Collaborative

(NTACT: C)



Step 1:

Age- Appropriate Transition Assessments

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

Age-Appropriate Transition Assessments

Strengths

- Measure of how well the student does on the activities and coursework
- Basic skills needed to be a successful candidate

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 the knowledge, skills, and abilities of chosen goal that
 - ✓ Make it more difficult for the student to pursue the MPGs **or**
 - ✓ When addressed make MPG attainment possible (AT/Accommodations)

What to Assess: Skills & Supports

General Transition Areas/Skills	Functional Life Skills & Functional Academics
Career Interests, Awareness, Skills	Physical/Mobility
Preferences & Interests	Assistive Technology
Sensory Needs	Leisure and Social Skills
Communication	Medical and Health
Self-Determination	Special Skills/Interests

Step 2:

Measurable Postsecondary Goals (MPGs)

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



Keep all 3 career-focused

Follow the Sequence

Valued Contribution

- Career-related work
- Purposeful
- Meaningful
- Adds value to the progress towards a shared goal of the working environment



Considerations for CSN



Review family/caregiver insight (what they know and how they help).



Review student skills.



How do those skills contribute to the student's environment?

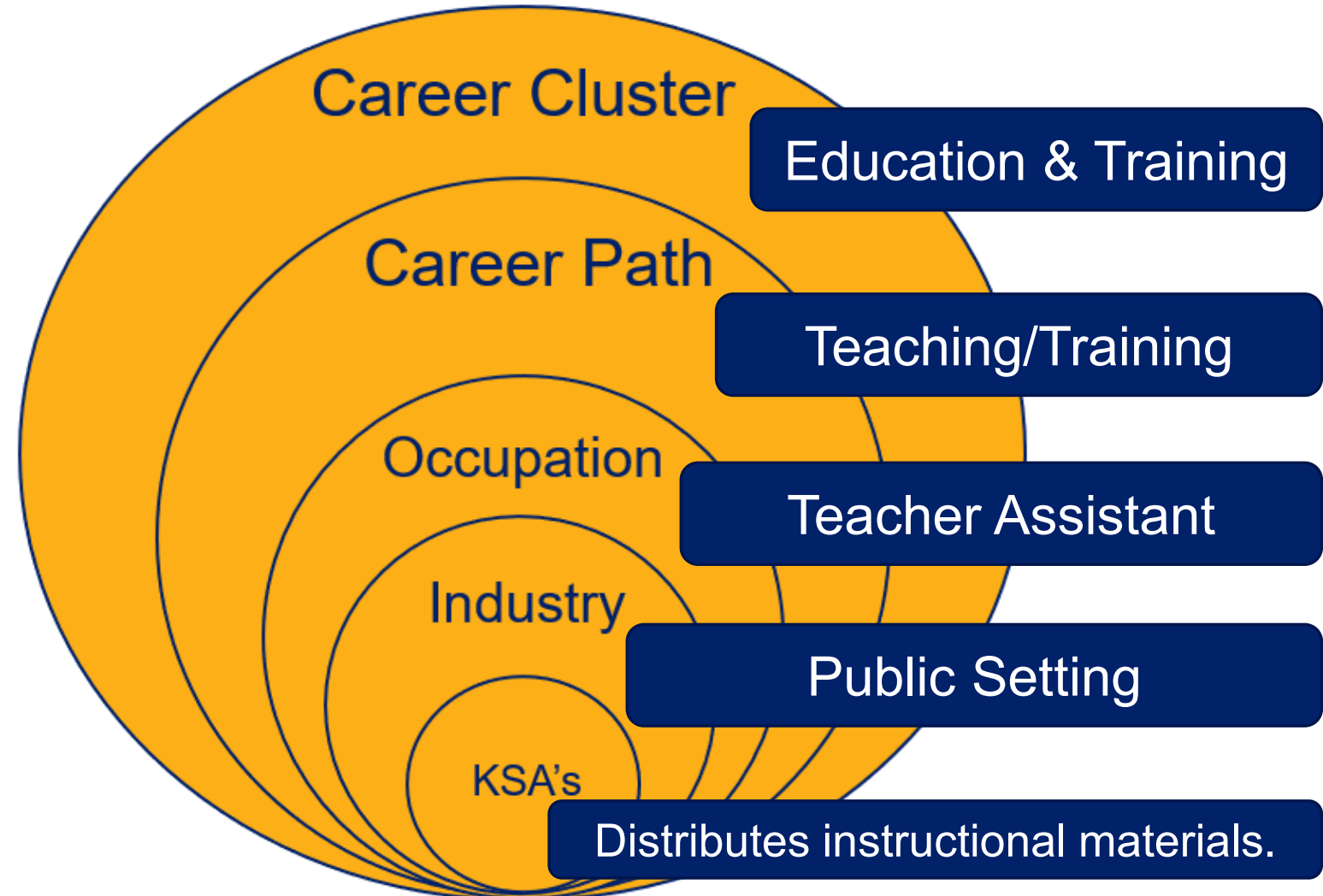


Identify tasks that are meaningful for the student and beneficial for the environment.

Occupational Profile



Career Exploration



Occupational Profiles

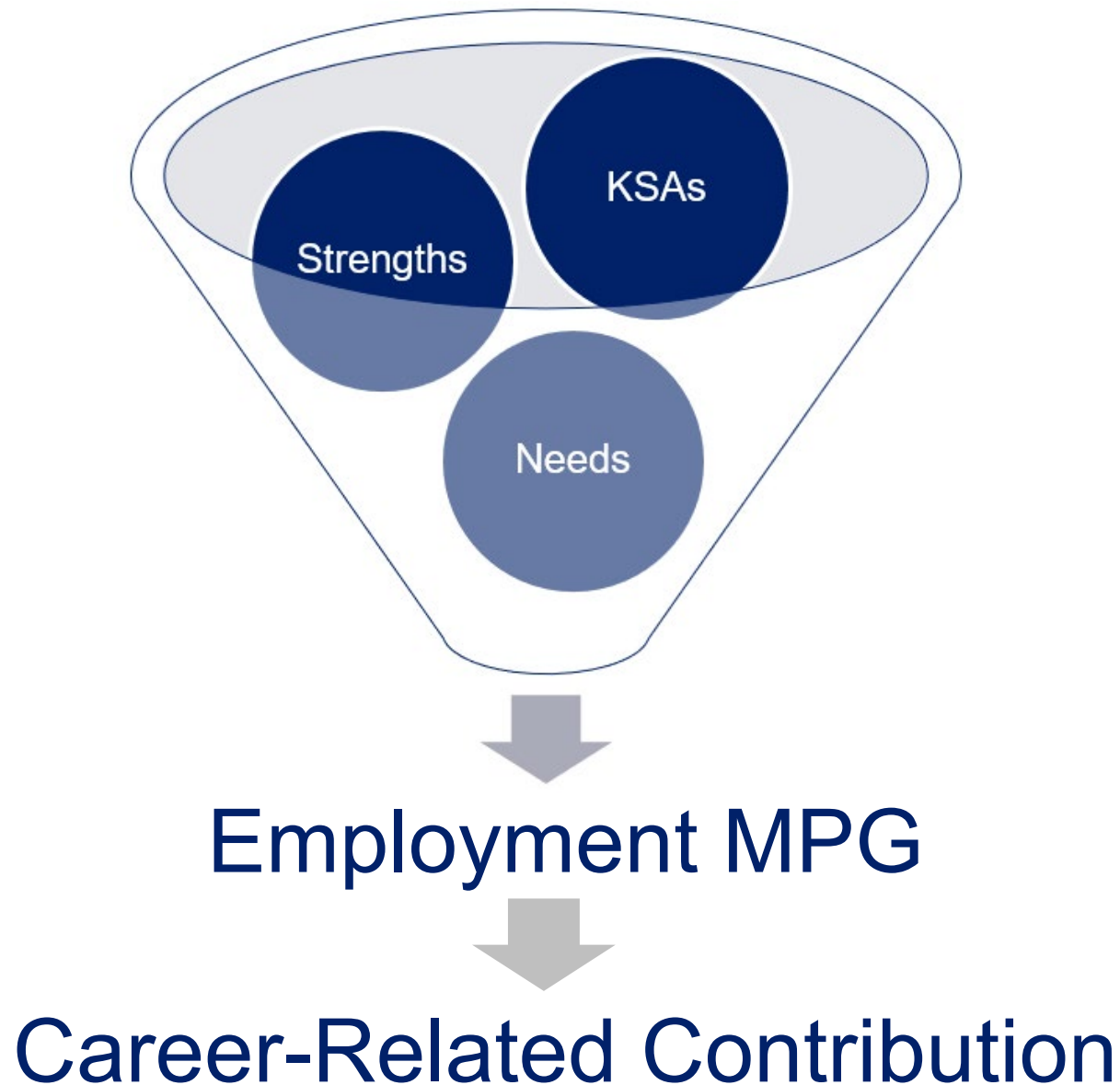
[O*NetOnLine](#)

[CareerOneStop](#)

Job Postings

- Employer Websites
- Indeed
- Monster

Knowledge, Skills, and Abilities (KSAs)



CSN –Think Out of the Box

After graduation, Marky will be a DJ providing music entertainment to others.

After high school, Carl will work as a courtesy clerk assisting others who are shopping by carrying packages.

After graduation, Alice will be a food preparation worker using her AT switch to control small appliances.

After exiting high school, Jim will work as a Sales Associate greeting customers in a retail store.

Employment MPG Structure

After graduation, student will work as job title.

Connect job title with career-related contribution:

- Career-related task
- Accommodation or assistive technology
- Location

In the chat: What is the Employment MPG?

*After graduation, **student** will work as **job title**.*

Strengths

- Makes great eye contact
- Able to use AAC device to speak to others
- Great verbal comprehension

Preferences

- Will initiate conversation with others
- Grocery shops with sister every Sunday

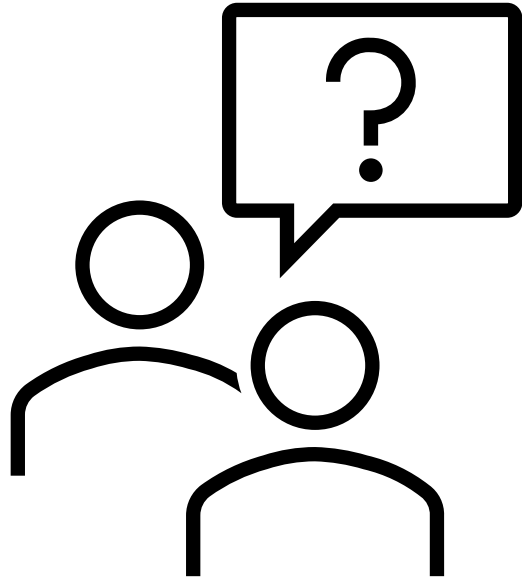
Interests

- Shopping (all kinds)
- Talking with and being around people

Needs

- Low physical stamina
- Nonverbal and requires use of AAC device for communication

Resources and Supports



- [Secondary Transition Resources Padlet](#)
- [Low Incidence Padlet](#)
- [Disability Benefits 101](#)

Secondary Transition Team

Technical Assistance Opportunity

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

- ✓ Age-Appropriate Transition Assessments
- ✓ Measurable Postsecondary Goals
- ✓ Transition Activities
- ✓ Courses of Study
- ✓ Aligned Annual IEP Goals

We are inviting case managers, specialists, and directors to submit redacted IEPs to the link below. Secondary Transition Specialists will use a rubric based on National Technical Assistance Center on Transition: the Collaborative best practice strategies to review five components of Indicator 13, including assessing for predictors of post-school success. Scores and feedback will be provided to the participant via email.

This information will not be used for monitoring; this is for technical assistance and your benefit only!

INTERESTED? Email your redacted IEPs to ESSTransition@azed.gov

✉ ESSTransition@azed.gov ☎ 602.542.3855 🌐 bit.ly/AZsecondarytransition1

 **ESS** Special Projects | Secondary Transition
Exceptional Student Services

PD Opportunities

IDEA Conference

<http://bit.ly/IDEAConferenceCalendar>

ADE/ESS ST YouTube Channel

<http://bit.ly/AZST-youtube>

Contact Information

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Special Populations

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