

Mastering Transition IEPs for Student Success

Indiana Department of Education
Office of Special Education

Ian Ragains
Special Education Specialist

 @EducateIN

INTRODUCTION TO TRANSITION IEPS

This session will review IDEA Indicator data regarding Indiana Transition Individualized Education Programs (IEPs).



What is a Transition IEP?

A Transition IEP refers to the transition plan for students with IEPs that outlines their goals to prepare students for life after high school and includes supports and services the student needs.



TRANSITION IEP DETAILS

A student's IEP is a **collaborative, living document** that contains the past, present, and future direction of the student's growth.

- It is important that all members of the case conference committee (CCC) work directly with the student to come to an agreement on what it should contain.
- The student should be involved in the IEP process from start to finish in order to ensure that their wishes are encapsulated and that they are using their self-advocacy skills in earnest.

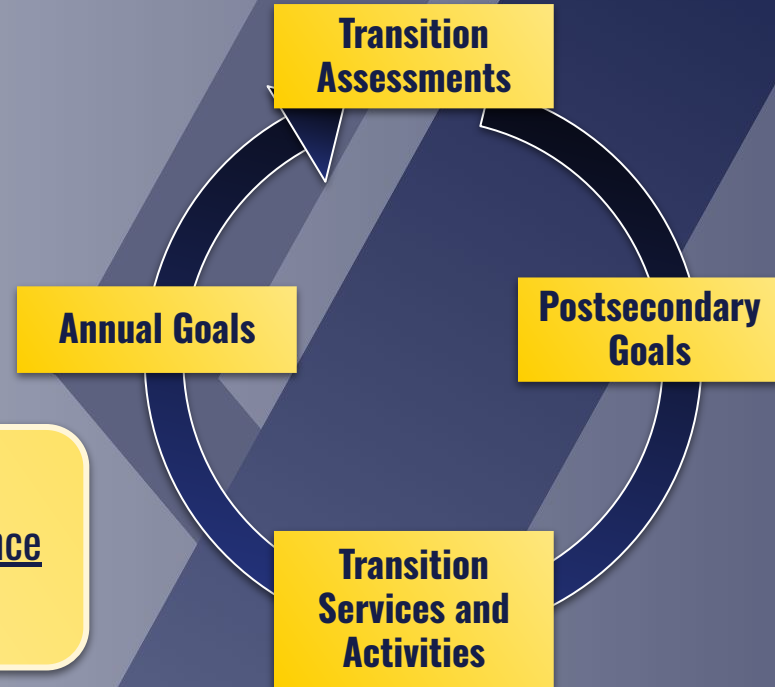


TRANSITION IEP COMPONENTS

What are the components of a Transition IEP?

- Transition Assessments
- Postsecondary Goals
- Transition Activities and Services
- Annual Goals

Self-monitoring is key to ensuring transition planning is effective and that IEPs are compliant. Utilize the [IEP Compliance Checklist](#) and [Best-Practices Self-Assessment Rubric](#).



WHAT IS THE GOLDEN THREAD?

The **Golden Thread** refers to the overall alignment of the document. We should see a thread linking each section to the next. If any section does not successfully inform the next, then that thread breaks, and the IEP no longer works in the way it was intended.



SECONDARY TRANSITIONS: DOMAINS

Employment

Education & Training

Independent Living

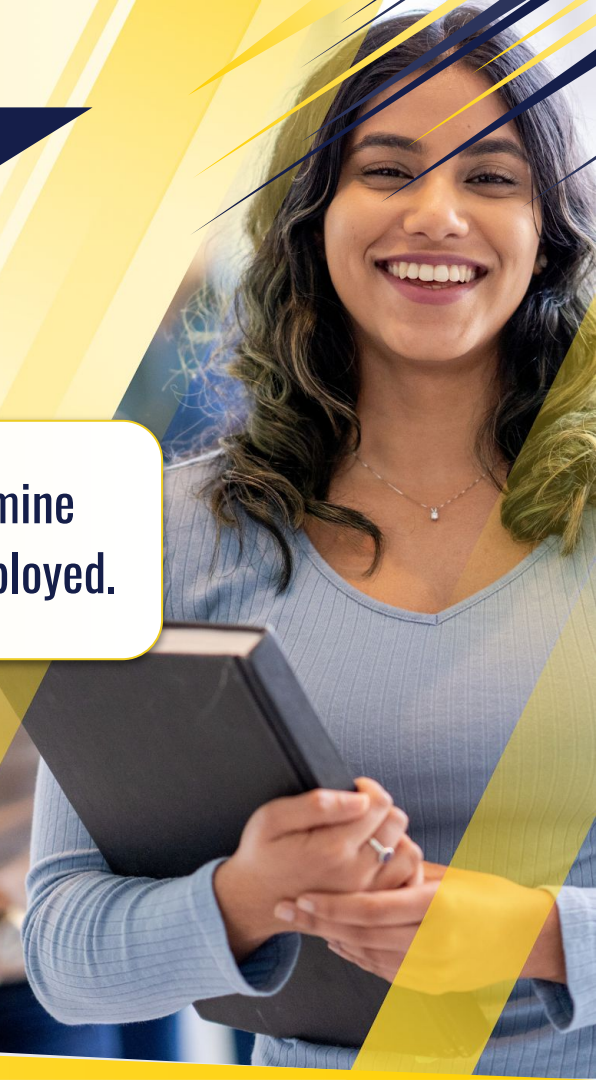


DOMAINS OF TRANSITION: EMPLOYMENT

Employment

Each year, an assessment should be given to determine where/how the student wants to ultimately be employed.

Defined: Full- or part-time integrated, competitive employment (including supported or customized employment); or military service.



DOMAINS OF TRANSITION: EDUCATION & TRAINING

Education & Training

Each year, an assessment should be given to determine what education or training a student needs to be successful in their anticipated area of employment.

Defined: Continued education or training that supports a student's postsecondary employment goal. This can include community/technical college (two-year), college/university (four-year), compensatory or continuing education, on-the-job training, adult basic education, GED, apprenticeship, vocational technical school of less than two years, Job Corps, WorkOne training programs or classes, or entrepreneurship classes.

DOMAINS OF TRANSITION: INDEPENDENT LIVING

Independent Living

The first year that a student has a Transition IEP, an *Independent Living Skills Assessment* should be completed to determine if the student has independent living skills that are at the same or similar level as their same age peers.

***Defined:** Competencies that facilitate independence in major life activities, such as those found in the definition of "functional performance" found in Article 7. These include, maintaining a household, managing health needs, using tools, shopping, budgeting, practicing safety, accessing transportation, recreation, accessing community resources, and employment.*

TRANSITION ASSESSMENTS

Considerations for Transition Assessments

- When students are younger or do not know what career they want to pursue, use of **broader assessments** is necessary to help narrow the area of interest.
- When a student has developed a better understanding of their post-graduation goals, we can start using assessments that help flesh out the **specifics**.
 - Example: *Authentic assessments* that help a student self-reflect on project and experienced-based learning.

TRANSITION ASSESSMENTS

Common Issues with Transition Assessments

- One of the most common issues that we saw this year was repeating the same assessment for multiple years in a row without supplementing with a different assessment.
 - Ensure assessments are varied and not repeated every year. If a school is offering a Student Survey Freshman, Student Survey Sophomore, etc., then there **must** be different questions and purpose of that survey from year to year. The summary must clearly demonstrate a distinction between the assessments if they are similarly named.

SUMMARY OF ASSESSMENTS



The summary should include the **the name of the assessments and the date given**. This should be a true summary that highlights the most important features of the assessment related to the student's desired career, education, and independent living skills.

The **SPIN model** should be used to complete the summary:

- Strengths
- Interests
- Preferences
- Needs

ESTABLISHING POSTSECONDARY GOALS

Use information from the Transition Summary. Goals should be **meaningful for the student** in order to challenge them and show that the CCC expects a high level of achievement.

Goals should focus on what the student wants to ultimately do or be. By working towards the student's goals, we can help a student maintain interest in learning and growing.



TRANSITION SERVICES & ACTIVITIES

Transition Services are a coordinated set of activities for a student with a disability that:

- Must be based on the individual student's needs, taking into account the student's strengths, preferences, and interests.
- Must include instruction, related services, community experiences, development of domains, and postsecondary goals.
- Gather data/outcomes of the service and summarize the findings.
- **Modify postsecondary goals based on the results.**
- Determine what the student needs next to help them on their path.

TRANSITION SERVICES & ACTIVITIES CONTINUED

Transition Services and Activities should help a student **gain perspective** on their ultimate career goals and help them **modify** their chosen path.

While an assessment cannot be used for a transition service or activity, following a great transition service or activity is an excellent time to utilize an **authentic assessment** to help a student self-reflect. Through this process, they can reflect on their experience and narrow their interests.

The assessment can then be utilized **the following year** to inform the postsecondary goals!

TRANSITION SERVICES & ACTIVITIES CONTINUED

Compliance within the Transition IEP:

- For every postsecondary domain, there must be a transition service or activity that relates directly.
- Transition Services and Activities must be individualized to the student and be in alignment to the student's overall trajectory.
- These must be completed during the current IEP year, with the oversight or assistance of a staff member and can include a family member.
- These **can** be coursework or activities that fall into the student's Graduation Pathway. There **must** be a connection between the coursework and the summaries/postsecondary goals.

TRANSITION SERVICES & ACTIVITIES CONTINUED

Common Issues

- Transition Services and Activities have no connection to the student's postsecondary goals.
 - *Noncompliant Example:* PSG – Student plans to work in construction and maybe wants to be a welder.
 - Transition Services state that student is going to participate in culinary course in the local CTE program.
 - Suggestion: Transition Services should state that student will be participating in Intro to Construction or Welding to determine if they want to pursue this pathway.

ANNUAL GOALS FOR THE STUDENT

Annual goals should be meaningful for the student while still relating to curriculum and the needs as outlined in the 'Present Level' section of the IEP.

These goals must focus on a specific skill to be developed.

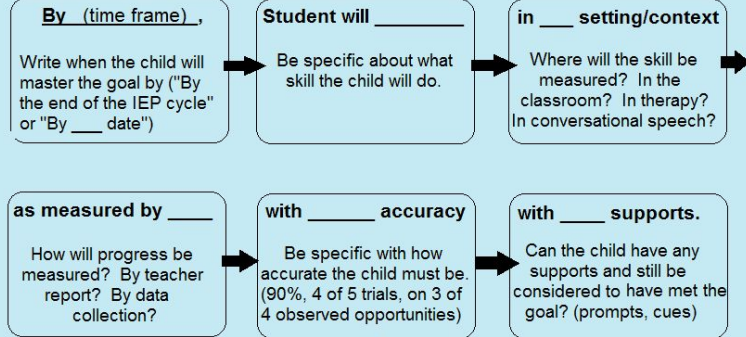
Use a specific measurement tool to guide how progress is measured.



ANNUAL GOALS



IEP Goal Formula



By _(time frame)_, Student will _____ in _____ setting/context as measured by _____ with _____ accuracy with _____ supports.

Including Baseline (Optional): If your employer requires you to include baseline in goals, add this "...student will increase/decrease _____ from a baseline of _____ to _____."

By _(time frame)_, Student will increase/decrease _____ from a baseline of _____ with _____ supports to _____ with _____ supports with _____ accuracy as measured by _____.

* Items can be rearranged to help the sentence make logical sense

ANNUAL GOALS

SLP Example Goals

By his next ACR, Student will correctly produce "th" at the conversation level with an average of at least 80% accuracy over three data collection sessions given a maximum of 1 reminder per 10 minutes.

By his next ACR, Student will use correct subject-verb agreement during structured activities with an average of at least 80% accuracy over 3 data collection sessions, given minimal cues (maximum of 1 cue per 10 opportunities).

During small group activities, Student will produce /r/ in conversation with 80% accuracy, as measured by data collection.

During three spontaneous observations, Student will utilize total communication strategies to express his wants/needs in 4 out of 5 trials.

Student will describe objects using language elements (i.e., category, function, appearance, composition, parts, and location) with 90% accuracy in 3 consecutive sessions.

Student will produce targeted speech sounds (s, f, x) in the final position as demonstrated by improving from emerging to developed as measured by a rubric.

ANNUAL GOALS

Reading Comprehension Example Goals

When given a reading passage or text, Student will support inferences with at least 2 pieces of text-based evidence with 65% accuracy on 3 out of 5 trials.

After reading a selection at instructional level, Student will answer inferential comprehension questions with 80% accuracy in 2 of 3 trials.

Given graphic organizers and content read aloud, Student will write responses using the ACE method (answer question; cite evidence; explain or extend) with 80% accuracy in 4/5 opportunities as measured by in-class assessments and assignments.

ANNUAL GOALS

Writing Example Goals

Given a writing prompt, Student will edit a final copy for correct spelling, capitalization, and punctuation with at least 80% accuracy in 4 of 5 trials.

When given a grade-level writing prompt, Student will write a paragraph (topic sentence, three supporting details, and a conclusion) with an average of 70% accuracy in 5/6 trials.

Using a graphic organizer, student will cite (2) pieces of textual evidence with an explanation of how it supports the claim, scoring 75% or higher as measured by teacher rubric.

Using an editing checklist, Student will correctly use commas in her writing on 4 out of 5 opportunities.

ANNUAL GOALS

Math Example Goals

Given a set of linear equations, Student will utilize Order of Operations to solve with at least an 80% accuracy in 4 trials.

When provided with a quadratic function, Student will write the equation in vertex form to graph the function with at least 80% accuracy in 4 out of 5 trials.

When reading a real-world problem and a provided graphic organizer, Student will identify a quantity that varies (time, distance, age, etc.) by using a variable label to represent that quantity in an equation with 80% accuracy in 2 out of 3 instances.

ANNUAL GOALS

Self-Advocacy Example Goals

To improve completion rate of assignments, Student will take notes in _____ class in 9/10 opportunities from developing to demonstrated as observed by teacher.

Given a challenging situation to solve, student will define the problem and produce at least two possible solutions to the problem in four out of five trials.

To further develop self-advocacy skills, student will lead (or co-lead) her IEP meeting to help develop goals at each ACR.

Student will self-identify that they need assistance by asking for accommodations in class in 3 out of 4 teacher observed instances.

ANNUAL GOALS

Behavior Example Goals

When given a frustrating situation (i.e., an undesired task, a demand, and/or undesired peer behavior), with one prompt, Student will utilize coping strategies (i.e., take a break, take deep breaths, etc.) to work through the situation and return to the task at hand within 2 minutes of prompt, with 80% accuracy in 3 out of 4 grading periods.

By the end of the school year, when given verbal directions in a general education setting, Student will improve rate of following instructions from 50% to 90% as measured by staff using daily tracker.

During math class, Student will demonstrate on-task behaviors (give explicit example of what on task looks like for this student) from a current rate of 50% to a rate of 80% of the observed time intervals as measured by staff observation using a 20-minute time sampling observation.

ANNUAL GOALS

Organization/Task Completion Example Goals

Given independent work time to work on a grade-level assignment (e.g., finish a set of problems, write an outline, read independently), Student will stay on task for 10 minutes with no more than one reminder to refocus on task for 4 out of 5 independent assignments.

When given a task/job to complete, Student will initiate the task with no more than two prompts in 80% of observed instances.

In order to improve the completion rate of assignments, Student will take notes in math class in 9/10 opportunities from developing to demonstrated as observed by teacher.

ANNUAL GOALS

Functional Example Goals

Student will independently read and correctly identify environmental print (road signs, labels, logos) in order to improve functional reading in 9 out of 10 opportunities.

Student will demonstrate independence in banking skills necessary for independent living by correctly making change for \$20 using a combination of lesser bills and coins in 4 out of 5 opportunities.

Student will operate tools, appliances, and equipment in response to written instructions and steps in 3 out of 4 opportunities.

Student will identify which outfit is most appropriate for the weather when provided a weather flashcard in 3 out of 4 opportunities.



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Contact Us

IDOE'S OFFICE OF SPECIAL EDUCATION



in.gov/doe/students/special-education/



OSEmonitoring@doe.in.gov

specialeducation@doe.in.gov

 @EDUCATEIN





THANK YOU!