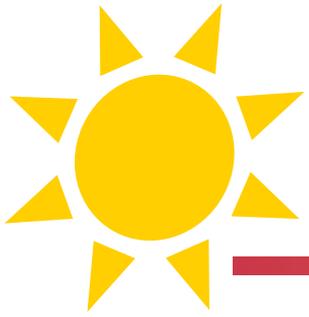


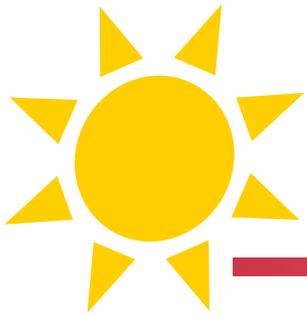


Developing Transition-Rich IEPs



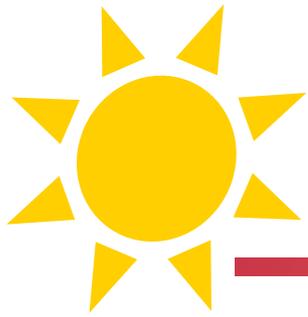
AKA

**Creating synergy by merging
compliance with “best”
practice**



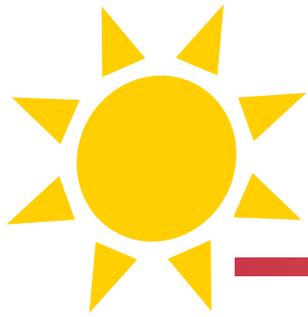
Agenda for Today

- **IDEA 2004 requirements**
- **State accountability requirements**
- **Effective practices**
- **Developing transition-rich IEPs**



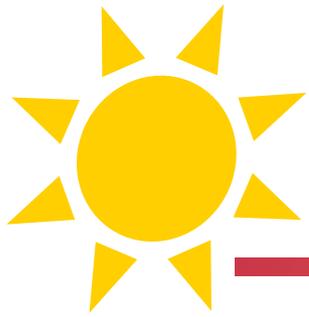
First Things First

- Practice what we preach
- Model expected behavior
- Determine learning outcomes
- Develop measure to assess targeted outcome



Please Do This Task

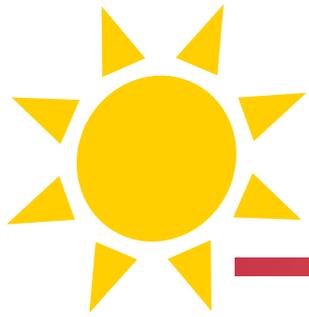
- Pick a code name
- For Jane
 - Pick a domain
 - Write a measurable post-secondary goal



IEP Requirements – 2004

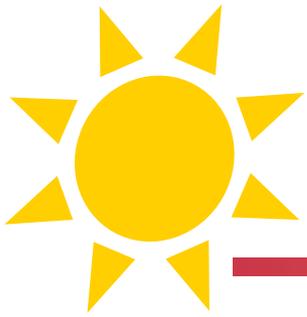
Statute:

Beginning not later than the first IEP to be in effect when the child is 16, and updated annually thereafter



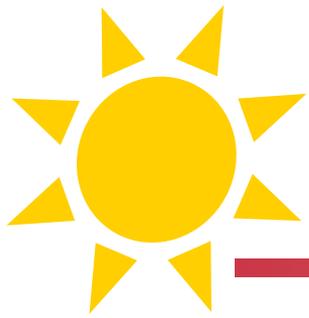
IEP Requirements – 2004

(aa) appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and where appropriate independent living skills;



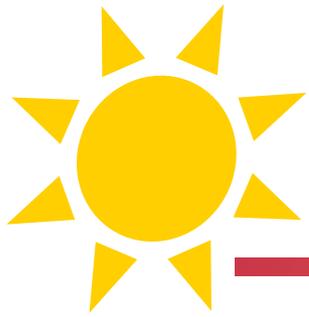
IEP Requirements – 2004

**(bb) the transition services (including courses of study) needed to assist the child in reaching those goals;
and**



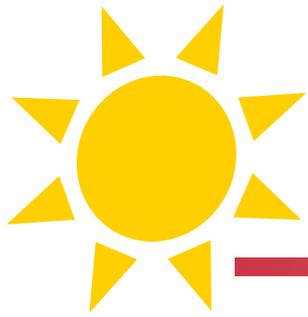
IEP Requirements – 2004

(cc) beginning **not later than 1 year** before the child reaches the age of majority under state law, a statement that the child has been informed of the child's rights under this title, if any, that will transfer to the child on reaching the age of majority.



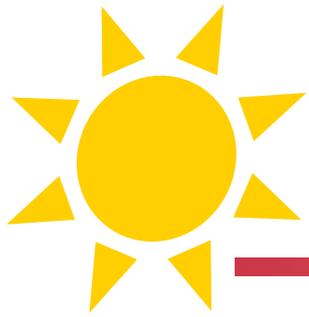
State Accountability

- **State Performance Plan (SPP)**
- **Annual Performance Report (APR)**
- **Continuous Improvement Focused Monitoring Process (CIFMP)**



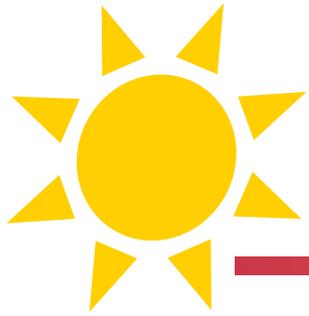
SPP and APR

- **State's plan to meet and state's performance on 14 indicators—4 specific to transition**
 - 1. Dropout rate**
 - 2. Graduation rate**
 - 13. Transition in the IEP**
 - 14. Student's post-school outcomes**



Indicator 13

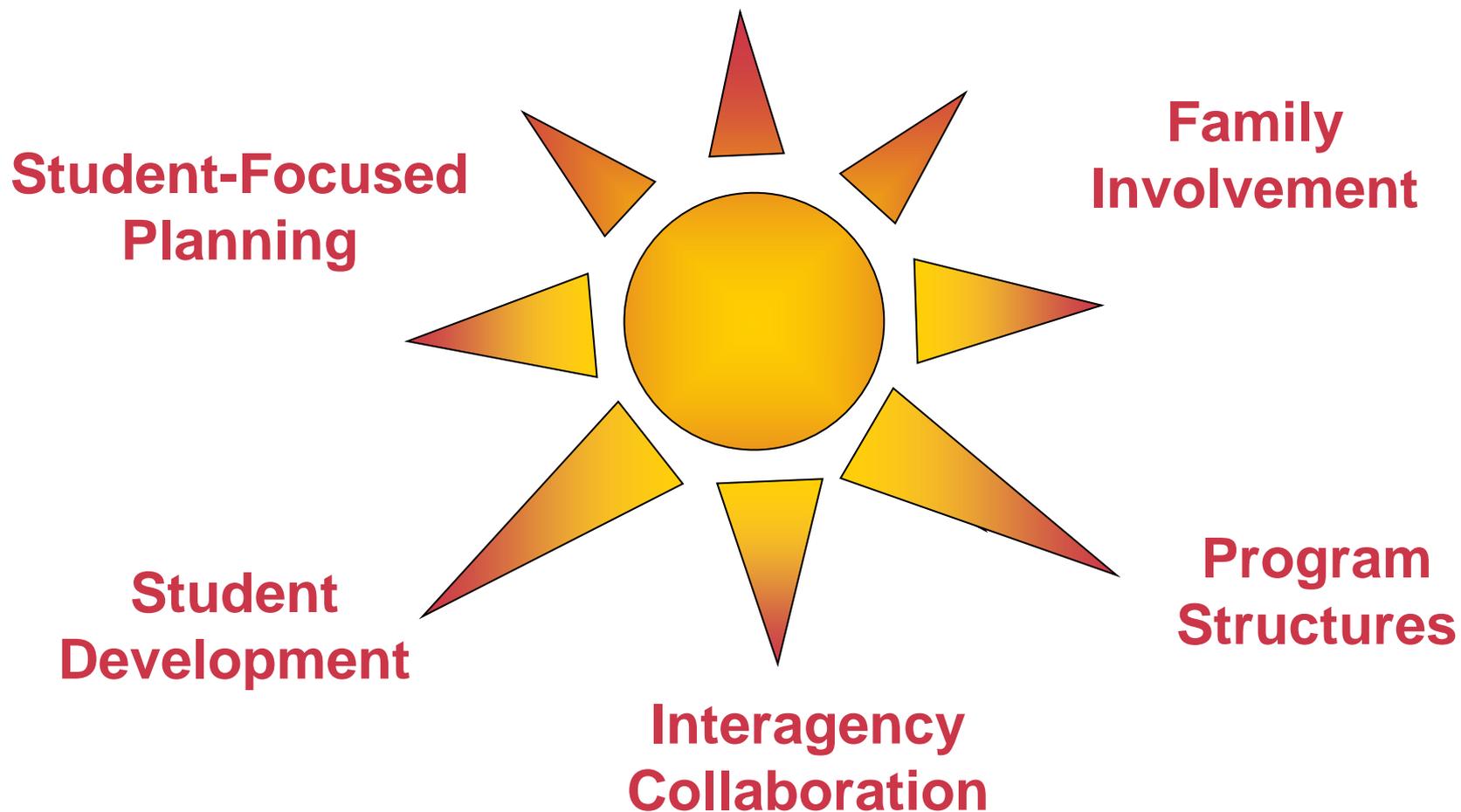
- **Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the child to meet the post-secondary goals. [20 U. S. C. 1416 (a)(3)(B)]**

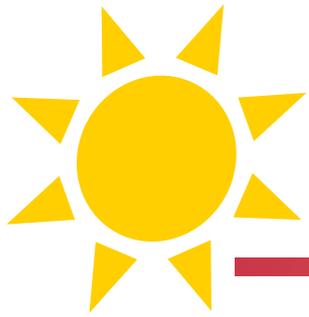


Refresh Our Memory

- **Practices associated with improved student outcomes**
 - **Student-focused planning**
 - **Student development**

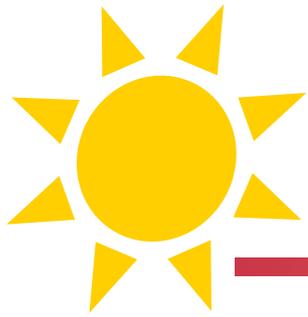
Taxonomy for Transition Programming





Student-Focused Planning

- **IEP Development**
- **Student Participation**
- **Planning Strategies**

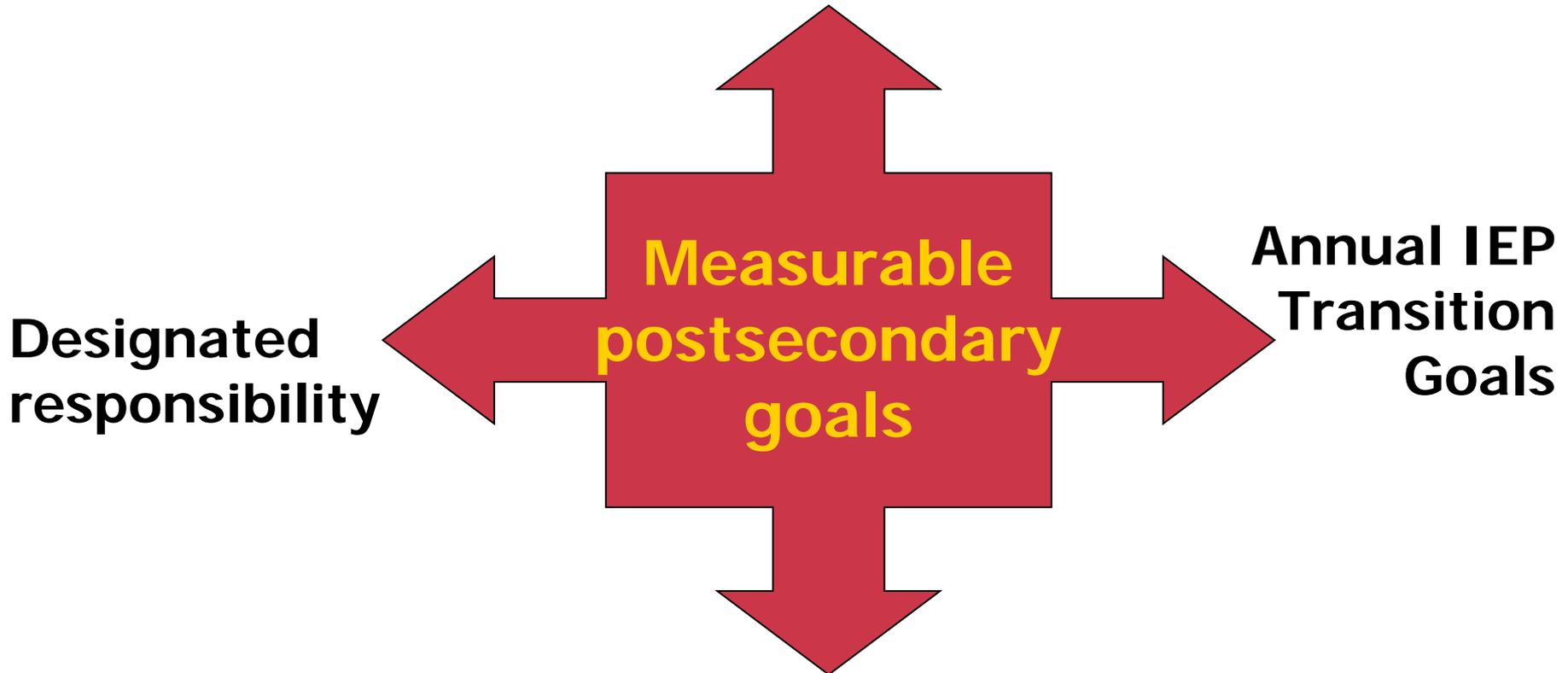


Student Development

- **Life Skills Instruction**
- **Employment Skills Instruction**
- **Career & Vocational Curricula**
- **Structured Work Experience**
- **Assessment**
- **Support Services**

A Transition-Rich IEP

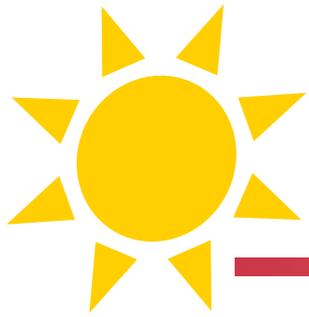
Assessment/PLEP



Designated responsibility

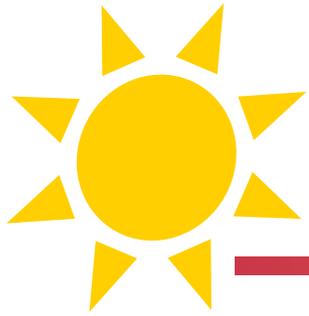
Annual IEP
Transition
Goals

Annual activities (e.g.,
instruction) and services



Building/Assessing our IEPs

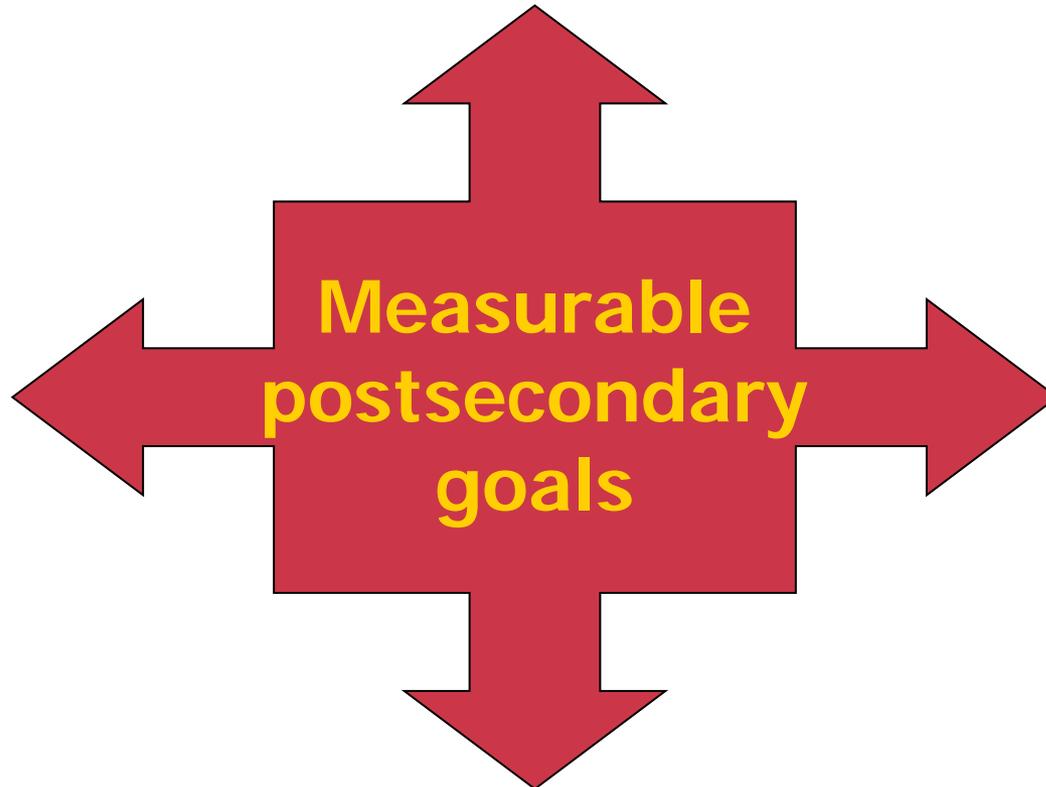
- **National Secondary Transition Technical Assistance Center (NSTTAC)**
 - **Checklist for gathering APR data on Indicator 13**
- **O'Leary et al's. checklist**

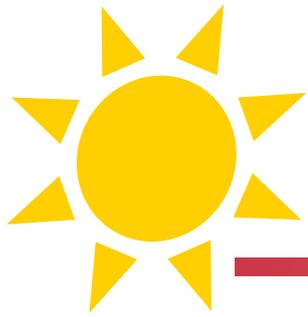


Elements of Transition-Rich IEPs

- **Measurable postsecondary goals**
- **Present level of performance – based on age-appropriate assessments**
- **Annual transition goals**
- **Transition activities and services**
- **Designated responsibility**

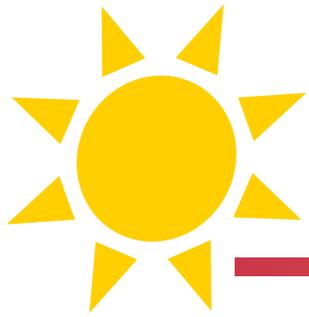
A Transition-Rich IEP





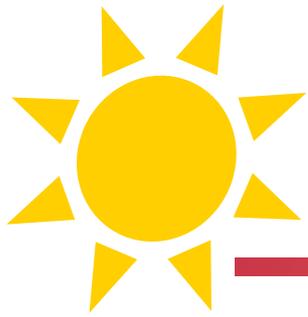
Measurable Post-School Goals

- **Is it outcome-oriented?**
- **Can it be counted?**
- **Will it occur after the student leaves secondary education?**
- **Are the 4 areas addressed?**



Measurable Post-School Goals

- **Examples?**

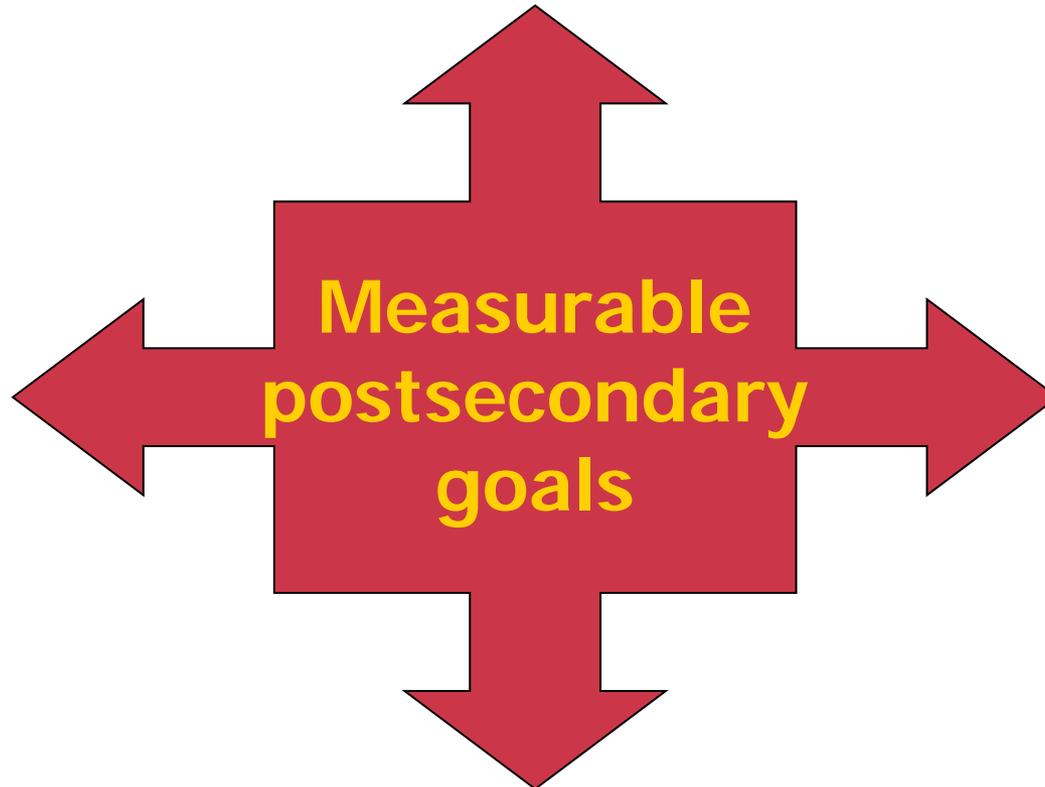


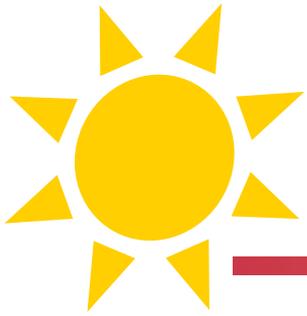
How Do We Identify Goals?

- Break into small groups
- Brainstorm how you identify measurable postsecondary goals for individual students
- 10 minutes

A Transition-Rich IEP

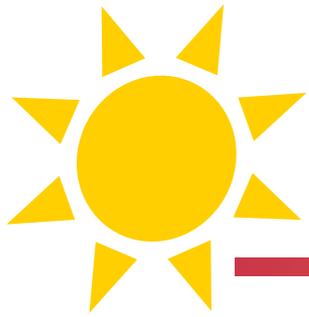
Assessment/PLEP





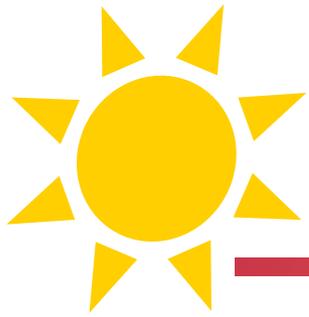
Assessment-Based PLP

- **What kinds of assessments?**
- **Are they age-appropriate?**
- **Are they valid and reliable for the students you are assessing?**



Assessment-Based PLP

- **Examples of assessments?**
- **Examples of PLP statements?**



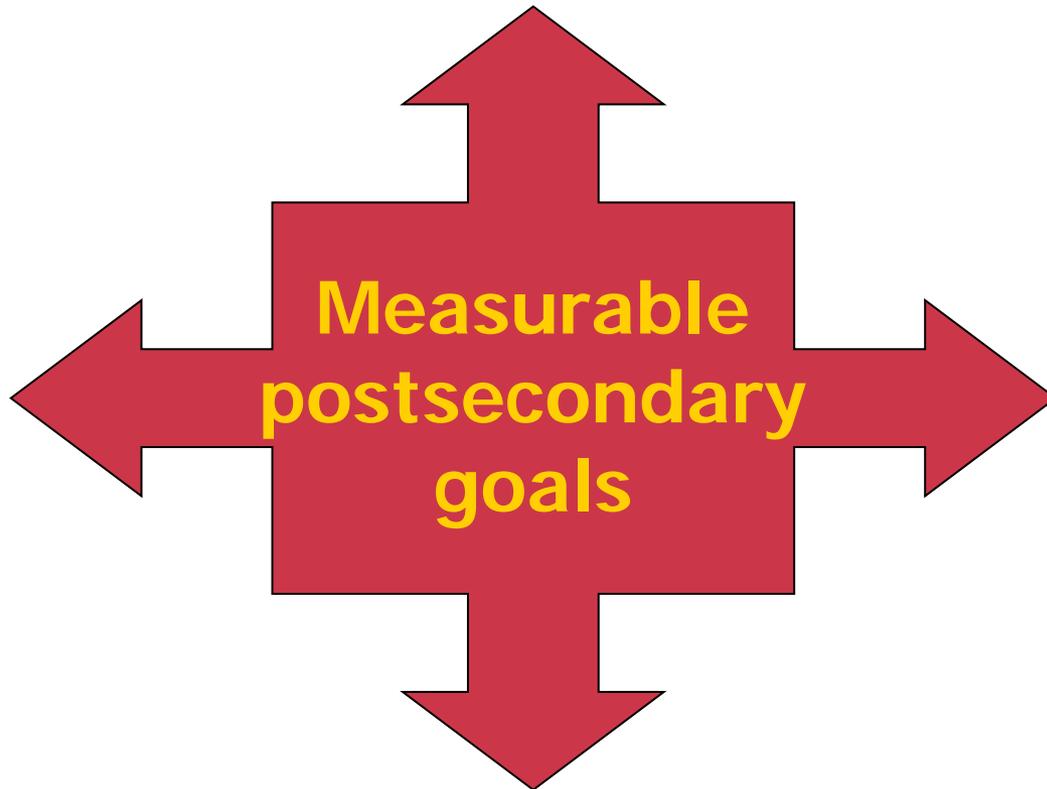
How Do We

Conduct and use assessments?

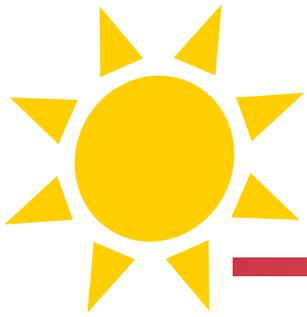
- Break into small groups
- Brainstorm how you conduct age-appropriate transition assessments
- When? Where?
- 15 minutes

A Transition-Rich IEP

Assessment/PLEP

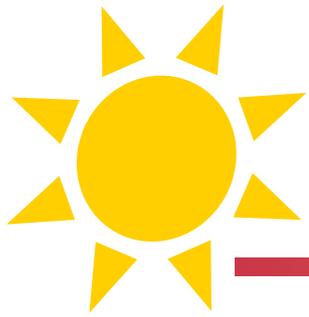


Annual IEP
Transition
Goals



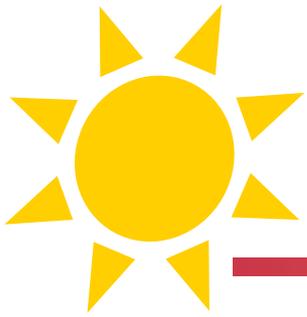
Annual Transition Goals

- What needs to happen this year to help students move toward their postsecondary goals?
- What do they need to **learn**?
- Is the goal measurable?
- Is it outcome- rather than process-oriented?



Annual Transition Goals

- **Examples of goals?**

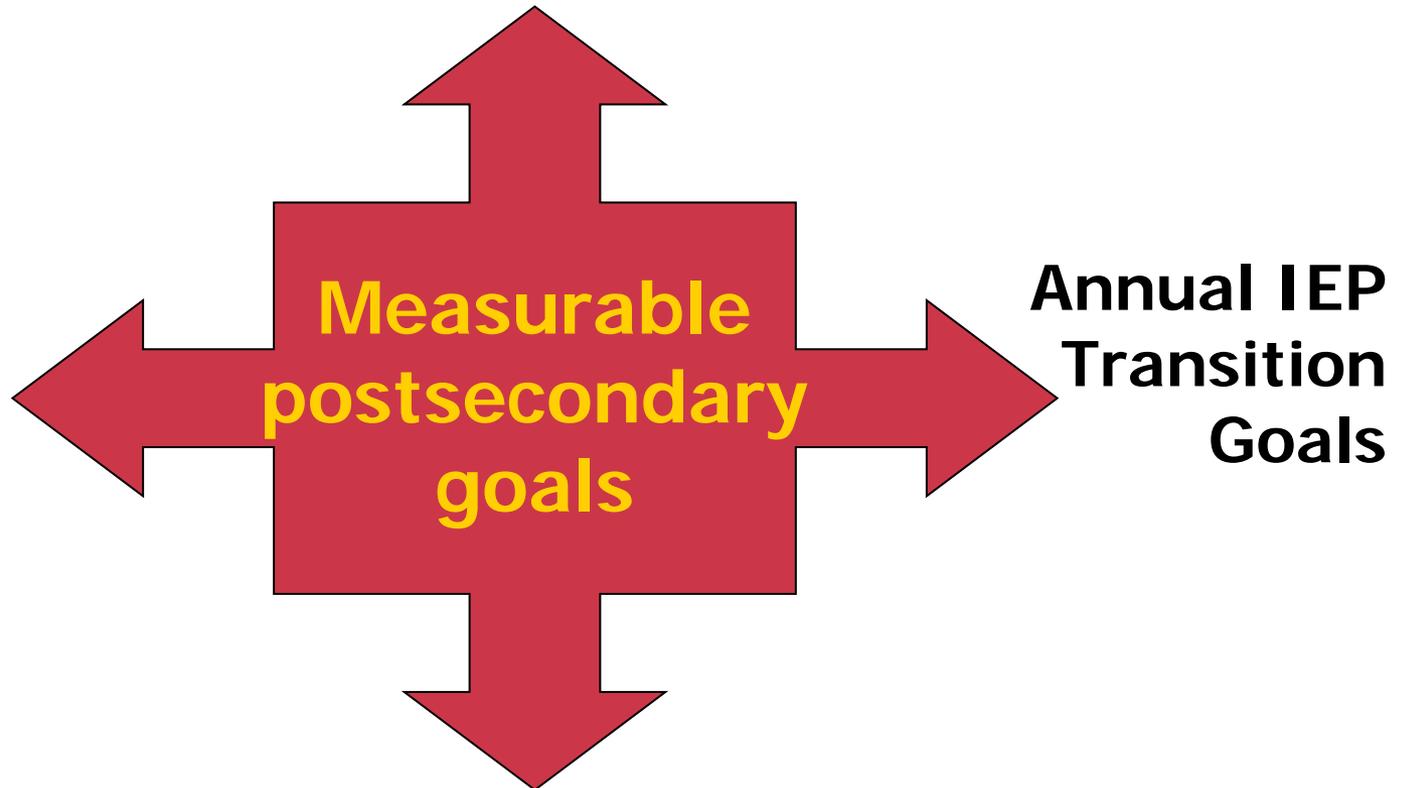


Annual Transition Goals

- Break into small groups
- Brainstorm kinds of annual transition goals for various postsecondary goals
- HOW do you determine these?
- 10 minutes

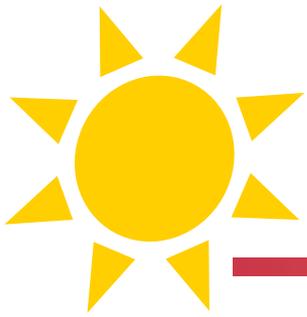
A Transition-Rich IEP

Assessment/PLEP



Annual IEP
Transition
Goals

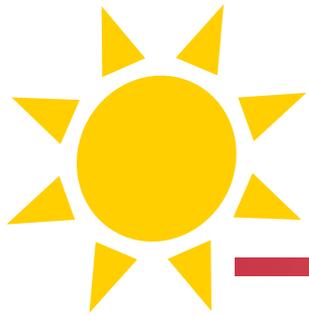
Annual activities (e.g.,
instruction) and services



Annual Activities & Services

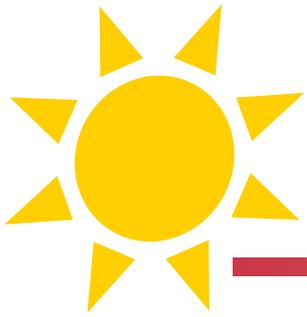
Remember—“a coordinated set of activities”

- **How** will the student learn what he/she needs to learn this year?
- What kind of instruction will occur to help the student attain the annual goals?
- What community experiences?
- What services?



Annual Activities & Services

- **Examples?**

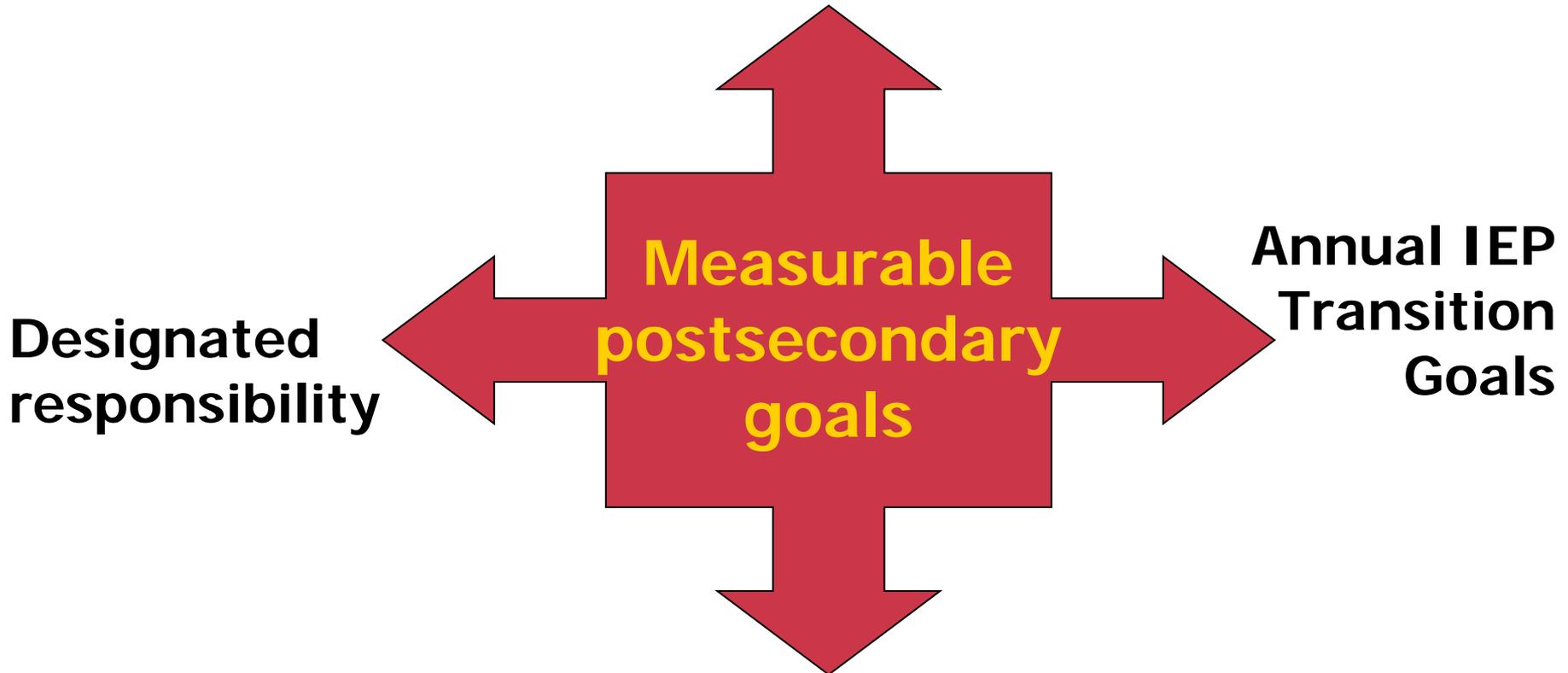


Annual Activities & Services

- Break into small groups
- Brainstorm kinds of annual activities and goals
- HOW do you determine these?
- HOW do you provide these?
- 10 minutes

A Transition-Rich IEP

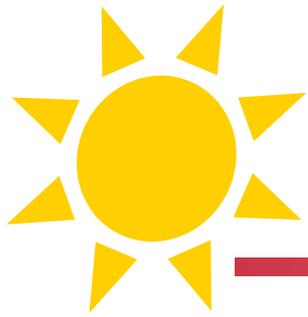
Assessment/PLEP



Designated responsibility

Annual IEP
Transition
Goals

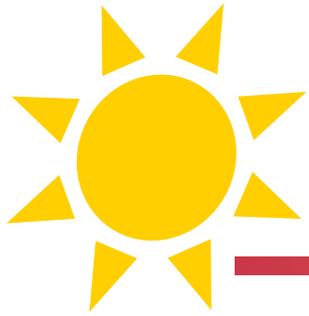
Annual activities (e.g.,
instruction) and services



Designated Responsibility

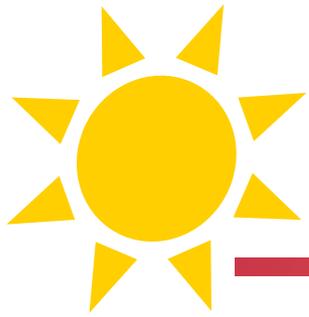
Refers to concept of “coordinated”

- **Who** is responsible for doing/coordinating/implementing the activity or service?
- **Who** will be held accountable?



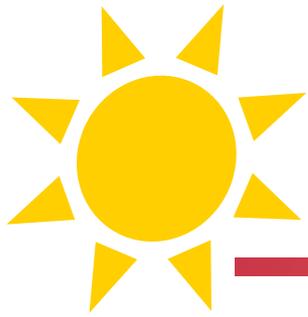
Designated Responsibility

- **Examples?**



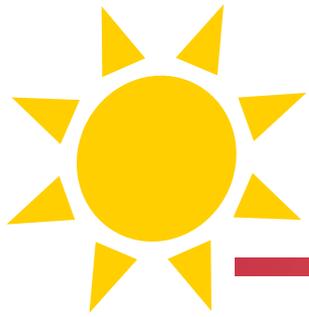
Designated Responsibility

- Break into small groups
- Brainstorm who might be responsible
- HOW do you determine who?
- HOW do you assure the “who” does the what?
- 10 minutes



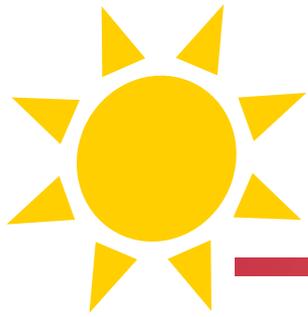
Let's Practice

- Use the case study
- Develop the transition components of the student's IEP
 - Measurable postsecondary goal in 1 domain
 - PLP based on assessment
 - Annual goals
 - Annual activities and services
 - Designated responsibility



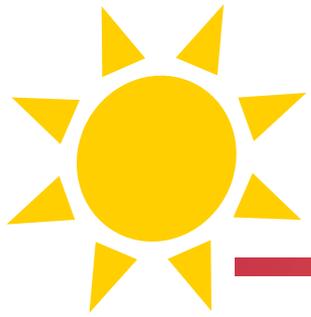
Last Things Last

- Practice what we preach
- Model expected behavior
- Determine learning outcomes
- Develop measure to assess targeted outcome



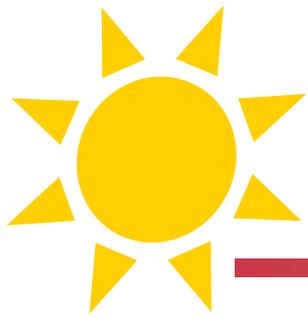
Please Do This Task

- Record your SAME code name
- For Jane
 - Pick the SAME domain
 - Write a measurable postsecondary goal



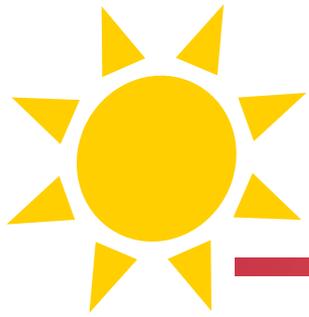
Questions





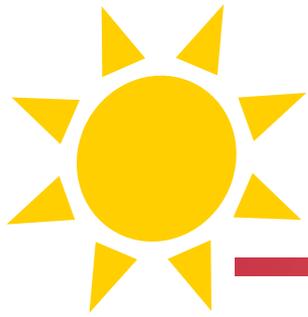
References

- **Wehman, P. (2002). *Individual Transition Plans*. Austin: Pro-Ed**
- **Miller, R. J., Lombard, R. C., Corbey, S. A. (2007). *Transition Assessment: Planning Transition and IEP Development for Youth with Mild to Moderate Disabilities*. Boston: Pearson.**



References

- **List of transition-related assessments courtesy of the Creating Career Connections project; Western Michigan University; Paula Kohler, Director**



Web Sites

- www.nsttac.org
- www.wmich.edu/ccrc
- homepages.wmich.edu/~kohlerp