

FALL TRANSITION IEP WORKSHOP



1



2

WILL MY CHILD...

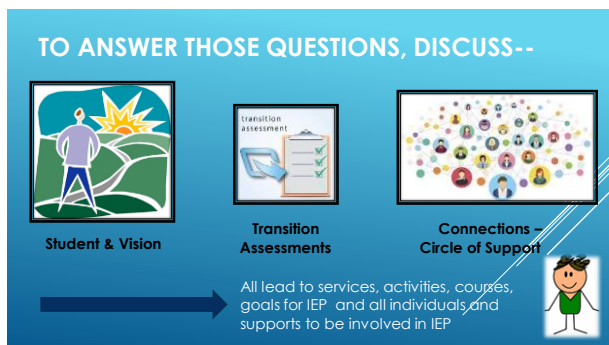
- Work in the community?
- Be able to live independently?
- Need a caretaker when I am gone?
- Be invited to birthday parties?
- Have any friends?
- Go to college?



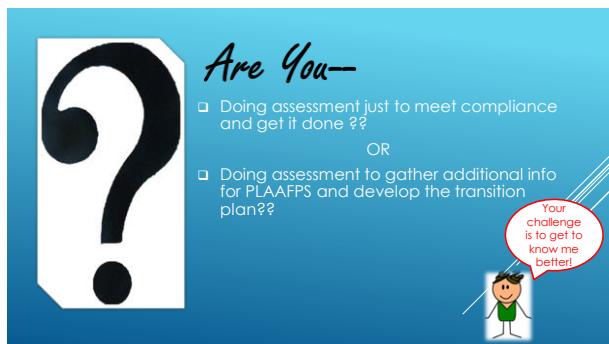
3



4




5



6

TRANSITION ASSESSMENT




What transition assessments do you use? Why?

How did you identify the gap?

- What they know
- What they need to know/experience

Look at what students can do and can't do in regards to their measurable post-secondary goals.



7


Measurable Postsecondary Goals (MPSG) Based on Age-Appropriate Assessment

(Required as of before the student's 16th birthday) IEP guidelines require at least one linked annual goal AND at least one measurable by year (MPSG) goal. Assessment results about interests/abilities/MPSGs are addressed.

Employment: _____ (one linked annual goal) _____

Education/Training: _____ (one linked annual goal) _____


Recreational/Leisure/Avocational: _____ (one linked annual goal) _____



APPROPRIATE OR NOT?

A good transition plan starts with an achievable measurable post-secondary goal (mpsg) that is consistent with students'


- ❖ interests,
- ❖ preferences, and
- ❖ abilities



8

GROUP Activity

1. Become familiar with your student by reading scenario.
2. Using IEP form, develop PLAAFPS.
3. Add mpsg's to IEP. Also, on a piece of paper draw a picture of your student with words or images of his mpsgs.
4. Keep this picture near where you can be reminded of his mpsgs while developing the transition plan.



9

NOW IS TIME TO FOCUS ON DEVELOPING A COORDINATED SET OF ACTIVITIES THAT LEADS TO A WELL-DEVELOPED TRANSITION PLAN

What needs to go forward? Any classes needed?

Is there a gap between the needs and goals for future?

What classes are needed?

What about related services?

What activities should the student do now?

Does the student need AT?

What are we missing?

It is all about me & my life!

10

CHARTING THE LIFE COURSE TOOLS

CHARTING the life course
Integrated Services and Supports
The charting the life course tool is designed to help students, parents, and educators understand the student's needs and goals for the future. It is a tool that can be used to plan for the student's future.

CHARTING the LifeCourse
Life Expectancy with Disability: Individual life expectancy with disability is a measure of the number of years a person is expected to live after a certain age, taking into account the possibility of disability. This is a key factor in planning for the future.

11

Transition Course of Study
Please use or adapt the student's life interests/interests for current classes over through the present and past. Please write in and take the student to program interests as a part of the Secondary/Postsecondary course plan.

Course	Grade	Course	Grade	Course	Grade

Comments: _____

NEED TO KNOW

- Interests (electives)
- High School Requirements
- Complete through date of graduation or time of age-out
- Courses needed for reaching their MSPSGs (CTE Classes or Project Skills?)
- Post Secondary Considerations
- Am I taking classes that align with my goals for the future?

12

Transition Services - Coordinated Set of Activities
 Transition Services shall be a coordinated set of activities designed within a results-oriented process. This means that activities will have goals to which the student will hold himself or herself accountable and that the student will be actively involved in setting the goals. All of the activities that will need to happen to help students achieve their post-secondary goals need to be done in the school system. Thus, the activities should include those things that others (students, families, and appropriate adult service agencies or programs) will need to do. Schools need to document progress. Activities should demonstrate involvement and coordination between all of the individuals and agencies working with student. Prioritize - what are the most important things for this year? Sequencing of services and activities. Are there enough activities to help students move towards their mpsgs?

Activity	Responsible Party	Date Initiated	Date Completed

TIPS:

- Brainstorm with team around table
- www.itransitionsd.org document
- PLAAFPs needs – incorporate into services/activities
- if course is not available, develop an activity to meet the need

Have me check what I think I need to do! - Transition IA Guide pp. 22-25

13

IMPORTANT TO REMEMBER

- Possible activities to help students realize if their goals are appropriate/reachable.
- Things that need to happen that will lead to post-school results.
- Help students to move closer to their desired measurable post-secondary goals (mpsg).
- Include those things that others (students, families, and appropriate adult service agencies or programs) will need to do. Schools need to document progress.
- Activities should demonstrate involvement and **coordination** between all of the individuals and agencies working with student.
- Prioritize – what are the most important things for this year?
- Sequencing of services and activities
- Are there enough activities to help students move towards their mpsgs?

If it may be a good idea for me to have an AT assessment!

14

Educational Goals and Objectives/Benchmarks
 Annually, students and teachers shall set annual goals designed to meet the student's needs that result from the disability. To enable the student to be successful and make progress in the general education curriculum, and to meet each of the student's educational needs that result from the disability.

Student's Annual Goal # _____	Year/Date	Date	Progress/Status

Generally, annual goals that are written for identified disability area will help students progress towards their mpsgs.

REMEMBER

Transition skills are more than academics. If possible, address a specific transition need and align to mpsgs.

- Self-advocacy
- Following Directions
- Goal Setting
- Understand Disability
- Share Needed Accommodations
- Career Research

If goals are functional and I have an interest in them, I may be more engaged.

15

ADULT AGENCY INVITE

16

GROUP Activity

1. For the student scenario you are working with, complete courses of study for him/her – Keep in mind your student’s measurable post-secondary goals!
2. Develop activities for your scenario. (Remember the beef!)
 - Review needs on PLAAPPs.
 - Have each team member share transition service/activity.
3. Develop 2 annual goals – (Keep it functional!)
 1. Student’s disability aligning with the mpmsg.
 2. Self-Determination goal.
4. Using adult agency document, determine what agency(ies) could be invited to future IEP meetings.

17

STUDENT INVITE

18

Before the meeting

Options:

- Learn about IEP meetings, their purpose and how to participate
- Suggest people to invite to your meeting
- Participate in discussion before the IEP meeting
- Participate in student IEP interviews
- Make a list of your strengths, challenges, likes, dislikes and interests
- Take an interest inventory or vocational assessment
- Write or assist with writing part of the IEP
- Role play ways to participate and what to say
- Ask for accommodations and equipment you need to participate in your meeting
- Create a welcome sign
- Photocopy materials
- Call/send reminders of meeting
- Prepare notebook/portfolio
- Prepare a PowerPoint about you

During the meeting


Options:

- Attend the meeting
- Introduce participants at the meeting
- Share samples of your work from your classes
- Present specific information for your IEP (information about your Present Level of Performance, accommodations, etc.)
- Share ideas about what works well for you
- Present information from your notebook or PowerPoint about yourself
- Review your previous IEP goals and progress toward those goals
- Lead the discussion of transition plans (your future)
- Recommend new IEP goals and accommodations
- Lead the IEP meeting

After the meeting

Options:

- Complete an exit survey about your experience at the meeting
- Share your experience about participating with others
- Deliver highlights of the meeting to your teachers
- Discuss your disability, IEP and accommodations with teachers and others
- Participate in IEP updates and help evaluate the progress of your benchmarks and goals
- Send thank-you notes to meeting participants
- Prepare for your next IEP Meeting



19



BROOKLYN



20




I AM SELF-DETERMINED

21

WHY INDICATOR 13?

AN IEP THAT INCLUDES APPROPRIATE MEASURABLE POSTSECONDARY GOALS THAT ARE ANNUALLY UPDATED AND BASED UPON AN AGE APPROPRIATE TRANSITION ASSESSMENT, TRANSITION SERVICES, INCLUDING COURSES OF STUDY, THAT WILL REASONABLY ENABLE THE STUDENT TO MEET THOSE POSTSECONDARY GOALS, AND ANNUAL IEP GOALS RELATED TO THE STUDENT'S TRANSITION SERVICES NEEDS. THERE ALSO MUST BE EVIDENCE THAT THE STUDENT WAS INVITED TO THE IEP TEAM MEETING WHERE TRANSITION SERVICES ARE TO BE DISCUSSED AND EVIDENCE THAT, IF APPROPRIATE, A REPRESENTATIVE OF ANY PARTICIPATING AGENCY WAS INVITED TO THE IEP TEAM MEETING WITH THE PRIOR CONSENT OF THE PARENT OR STUDENT WHO HAS REACHED THE AGE OF MAJORITY.


22




SUCCESS OF STUDENTS

INCREASED GRADUATION RATE (1)
DECREASED DROP OUT RATE (2)

BETTER POST-SCHOOL OUTCOMES (14)



23



24

TRANSFER OF RIGHTS

One year prior to the student reaching the age of majority (so before the student turns 17 or earlier), the IEP must include a statement that the student and parent have been informed of educational rights that will transfer to him/her upon reaching age 18.

- ❑ SELF DETERMINATION is of most importance here!!
- ❑ Any rights that were afforded to the parent prior to age 18, will transfer to the student.
- ❑ Student needs to know RIGHTS, as well as RESPONSIBILITIES that go along with this.

Alternatives to Guardianship – www.tslp.org



25

SPECIFIC REQUIREMENTS FOR GRADUATION

Student and parent must be informed at least one year in advance (typically at the 11th Grade IEP meeting), of the intent to graduate with a regular diploma and terminate services.

- ❑ Document the number of credits needed
- ❑ List the specific classes/courses that the student still needs in order to complete the regular graduation requirements (# of elective credits left)
- ❑ Assures everyone is on the same page!



26

SUMMARY OF PERFORMANCE

When a student graduates from high school with a regular diploma or "ages out" of special education, IDEA requires the school to provide a Summary of Academic Achievement and Functional Performance (SOP)

- ▶ Completed during the final year of a student's high school education
- ▶ Condenses and organizes the key information that should follow the student
- ▶ Includes recommendations on how to assist the child in meeting the child's postsecondary goals
- ▶ Beneficial to share with next service agency- case manager, disability services, employer, Vocational Rehabilitation counselor
- ▶ Student & parent receive a copy of the SOP document, along with a copy to be kept in the student's school file
- ▶ Though not a requirement, why not celebrate the student's completion of high school/services at an exit meeting and provide the student with the completed SOP?



27



- ❖ **COACH** students and families to think about long-range goals.
- ❖ **DESIGN** the high school experience to ensure the student stays in school and is prepared for post-school goals.
- ❖ **IDENTIFY** and **LINK** services, supports or programs before they leave the high school setting.



28

TRANSITION RESOURCES



www.imdetermined.org



https://tslp.org/wp-content/uploads/2020/04/Transition-Resources-04_2020-10.pdf



<https://www.ou.edu/education/centers-and-partnerships/zarrow>



<https://doe.ga.gov/sped/>



www.tslp.org



www.transitionta.org



<http://www.livebinders.com/b/2651124>

29




CONTACT US—

<https://tslp.org/contacts/>

30
