

# FALL TRANSITION IEP WORKSHOP



# ZOOM ETIQUETTE

**Microphone -Please mute yourself when you are not speaking. If you have a question you can unmute or put it in the chat box.**

**Video- Please have your video on.**

**Attendance-Change your zoom name to have your first and last name on your video.**

**Materials – Handouts and worksheets for this session can be found at [TSLP.org](https://www.tslp.org)**



Bradley



Kendra



Maggie



Caryn

# 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?**



# WHERE DO WE START?

What partners does he need?

Functional skill level?

What do assessments tell us?

Does he understand his disability?

What are his goals?

Academic skills?

Preferences & Interests?





# TO ANSWER THOSE QUESTIONS, DISCUSS--



**Student & Vision**



**Transition  
Assessments**



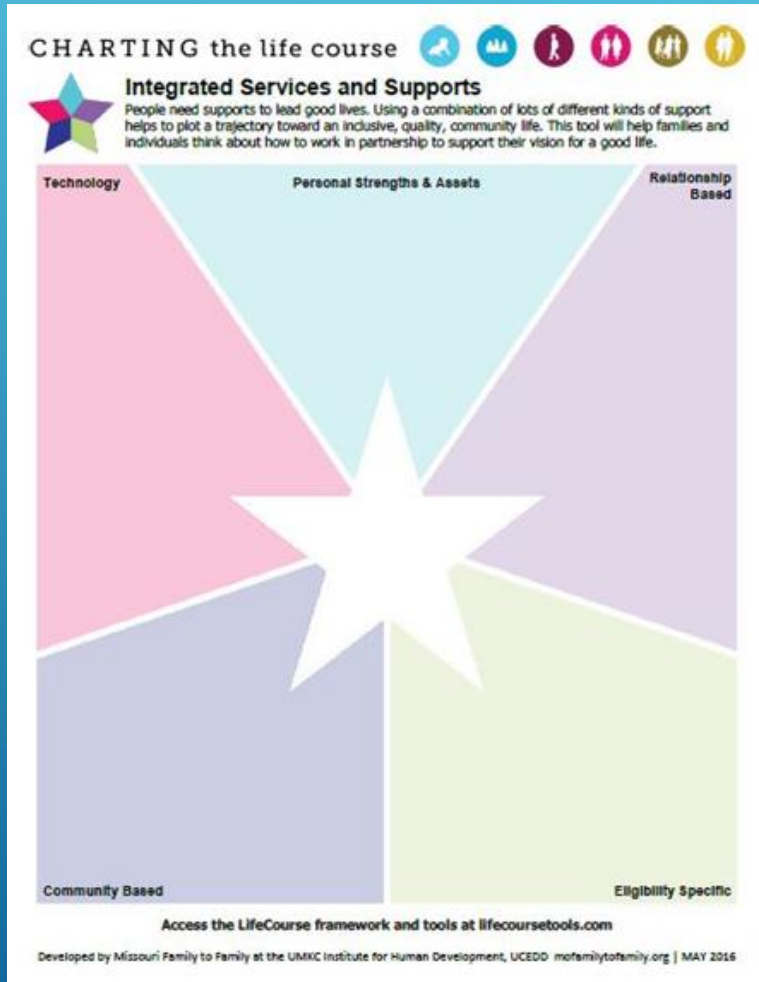
**Connections –  
Circle of Support**



All lead to services, activities, courses,  
goals for IEP and all individuals and  
supports to be involved in IEP



# CHARTING THE LIFE COURSE TOOLS



**CHARTING the LifeCourse**

**Life Trajectory Worksheet: Individual**

Everyone wants a good life. The bubbles on the right will help you think about what a good life means for you or your family member, and identifying what you know you don't want. You can use the space around the arrows to think about current or needed life experiences that help point you in the direction of your good life.

VISION for a GOOD LIFE

What I DON'T Want

Developed by the UMKC Institute for Human Development, UCEDD. More materials at [lifecoursetools.com](http://lifecoursetools.com)

May 2016



**SOUTH DAKOTA Indicator 13 Checklist Feedback Form**  
(Based on the NSTTAC Indicator 13 Checklist: Form B, revised 7/09)

District/School _____	Case Manager _____
Student Name _____	Student SIMS # _____
Student Age/DOB/ Grade     /     /	Qualifying Disability _____
IEP Date _____	

Questions:	Employment (Required)	Education or Training (Required)	Independent Living (Where Appropriate)
1. Is there evidence that the measurable post-secondary goals were based on an <u>age-appropriate transition assessment</u> ? ( <i>APSC areas addressed on PLAFEP</i> )	<del>Good</del> Y N	Y N	IL Y N
Transition Assessment Required change to <u>yes</u> <i>yes</i> <del>no</del> <del>no</del> (ARSD 24.05:27.01.03)			
Transition Assessment Suggestions/Comments:			
2. Is there an appropriate measurable <u>postsecondary goal</u> or goals in this area?	<del>Good</del> Y N	IE/Team Y N	IL Y <del>N</del> <del>NA</del>
Post-Secondary Goal Required change to <u>yes</u> <i>yes</i> <del>no</del> <del>no</del> (ARSD 24.05:27.01.03)			
Post-Secondary Goal Suggestions/Comments:			
3. Are the postsecondary goals <u>updated</u> annually? (Are they becoming more specific as student moves to exit?)	Y N NA		
Updated Annually Required change to <u>yes</u> <i>yes</i> <del>no</del> <del>no</del> (ARSD 24.05:27.01.03)			
Updated Annually Suggestions/Comments:			
4. Do the transition services include <u>courses of study</u> that will reasonably enable the student to meet his/her postsecondary goals?	<del>Good</del> Y N	IE/Team Y N	IL Y <del>N</del> NA
Course of Study Required change to <u>yes</u> <i>yes</i> <del>no</del> <del>no</del> (ARSD 24.05:27.01.03)			
Course of Study Suggestions/Comments:			

5. Are there transition <u>services/activities</u> in the IEP that will reasonably enable the student to meet his or her postsecondary goals?	<del>Good</del> Y N	IE/Team Y N	IL Y N NA
Transition Services/Activities Required change to <u>yes</u> <i>yes</i> <del>no</del> <del>no</del> (ARSD 24.05:27.13.02)			
Transition Services/Activities Suggestions/Comments:			
6. Is there an <u>annual goal</u> (Are there annual goals) related to the student's transition service <u>needs</u> ?	<del>Good</del> Y N	IE/Team Y N	IL Y N NA
Annual Goal Required change to <u>yes</u> <i>yes</i> <del>no</del> <del>no</del> (ARSD 24.05:27.01.03)			
Annual Goal Suggestions/Comments:			
7. Is there evidence that the <u>student was invited</u> to the IEP team meeting where transition services were discussed (meeting notice)?	Y N		
Student Invited Required change to be in compliance (24.05:25.16.01)			
Student Invited Suggestions/Comments:			
8. If appropriate, is there evidence that a representative of any <u>participating agency</u> was invited to the IEP team meeting with prior consent of the parent or student who has reached the age of majority (consent form)? (If team did not invite, document on PPWN if consider or rejected.)	<del>Good</del> Y <del>N</del> NA	IE/Team Y <del>N</del> <del>NA</del>	IL Y N NA
Participating Agency Required change to <u>yes</u> <i>yes</i> <del>no</del> <del>no</del> (24.05:25.16.01)			
Participating Agency Suggestions/Comments:			
Consent to Invite Date: _____	Meeting Notice Date: _____	Meeting Date: _____	
Does the IEP meet <u>all</u> of the requirements of Indicator 13? (Circle one) YES <u>all</u> Ys or NAs for each item [1-8] are circled) -or- NO (one or more Ns circled)			
Comments: _____			

# LET'S GET STARTED!

Here  
We Go!







# Are You--

- ❑ Doing assessment just to meet compliance and get it done ??

OR

- ❑ Doing assessment to gather additional info for PLAAFPS and develop the transition plan??

**Your  
challenge  
is to get to  
know me  
better!**



# 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 regard to their measurable post-secondary goals.



### Measureable Postsecondary Goals (MPSG) Based on Age-Appropriate Assessment

(Required on or before the student's 16th birthday) OSEP guidance requires at least one linked annual goal AND at least one service/activity for each MPSG identified. Assessment results should determine which MPSGs are addressed.

Employment: \_\_\_\_\_ (see linked annual goal(s) # \_\_\_\_\_)

Education/Training: \_\_\_\_\_ (see linked annual goal(s) # \_\_\_\_\_)

Independent Living (where appropriate): \_\_\_\_\_ (see linked annual goal(s) # \_\_\_\_\_)



## 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.



# Resources Needed

INDIVIDUAL MEASUREMENT/TRANSITION  
REVISED 24-03-22

STUDENT NAME:		DOB:	
FAMILY/GUARDIAN NAME:		PHONE:	
ADDRESS:		MOB. PHONE:	
SCHOOL AND STREET:		SCHOOL:	
LOCAL:	Area:	Area:	Area:
COUNTRY:	State:	State:	State:

Meeting Date:	Purpose of Meeting:
Case Review (Begin):	Initial Eligibility, IEP, Assessment
Annual Review Date:	Annual Review of IEP
Case of Eligibility Determination:	Final Year Review
Three Year Review Date (if):	Discontinued from Service - Date Effective:
	Parent Request:
	Other:

Parent/Guardian Consent:	Student to request for special education or related services:
Consent of Student (if applicable):	Parent/Guardian to request for special education or related services:
Consent of School (if applicable):	Parent/Guardian to request for special education or related services:
Consent of Other (if applicable):	Parent/Guardian to request for special education or related services:
Consent of Other (if applicable):	Parent/Guardian to request for special education or related services:

Primary Disability:	Signature:	Date:
TSR Team Membership:	Signature:	Date:
Parent/Guardian:	Signature:	Date:
Teacher:	Signature:	Date:
Special Representative:	Signature:	Date:
Special Education Teacher:	Signature:	Date:
Special Education Teacher or Provider:	Signature:	Date:
Special Language Interpreter:	Signature:	Date:
Individual with special education needs:	Signature:	Date:
Other:	Signature:	Date:
Other:	Signature:	Date:

# GROUP Activity

## Indicator 13 Checklist Quick Tips



**1. Age-Appropriate Transition Assessment**  
The first step in the transition process is an appropriate transition assessment. This is the basis for the measurable postsecondary goals and should be initiated before age 14 (and/or evaluate those transition). Transition assessment can take a formal, informal, or functional form. It is a process based on individual student needs, should help students and IEP teams to develop and refine plans for the future (SP/PL), and also help students to understand where they are currently functioning (present needs). In relationship to their IEP's, from this, transition activities and/or service goals can be developed.

Strengths, needs, preferences, and interests from these assessments need to be incorporated in a report form (frequently with other skill-based assessments), and brought into the present (work) writer of the IEP. The task of transition assessment and priority within transition process leads typically results in need transition plans.

**2. Appropriate Measurable Postsecondary Goals (MPGs)**  
There are long-range post-school targets for employment, education and/or training to reach the employment goal, and independent living. It is for the parents to be identified and to be set as a specific schedule.

Every student must have both an employment and an education MPG. Independent Living MPGs are written "where appropriate" and depend on the strength/needs of each student. Students with adaptive behavior concerns may benefit from an independent living goal. Goals independent living (IL) transition assessments or PLAPP page concerns at the meeting. If it needs to be included and comparable to post without disability or independent living MPGs may not be needed.

MPGs must be based on age-appropriate transition assessment and take into account the student's interests, preferences, and strengths – this should help the team to identify potentially achievable "appropriate" postsecondary goals. If the student cannot complete the course of study to reach an MPG, then the MPG may not be appropriate.

Use terms such as: "will work", "will attend", "will live" etc. to make Postsecondary Goals measurable. It's ok to use "GSP" if more than one goal is being pursued in employment, training, etc. This could help indicate an early outcome MPG.

Postsecondary means after high school or after aging out. If it helps you, start the wording of these goals with "after graduation" or "after aging out". Students receiving special education services at an agency or through an 18-21 year old program are not "postsecondary" and should have special education, as MPGs are an entity that the student will be when in high school.

It is acceptable to start the goal with "If the student's name, or the student".

Goals should become more focused and specific each year. Ideally, the senior year postsecondary goal will reflect what actually happens after the student leaves school.

**3. Postsecondary Goals Updated Annually**  
A current IEP with MPGs should cover the requirement. As a best practice, the present needs could include a line about why the goal changed or stayed the same as last year (year assessment data, interviews, experiences, etc.).

**4. Courses of Study**  
Based on the student's measurable postsecondary goals, identify the matching coursework and experience required to set these goals. If the student's MPGs change, the courses of study may need to be changed/updated as well.

Scenario 1 Matt

Scenerio 2 Roberta

Scenario 3 Joe

Scenario 4 Allison

Scenario 5 Riley

# GROUP Activity

1. Become familiar with your student by reading scenario.
2. Using IEP form, develop PLAAFPS.
3. Add mpsgs 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.

Pilot,  
Air Force,  
College





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



**It is all  
about me  
& my life!**



### Transition Course of Study

(Required on or before the student's 16th birthday) (Complete for current school year through the planned exit year)

(Should relate to and help the student to progress towards achievement of the Measurable Postsecondary Goals above)

Grade <input type="text"/>	Grade <input type="text"/>	Grade <input type="text"/>	Grade <input type="text"/>	Grade <input type="text"/>

Comments:

## NEED TO KNOW

Interests  
(electives)

Complete  
through date of  
graduation or  
time of age-out

High School  
Requirements

Courses  
needed for  
reaching their  
MPSGs  
(CTE Classes or  
Project Skills?)

Post-  
Secondary  
Considerations

Am I taking  
classes that  
align with  
my goals for  
the future?



Transition Services must be a coordinated set of activities/strategies designed within a results oriented process. This means that the activities are those steps or things that need to happen that will lead to post-school results and help the student achieve his/her desired post-secondary goals. All of the activities that will need to happen to help students achieve their post-secondary goals cannot be done by the school alone. Thus, the activities should include those things that others (student, families, and appropriate adult services, agencies or programs) will need to do. When viewed as a whole, the activities should demonstrate involvement and coordination between the student, families, and school as well as the appropriate adult services, agencies or programs.

Date Completed

- Brainstorm with team around table
- Predictors of Post School Success
- [www.itransitionsd.org](http://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 TA  
Guide pp. 22-25



Predictors by Outcome Area

Predictors/Outcomes	Education	Employment	Independent Living
• Career Awareness	X	X	
• Community Experiences		X	
• Exit Exam Requirements/High School Diploma Status		X	
• Goal-Setting	X	X	
• Inclusion in General Education	X	X	X
• Interagency Collaboration	X	X	
• Occupational Courses	X	X	
• Paid Employment/Work Experience	X	X	X
• Parent Expectations	X	X	X
• Parental Involvement		X	
• Program of Study		X	
• Self-Advocacy/Self-Determination	X	X	
• Self-Care/Independent Living	X	X	X
• Social Skills	X	X	
• Student Support	X	X	X
• Transition Program	X	X	
• Travel Skills		X	
• Vocation Education	X	X	
• Work Study		X	
• Youth Autonomy/Decision-Making	X	X	

# PREDICTORS OF POST- SCHOOL SUCCESS





## How to Use the iTransitionSD App & Your Transition Plan

You can use this iTransitionSD planning app in a variety of ways to plan for your future goals and dreams.

- ☐ Complete the iTransitionSD app and have information for your transition plan ready!
- ☐ Print and sign the app report to use for your transition plan. Share this plan with your family and teachers before your meeting.
- ☐ Schedule a meeting with your teacher/school counselor to discuss your app report and transition plan.

### Tips to Make Your Transition Team Meeting Successful

- Your plan is a tool for you to think about your future.
- Ask for a copy of your IEP/Transition Plan.
- Review your goals from last year.

- Finding community activities
- Clubs

#### C. Instruction & Post-Secondary Education:

I want to attend:

- Four year college or university, NJCU or SCNJ

I am interested in studying:

I request my transition services include the acquisition of all the following skills:

- Completion of all required courses for a regular high school diploma
- Current levels of post-secondary programs of interest
- Meeting with office for students with disabilities to learn about accommodation process and requirements
- Understanding of admission requirements for postsecondary
- Assistance in completing admission applications
- Entrance tests
- Assistance in completing financial aid application
- Assistance in completing ACT/SAT testing preparation course
- Additional assistance in preparing for ACT/SAT summer entrance exam
- Assistance in requesting reasonable accommodations for ACT/SAT testing

I understand that Vocational Rehabilitation can assist me in my employment and educational goals. I would like them to be involved in the development and implementation of my transition. I would like to discuss the following:

- Catch the Wave
- TIPS events
- TSP
- Transition Forums

#### D. Post-High School adult daily living skills:

- Ask to be included in social with a roommate at SCNJ

I request my transition services include the acquisition of all the following skills:

- Managing my money

I request my transition services include the acquisition of all the following skills:

- Managing my money
- Finding quiet space
- Recreational activities

## Examples of Transition Services/Coordinated Set of Activities

### Instruction:

- ❖ Tour postsecondary occupational training programs
- ❖ Contact local college for disability documentation policy
- ❖ Complete and submit application to postsecondary institution
- ❖ Tour Career Planning Center and inquire in to training programs available through them
- ❖ Visit college campuses and meet with disability coordinators
- ❖ Explore admission requirements for vocational/technical school
- ❖ Explore admission requirements for state colleges
- ❖ Write an info interview letter to the disabilities coordinator at a post-secondary school of interest
- ❖ Research college scholarship opportunities
- ❖ Obtain, complete and submit applications to colleges of interest
- ❖ Obtain, complete and submit applications for financial aid
- ❖ Complete learning styles inventory to identify preferences and strengths
- ❖ Complete an assistive technology evaluation
- ❖ Meet with military recruiters to discuss educational benefits
- ❖ Meet regularly with HS guidance counselor about necessary paperwork for college admissions
- ❖ Complete a study skills training class
- ❖ Attend Catch the Wave workshop (annually in April)
- ❖ Enroll in vocational education classes/multi-district classes
- ❖ Check with college/tech school about "auditing" classes
- ❖ Sign up for/take ACT-SAT test
- ❖ Request accommodations for ACT-SAT test if necessary
- ❖ Apply for financial aid for college (seniors)
- ❖ Verify that current course of study matches requirements at chosen college or technical school
- ❖ Review and update transition assessments (ESTR, TPI, Brigance Inventory, etc)
- ❖ Have assistive technology assessment done to determine possible need/benefit from assistive technology device



### Related Services:

- ❖ Identify and visit community mental health agencies
- ❖ Visit potential post-school providers of physical therapy
- ❖ Learn to use a guide dog effectively
- ❖ Identify potential post-school providers of recreation therapy or occupational therapy and potential funding sources
- ❖ Receive orientation and mobility training in place of employment
- ❖ Explore city/county transportation options
- ❖ Learn about potential post-school providers of speech therapy
- ❖ Identify possible sources of support for coping with difficult life situations
- ❖ Obtain new equipment (i.e., wheelchair, seating, braces, Assistive Technology, etc.)
- ❖ Apply for a mentor through a local, non-profit agency for substance abuse counseling



# 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 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?

It may be a good idea for me to have an AT assessment.



#### Educational Goals and Objectives/Benchmarks

Provide a statement of measurable annual goals, including academic and functional goals designed to 1) meet the student's needs that result from the disability, 2) enable the student to be involved in and make progress in the general education curriculum, and 3) meet each of the student's other educational needs that result from the disability.

Measurable Annual Goal #

Proc. Code/s	Date	Prog. Code	Comments:

## EXAMPLES

- When given a work situation,
- When reading an employee manual,
- When researching colleges,
- When completing applications,
- When creating a grocery list, the student will be able to budget the cost.

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.



# ADULT AGENCY INVITE



**Remember  
to invite  
my VR  
counselor!**



# Resources Needed

## Examples of Transition Services/Coordinated Set of Activities

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- ❖ Complete a study skills training class
- ❖ Attend Catch the Wave workshop (annually in April)
- ❖ Enroll in vocational education classes/multi-district classes



# GROUP Activity

## South Dakota Adult Services/Resources

Division of Vocational Rehabilitation (DVR). DVR funds the "Project Skills" program, a paid work experience program available for students age 16 and older who qualify. DVR assists individuals with physical or mental disabilities to obtain employment and live independently. Services may include counseling, training, job placement and more. <http://dhs.sd.gov/rehabservices> 773-3195

Service to the Blind and Visually Impaired (SBVI). Can offer services to individuals who have blindness or a visual impairment, such as adjustment to blindness training, rehabilitation counseling, assistance in finding and keeping a job, tools and supplies needed to reach goals, vocational training, post-secondary preparation, assistive technology, and more. <http://dhs.sd.gov/servicetothelblind/default.aspx> 773-4644

Social Security Administration. Manages two different disability programs – SSDI and SSI. Both programs provide a monthly income for people with disabilities, but the rules that affect eligibility for them are different. [www.ssa.gov](http://www.ssa.gov) Aberdeen Office 856-278-4196, Sioux Falls Office 330-4334, Huron Office (800) 568-1952, Rapid City Office 342-1819, Watertown Office 856-8284, Yankton 665-6801, or (800) 772-1213

SD Benefits Specialist Network. Regional Benefits Specialists provide SSI and SSDI beneficiaries with access to benefits planning and assistance services. BHSSC - 224-6287 <http://bhsd.org>

Centers for Independent Living. Staff at several Centers located throughout the state could assist in these areas: housing, community resources, independent living skills, peer support, employment, self-advocacy, personal safety, individual rights, and attendant management. Centers have branch offices throughout SD. <http://dhs.sd.gov/rehabservices/il.aspx>

Mental Health Centers. Provide a full range of mental health services, including emergency care, evaluations, case management, consultation, and outpatient care. <http://dhs.sd.gov/behavioralhealth/communitymentalhealth.aspx>

Department of Labor & Regulation Can provide job listings and help with resume



Scenario 1 Matt

Scenario 2 Roberta

Scenario 3 Joe

Scenario 4 Allison

Scenario 5 Riley

### Indicator 13 Checklist Quick Tip

#### A. Age-Appropriate Transition Assessment

Transition Assessment (TA) is a process that provides information about a student's strengths, interests, and needs. It is used to develop a transition plan that is based on the student's individual characteristics and needs. TA is a key component of the transition process and is required for all students with disabilities who are eligible for transition services.

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# 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 PLAAFPs.
  - Have each team member share transition service/activity.
3. Develop 2 annual goals – (Keep it functional!)
  1. Student's disability aligning with the mpsgs.
  2. Self-Determination goal.
4. Using adult agency document, determine what agency(ies) could be invited to future IEP meetings.

**I may need help knowing when to ask for help.**





# STUDENT INVITE



You bet it  
is my life!



## 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







Thanks!



I believe in myself.

I can make choices.

I set goals & plan for meeting them.

I know my strengths, needs, interests & preferences.

I know what I want in my future.

I will speak up for what I need & want.

I can monitor my own success.

I will problem solve to get a solution.

I know I have control over outcomes that are important to me.



**I AM SELF-DETERMINED**

# 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.



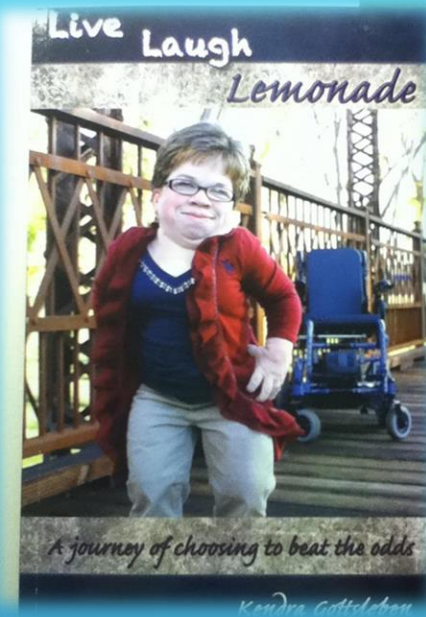


**SUCCESS OF  
STUDENTS**

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

**BETTER POST-SCHOOL  
OUTCOMES (14)**





# 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



## Transfer of Parental Rights At Age of Majority in South Dakota (Transition Technical Assistance Guide – pp-37-38)

South Dakota law provides for the transfer of educational rights at age 18 for students with disabilities who have Individualized Educational Programs (IEPs) and are not determined incompetent by the court.

The law requires the following:

- At least one year before a student turns 18 (typically the IEP when the child is 16 years of age), the student's IEP must include a statement that the student has been informed of the rights that will transfer to him or her upon reaching the age of 18.
- Special education notices will then be provided to the student. They will continue to be provided to the parents as well.
- All other rights given to parents transfer to the student, including students who are in correctional institutions.
- All rights transfer to the student at age 18 EXCEPT if they have been determined incompetent under state law. (Please note that a person with a guardian may not have been declared incompetent by the court.)
- The school must notify both the student AND the parents of the transfer of rights.
- The student or the school district may continue to invite the parents to attend the IEP meetings as an individual with knowledge regarding the student.

The specific educational rights that transfer to the student at age 18 are the rights to:

- Receive notice of, attend, and participate in IEP meetings
- Give consent to evaluate or change their educational placement
- Review educational records
- Request mediation or due process hearing

## IDENTIFYING ALTERNATIVES TO GUARDIANSHIP

This tool was designed to help with identifying a person's ability to make decisions and manage key areas of life. It is intended to help with exploring alternatives and less restrictive options to general or full guardianship.

Person in Need of Support: \_\_\_\_\_

Name of person completing this form: \_\_\_\_\_

Relationship to person (circle one): Self Family Friend Guardian Other: \_\_\_\_\_

How long have you known the person? \_\_\_\_\_ Today's Date: \_\_\_\_\_

**Step 1:** Discuss each question and decide whether this is something the person is already able to do independently most of the time? If so, check the GREEN column. If the person cannot do this now independently or with the supports already in place, check YELLOW. Do not check the RED column at all yet.

**Step 2:** When you have completed all the questions, explore how the person can get the support for decision-making for everything checked off in the yellow column. Use the Options & Alternatives to Guardianship Star Tool to look to one or a combination of less restrictive alternatives, including:

- Supported Decision-Making
- Powers of Attorney
- Substitute Health Care Decision-Maker
- Representative Payee
- Other financial options include limited and/or joint bank accounts, direct deposit and automatic bill pay, as well as special needs trusts.

**Step 3:** Check the red box only if there is no alternative support available that can help meet the person's needs. For items in red, consider whether a limited guardianship (for example, temporary and/or only medical or financial)

 <p>Good to Go Person Can Make Decisions with Supports in Place</p> <p>Can person decide or direct this activity independently most of the time?</p>	 <p>Person May Need More Supports for Decision- Making</p> <p>With support, can this person decide or direct this activity most of the time?</p>	 <p>Consider Guardianship Options Only if Other Supports Are Not Sufficient</p> <p>Is the person not able to decide or direct this activity, even with support?</p>
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# 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!

*Are all my  
transition  
needs met?*



# 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. Great time to remind student & parent of Post-School survey to occur the following Spring. (Indicator 14 data)
- ▶ 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?!

**I have  
input to  
add!**



### Summary of Performance

#### Explanation, Technical Assistance, SD Suggested Form, & Two Examples

##### **What:**

One new transition requirement contained in IDEIA 2004 impacts special education students who are finishing their high school / secondary education. Specifically, §300.304 of IDEIA 2004 requires a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals. "Summary of Performance (SOP)" is the term used to describe this new requirement.

##### **Language from IDEIA 2004:**

§300.304 Evaluation procedures.

(B) (e) Evaluations before change in placement.

(1) Except as provided in paragraph (e)(2) of this section, a public agency must evaluate a child with a disability in accordance with §§300.304 through 300.311 before determining that the child is no longer a child with a disability.

(2) The evaluation described in paragraph (e) (1) of this section is not required before the termination of a child's eligibility under this part due to graduation from secondary school with a regular diploma, or due to exceeding the age eligibility for FAPE under State law.

(3) For a child whose eligibility terminates under circumstances described in paragraph (e)(2) of this section, a public agency must provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals.

##### **Analysis:**

The word "summary" provides a clue to the intent of the new requirement. Special Education professionals accumulate a wealth of information regarding their students, including: life goals, preferences and interests, functional and academic strengths and needs, needed accommodations, strategies for success, etc. In the past, much of this information simply ended up in a dead file, and even when file documents were copied for future service providers, they were not always in a useful and up-to-date format for the next provider. IDEIA 2004 requires that in lieu of an exit evaluation, a summary of performance be prepared during the student's exit year. A well-written Summary of Performance may make the reader feel like they know the student.

The Summary of Performance (SOP) is discussed as part of evaluation procedures. While the SOP is very closely tied to information contained in the IEP, it should be a separate document which condenses and organizes the key information that should follow the student.

### Summary of Performance

Date \_\_\_\_\_

#### Part 1: Student Information (optional):

Student Name \_\_\_\_\_ Date of Birth \_\_\_\_\_ Gender \_\_\_\_\_ Race \_\_\_\_\_

Permanent Address \_\_\_\_\_

E-mail \_\_\_\_\_ Permanent Phone # \_\_\_\_\_ Cell Phone \_\_\_\_\_

Contact Person/Relationship \_\_\_\_\_ Contact's Phone Number \_\_\_\_\_

Disability \_\_\_\_\_ Manner of Exit \_\_\_\_\_ Date of Graduation/Exit \_\_\_\_\_

District/School \_\_\_\_\_ Staff Person \_\_\_\_\_ Phone # \_\_\_\_\_ Date \_\_\_\_\_

#### Part 2: Student's Measurable Postsecondary Goals (optional):

Employment: \_\_\_\_\_

Education: \_\_\_\_\_

Training: \_\_\_\_\_

Independent Living (where appropriate): \_\_\_\_\_

#### Part 3: Summary of Performance (required): (Based on assessment & tied to the student's postsecondary goals.)

A. ACADEMIC ACHIEVEMENT - For each applicable content area, include a brief Present Level of Performance (grade level, strengths, needs), and then indicate any essential accommodations, modifications, or assistive technology utilized in high school.

Reading -

Math -

Writing -

Learning Styles / Other -

B. FUNCTIONAL PERFORMANCE - For each applicable area, include a brief Present Level of Performance (strengths & needs), and other pertinent information that may help future service providers.

General Ability and Problem Solving -

Attention and Organization -



- ❖ **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.

Great  
job, IEP  
Team!





# TRANSITION RESOURCES



[www.imdetermined.org](http://www.imdetermined.org)



[https://tslp.org/wp-content/uploads/2020/04/Transition-Resources-04\\_2020-10.pdf](https://tslp.org/wp-content/uploads/2020/04/Transition-Resources-04_2020-10.pdf)



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



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



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



[www.tslp.org](http://www.tslp.org)



[www.transitionta.org](http://www.transitionta.org)



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