# TRANSITION IEP WORKSHOP

# WHAT DOES A QUALITY TRANSITION PLAN LOOK LIKE?

What do you need to do to ensure quality adult outcomes for youth?

WHAT WE KNOW ABOUT TRANSITION

- Compliance alone will not improve outcomes

- Evidence-based practices lead to improved student skills

- Quality Programs Predict Better Outcomes:
  - Families make a difference
  - Student-directed planning & self-determination are critical
  - Transition-focused curriculum & instruction will keep students engaged
  - Interagency collaboration is a must!
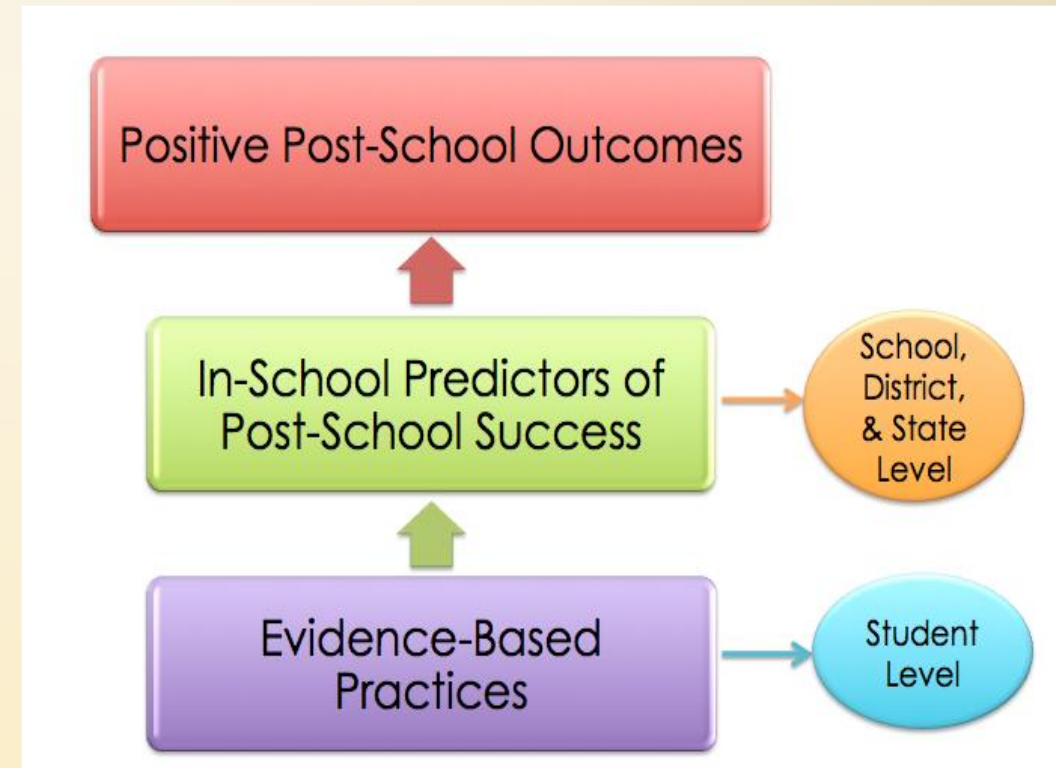
2020 SD Statewide Indicator 14 Data (2018-19 exiters)
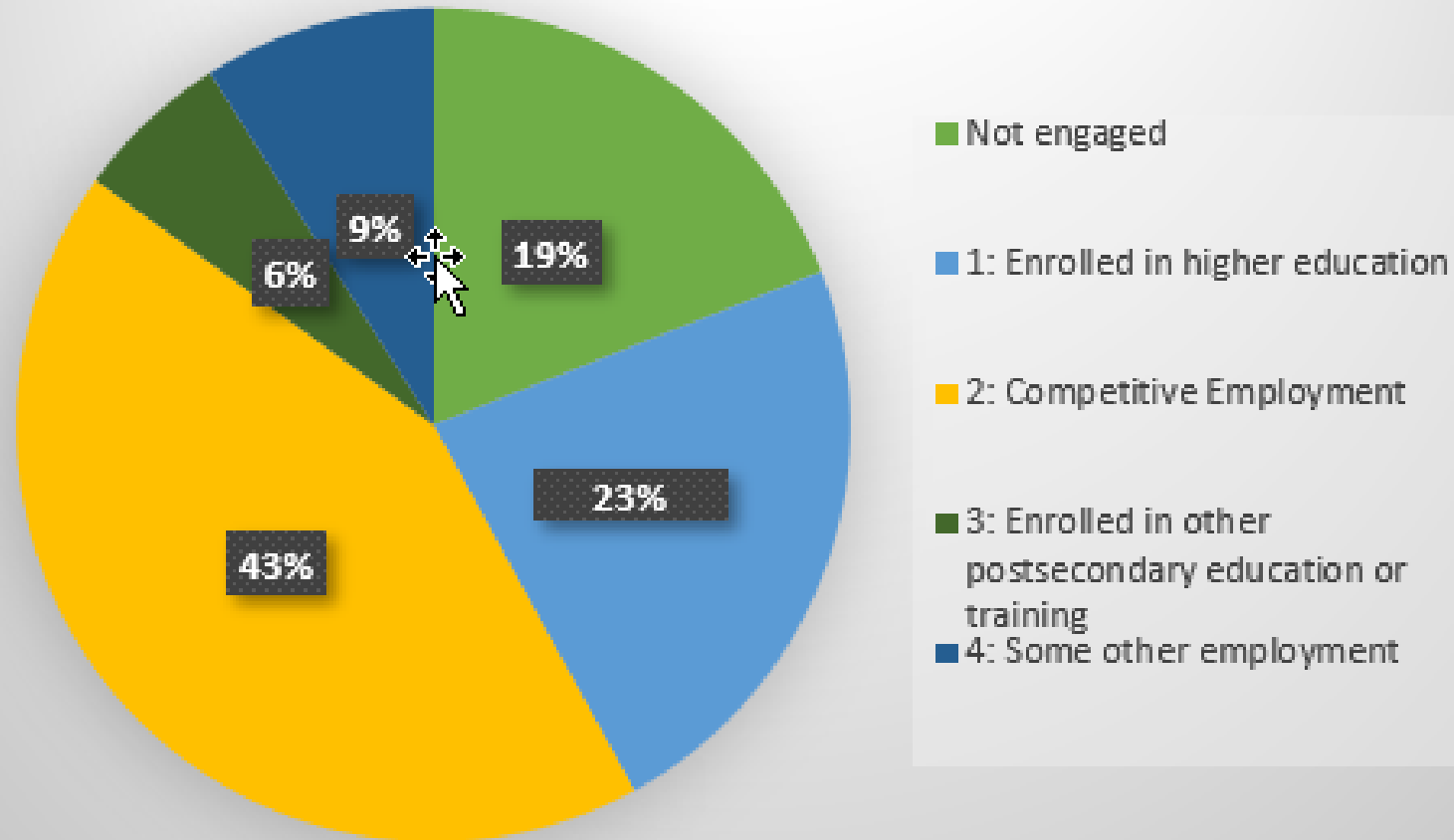
ARE YOUR STUDENTS TAKING ADVANTAGE OF THE GOOD THINGS THAT ARE HAPPENING FOR YOUTH IN SOUTH DAKOTA?

INDICATOR 13…

The percent of youth with IEPs aged 16 and above with an IEP that include:

- *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 service 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.

#1
AGE-APPROPRIATE TRANSITION ASSESSMENT

❑ Given at age 15 (or earlier) so results can be discussed and a transition plan developed by the time the student is 16

❑ An ongoing process of gathering data on the student's strengths, preferences, interests and needs as they relate to:
  - Employment
  - Education/Training
  - Independent Living

❑ Information gathered from transition assessments must be *summarized in a written document* and *transferred onto the present levels page* of the IEP.

❑ Parent Consent is required when transition assessment is part of an eligibility process or re-evaluation only.

MORE ON TRANSITION ASSESSMENT…

❑ Foundation of a meaningful IEP.

❑ Should be comprehensive enough to tell a rich student "story" that leads to the development of measurable postsecondary goals, courses of study, transition services, annual goals, agency linkages, and the Summary of Performance (SOP).

❑ Should identify potential gaps between a student's current skill level and the skills/knowledge required to attain the MPSGs.

EXAMPLES OF TRANSITION ASSESSMENTS

MILD TRANSITION NEEDS

- SD MyLife (interest, learning styles, ability)
- Career Clusters Interest Survey
- TPI-III
- ASVAB/ACT/Accuplacer
- Project Skills
- Guide to Assessing College Readiness
- AIR Self-Determination Scale

- What do YOU use?

MORE SIGNIFICANT NEEDS

- Casey Life Skills
- ESTR-S
- Personal Preference Indicators
- Pictorial Interest Inventory
- Adaptive Behavior Scale
- Brigance Life Skills/Employability Skills Inventories

- What do YOU use?

TRANSITION ASSESSMENTS

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Transition Assessment Matrix

Group Activity

#2
APPROPRIATE MEASURABLE POST-SECONDARY GOALS (MPSG)

- ❑ Required in the areas of:
  - ▪ Employment
  - ▪ Education <u>or</u> Training
  - ▪ Where appropriate, Independent Living

- ❑ The decision as to whether to include a MPSG in the area of Independent Living is determined by the IEP Team and should be based on transition assessment

- ❑ Must focus on what the student will do AFTER exiting the school system (either through graduating or aging out)

'I WILL BE A VETERINARIAN'
'I WILL PLAY FOR THE MINNESOTA VIKINGS'

Is the goal appropriate or realistic for the student?

Does the goal reflect the student's interests and preferences?

Was information from age-appropriate transition assessments used to determine the goal?

SOME POSSIBLE SOLUTIONS:

- Use transition assessments to guide a conversation with a student or family member on what types of skills are required for a particular career and whether the student has or can acquire those skills.

- List ALL the courses that need to be taken for the career choice in the courses of study.

- Have student interview an individual in a particular career to get the 'real story'.

MPSG FOR STUDENTS WITH SIGNIFICANT NEEDS

- Should reflect high but realistic expectations

- Should reflect a "forward movement" instead of a "dead-end" approach

- Can incorporate external supports

- Get information from parents and caregivers to develop transition plan

MPSG IDEAS

EMPLOYMENT	EDUCATION/TRAINING	INDEPENDENT LIVING
After graduation, Debbie will obtain a supported employment position that allows her to work to her maximum stamina and incorporates the use of assistive technology.	Jane will audit childcare/early childhood classes at the local Career Center with fulltime support.	Susan will live in a group home and utilize public transportation to participate in her classes and job shadowing experiences.
After graduation, Adrian will work with support from DRS (VR) in an assembly and packaging position to prepare him for future community-based employment.	After he 'ages out', Jack will enroll in an adult service program to receive training in basic self-help skills.	While living at home with his parents, John will participate in his daily care routines to the maximum extent possible.
Upon completion of high school, Matt will participate in part-time volunteer vocational experience while attending the local community support provider.	Greg will participate in on-the-job training at flower shops or party stores to learn how to properly inflate balloons.	Immediately following graduation, Kevin will participate in 1-2 age appropriate community and individual activities per week related to socialization with young adults, animals and music.

REMEMBER AT THE SECONDARY LEVEL…

Transition drives the development of the IEP.

The student's postsecondary goals provide the direction.

Start with the end in mind. Discuss MPSG's at <u>beginning</u> of IEP meeting.

#3
MEASURABLE POST-SECONDARY GOALS UPDATED ANNUALLY

- Remember to involve student, parents or outside agencies in updating MPSGs.

- As you update MPSG's, they should become more specific each year.

GROUP ACTIVITY

#4
COURSES OF STUDY

- Needs to align with and promote movement toward MPSG.

- Needs to be multiyear, specific and individualized.

- Should reasonably enable the student to achieve their MPSG.

- Substitute classes (for required courses for graduation) should be clearly identified so parents understand possible unintended consequences regarding post high school goals.

COURSES OF STUDY-CONT.

Identify the matching coursework that will assist the student to attain their MPSGs. If the student's MPSG changes, the courses of study may need to be changed/updated as well.

Courses must be listed from the current year through the time of graduation or until the student ages out

Even if the student is being served outside the school district during this time, a course of study must be listed.

Help students select courses related to their career interest areas

List specific course titles, not just 'electives'

Think of Courses of Study as a 'map' of what courses/experiences the student will need to take while in high school to facilitate the movement to what they want to do following high school.

#5 TRANSITION SERVICES/ COORDINATED SET OF ACTIVITIES

- Things that need to happen that will lead to post-school results and help the student achieve their post-secondary goals.

- For each MPSG, at least one service/activity must be listed.

- The activities should demonstrate involvement and coordination between:
  - Schools
  - Students
  - Families
  - Adult service agency, services or programs

Transition Activity Page Example

Transition Services / Coordinated Set of Activities

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.

Instruction:

Activity Recommendations	Personnel/Agency/Person Responsible	Date Initiated	Date Completed

Employment:

Activity Recommendations	Personnel/Agency/Person Responsible	Date Initiated	Date Completed

Community Experiences:

Activity Recommendations	Personnel/Agency/Person Responsible	Date Initiated	Date Completed

Related Services:

Activity Recommendations	Personnel/Agency/Person Responsible	Date Initiated	Date Completed

Other Post-School Adult Living Objectives

Activity Recommendations	Personnel/Agency/Person Responsible	Date Initiated	Date Completed

Acquisition of Daily Living Skills (when appropriate)

Activity Recommendations	Personnel/Agency/Person Responsible	Date Initiated	Date Completed

Functional Vocational Evaluation (when appropriate)

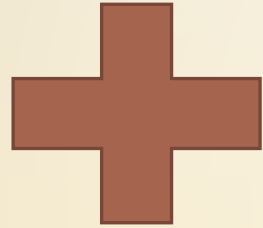| Activity Recommendations	Personnel/Agency/Person Responsible	Date Initiated	Date Completed

GROUP ACTIVITY

BRAINSTORMING + **COLLABORATING** = Enhanced list of transition services/activities that will enable student to facilitate movement to his measurable post secondary goals.

PRE-EMPLOYMENT TRANSITION SERVICES

Pre-ETS must be provided in conjunction with Vocational Rehabilitation Services and must include—

Job exploration counseling,	Work-based learning experiences,	Post-secondary education counseling,	Workplace readiness training and	Instruction in self-advocacy.

Pre-ETS and VR involvement do not replace the responsibilities of the school.

NO NEED TO FRET!--If you have a thorough list of transition services/activities and work with VR services, you should have it covered!

- ❑ Annual goals should be related to the student's transition service needs.

- ❑ The goals should help a student increase their skills that should enable them to reach their goals for the future.

  - Going to college – reading comprehension goal

  - Living in Apartment with supports – math computation goal

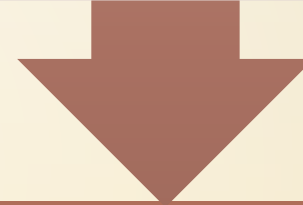 - Working at Target – following directions goal

ANNUAL GOALS

Students are likely to stay more engaged if they can readily see how their annual goals link to their goals for the future.

Culinary Arts – Math measurement goal	Cosmetologist – Behavior goal in relating to people	Truck Driver – Reading comprehension to study for CDL

Developing annual goals that genuinely links to the MPSGs requires a thorough understanding of the skills, knowledge, and admission/job requirements for the specific MPSG.

#7 STUDENT INVITE

- Student must be invited to IEP meetings whenever transition will be discussed (by age 16 and until they graduate or age out)

- Evidence of student being invited is found on the meeting notice. However, best practice would be sending them a personal invitation.

- If a student does not attend their meeting, there must be documentation of how their preferences, interests, strengths and needs were considered.

STUDENT INVITE

Student Acknowledges he has an IEP

Student Invited

Student Attended

Student Participated in Meeting

Student Led his IEP Meeting

iTransition SD

Disability *Rights*
South Dakota

#8
ADULT AGENCY INVOLVEMENT

❑ "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."

CONSENT TO INVITE OUTSIDE AGENCIES

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STUDENT NAME:		SIMS:
PARENT/GUARDIAN NAME:		DATE SENT:
SCHOOL DISTRICT:	SCHOOL:	
DOB:	AGE:	GRADE:

Purpose of this release:
Schools are required, with parent consent, to invite agencies likely to be responsible for providing or paying for transition services, to the child's IEP meeting.

Reason for signed consent:
During an IEP meeting, confidential information from your child's/your education records will be discussed. The school needs your consent for the agency(ies) listed below to attend the next IEP meeting, due to the disclosure of confidential student information that will occur during the meeting. Informed parental/adult student consent must be obtained before the school district discloses confidential student information. If any release of records to the outside agency is needed prior to or after the meeting, an additional consent form will be required.

The specific agency(ies) we would like to invite to attend the next IEP meeting include:
☐ Vocational Rehabilitation
☐ Division of Developmental Disabilities (e.g. Resource Coordinator, Family Support 360)
☐ Community Support Provider _____
☐ Disability Services (college or technical institute) _____
☐ Other _____
☐ Other _____

Note: You can add or decline consent for a specific agency. Please note on this form.

Please Sign, Date, and Return As Soon As Possible

☐ **I CONSENT**[1] Having been informed as stated above, I give my consent for the school district to invite a representative of the above agency(ies) to attend the next IEP meeting.

☐ **I DO NOT CONSENT**[1] Having been informed as stated above, I do not give my consent for the school district to invite a representative of the above agency(ies) to attend the next IEP meeting.

Parent/ Guardian/or Adult Student Signature: _____
Date: _____

Note: This consent will remain in effect for the next IEP meeting or one year from the date signed, whichever comes first. Your consent is voluntary and may be revoked in writing at any time.

[1] Consent definition can be found in Administrative Rules of South Dakota (ARSD) 24:05:13:01

- As a district, discuss HOW, WHEN, and WHO will be deciding what agencies will be invited.

- Develop a process for inviting outside agency representatives. Consider getting parental consent at current IEP meeting for the next IEP meeting.

- Remember, you must get <u>written parent consent</u> BEFORE sending the Meeting Invite form

- Sending the Consent to Invite Outside Agency form and the Meeting Invite form at the same time does NOT meet the requirement!

WHAT HAPPENS IF…

…A parent doesn't give consent?

➢Document in the PPWN that parent did not give consent & why

➢Continue to share information regarding adult agencies with them every year.

➢Actively facilitate linkages to appropriate agencies. Linkages could be listed as a transition service.

GROUP ACTIVITY

TRANSFER OF RIGHTS

- Notify student and parent of the transfer of rights by age 17 (document in IEP)

- Give examples of rights that will transfer at age 18

- If guardianship or other protected status is being considered, share information and/or refer to appropriate agency for more information:

  - South Dakota Parent Connection

  - Disability Rights South Dakota

  - Dept of Human Services-SD Guardianship Program

GRADUATION REQUIREMENTS

- **The IEP must state specifically how the student will satisfy the district's graduation requirements.**

- Parents must be informed at least **one year prior to graduation date** of the intent to graduate.

- ARSD rules allow IEP teams to modify specific units of credit toward graduation requirements.

THINGS TO KEEP IN MIND

REGULAR SIGNED DIPLOMA

- Constitutes a change in placement, requiring written prior notice. Evaluation is not required.

- ARSD Rules has set minimum requirements that ALL students must complete to earn diploma.

- Regular diploma does <u>not</u> include GED, certificate of completion or attendance, or similar credential.

- Obligation to provide FAPE ends when a regular signed diploma is given.

OTHER

- IEP Team can make modifications to content requirements and/or substitutions to required courses.

- Parents and students should be fully informed of any implications that may result from this.

- Issuing a diploma based on modified course requirements and/or content does not end the district's obligation to provide FAPE.

IEP TEAM DECISIONS

MEET GRAD REQUIREMENTS IF:

- Taking the same coursework required for all students
- Uses accommodations but still meets standard course requirements, such as covering same material but over a longer period of time, or in a different location

GRAD REQUIREMENTS NOT MET IF:

- Substituted a course required for graduation
- Did not meet course standards, such as not using Core Content Standards, or not required to learn or demonstrate knowledge of content for a majority of the required course

EXIT CODING

- Very important for districts to accurately code students. The state must submit accurate data to the federal OSEP.

- Common Special Education Exit Codes:

  - 2 – Graduated with HS Diploma

  - 03 – Continues/Completed IEP team modifications/course requirements (student <u>will </u>return to school in the fall)

  - 13 – Discontinued/Completed IEP team modifications/course requirements (student will <u>not</u> return to school in the fall)

- Student's transcript should reflect their actual coursework.

TO LEARN MORE

- ISSUE BRIEF: Graduation Requirements and Students with Special Needs

- Guidance Policy: Applying Graduation Requirements to Students with Disabilities

- Graduation Coding Guidance for Students on an IEP

- Questions & Answers on Report Cards and Transcripts for Students with Disabilities

- Exit Coding Trainings

- Or contact your regional representative at the Division of Special Education & Early Learning

SUMMARY OF PERFORMANCE (SOP)

The school must provide the student with a SOP document when he/she:

- Graduates with regular diploma
- Ages out

SOP document must include:

- Summary of academic achievement and functional performance
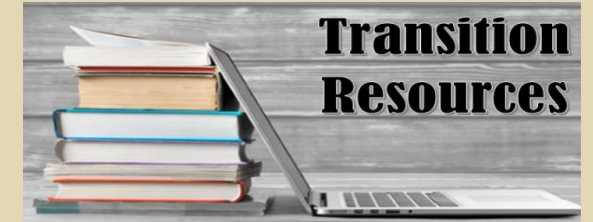- Recommendations on how to assist the student in meeting their postsecondary goals.

Transition Services Liaison Project

Zarrow Center, University of Oklahoma

TERRIFIC TRANSITION LINKS

Transition Resources & DRS

University of Kansas

National Technical Assistance Center on Transition: The Collaborative (NTACT-C)

THANKS FOR ATTENDING!

Everyone needs to be valued.
Everyone has the potential to give something back.
~ Princess Diana

MyMotivationalQuotes.com