

Why You Do the Things You Do – Demystifying the Secondary Transition Process

<https://www.tiktok.com/@standuprandazzo/video/7243603991647489322>

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Presenter

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Individuals with Disabilities Education Act (IDEA 2004)

Primary Purpose

To ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for **further education, employment, and independent living** H.R.1350 (IDEA 2004)

Why Secondary Transition?

- Disproportionate attendance of students with and without disabilities attending four year colleges
- Disproportionate rates of college graduation for students with disabilities as compared to those without disabilities
- Disproportionate employment outcomes for students with disabilities

What is Secondary Transition?

“**a coordinated set of activities** for a child with a disability that is designed within a **result-oriented process**, that is focused on improving the academic and functional achievement of the child with a disability **to facilitate that child’s movement from school to post-school activities**, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.” (IDEA 2004)

What Does Secondary Transition Accomplish?

→ Education

- Makes education/training employment and independent living accessible to students with disabilities

→ Future

- Helps student/families think about the future and jointly plan with school and supporting agencies

Transition is...

→ Results Oriented

- Schools are held accountable for providing an educational program and transition services that will facilitate the movement from H.S. to post-secondary goals

→ Student-Centered

- Student's interests
- Student's preferences
- Student's strengths and needs

→ Coordinated Effort

- School
- Student/family
- Agencies and support services

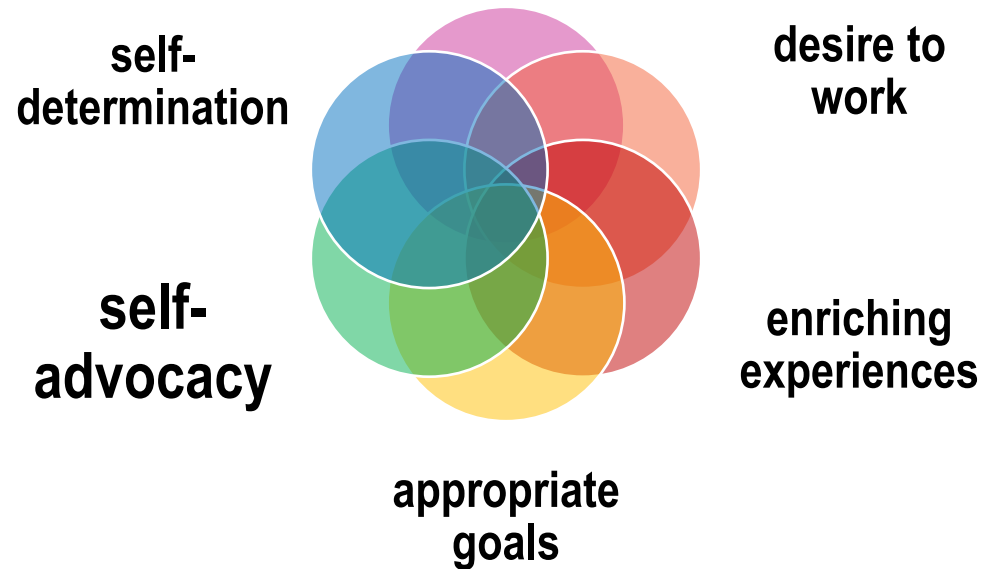
Transition = A Coordinated Effort



**Families can help their sons
and daughters build:**



life skills



Transition Discoveries: Voices of Many!



[Home](#) [About Us](#) [Framework](#) [Resources](#) [What Works](#) [Projects](#) [Whats Happening](#) [Let's Connect](#)



The Transition Discoveries (TD) Initiative has created a **set of tools to guide your work!**

- TD Framework
- TD Quality Indicator Survey (TDQI)
- Practical Training Modules on the TD Model
- www.transitiondiscoveries.org

What matters to youth & families in transition...

→ Key themes identified in the youth and family dreams and goals focus groups:

1. Transition Planning
2. Youth Development
3. Person and Family-Directed Planning
4. Family Engagement
5. Relationships
6. Independent Living and Community Engagement
7. Cross Agency Collaboration
8. Employment
9. Post-Secondary Education & Training

www.transitiondiscoveries.org

When Does Transition Planning Begin?

- IDEA requires that transition planning starts by the time students reach the age of 16 years old.
- The IEP team does not have to wait until the student's 16th birthday year to consider the student's transition needs.

Transition – Beyond Compliance

What constitutes an effective secondary transition program?



Compliance

Transition plans that are within regulations according to Federal and State standards

Effective Practice

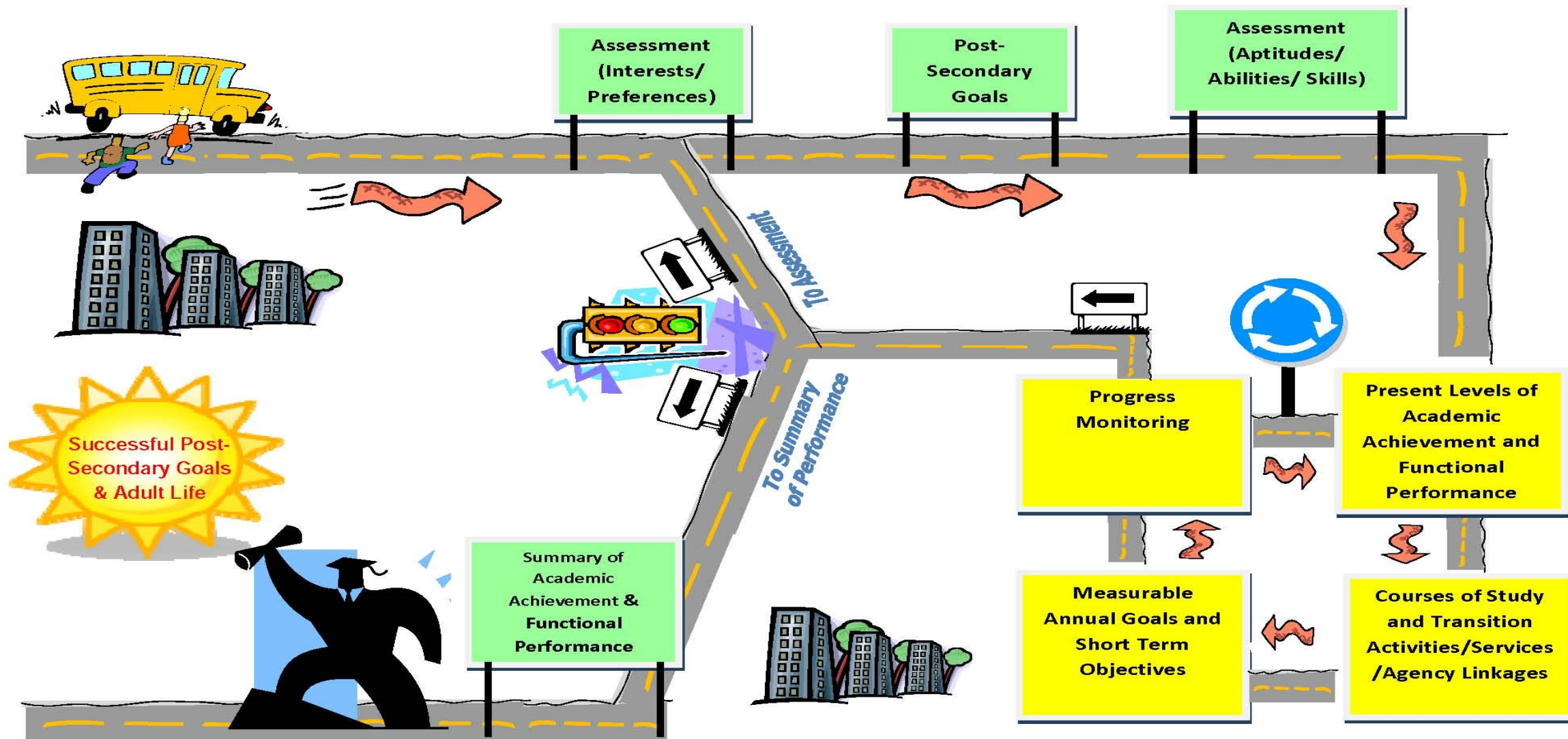
Compliance plus **program integrity**

Building organized and well-developed transition programs using evidence-based practices

Transition Planning Can Include:

- Instruction
- Related services
- Community experiences
- Development of employment
- Post-school adult living objectives
- Acquisition of daily living skills
- Functional vocational evaluation
- Assistive Technology Assessment

Secondary Transition in a Standards Aligned System: Roadmap



The Secondary Transition Process

- Student/young adult driven
- Collaboration: Schools, Agencies, Families
- Age-appropriate transition assessment
- Post secondary education/training, employment and independent living goals
- Thoughtful course of study
- Transition services and activities aligned to post-secondary goals
- Measurable annual IEP goals aligned to post-secondary goals
- Ongoing secondary transition process that includes progress monitoring and assessment

Youth Participation and Engagement

→ Youth are most engaged when they:

- Feel like they are being listened to
- Make their own decisions
- Feel respected
- Participate in the conversation – or LEAD it
- Are asked their opinion
- Get involved in the planning process
- Are NOT being judged

Youth Participation and Engagement, continued

→ Why is self-determination important?

- In order to receive protections and accommodations under the ADA and Section 504 in post high school settings the individual must be able to:
 - Understand their disability
 - Identify what accommodations and supports they need and actually use
 - Provide the necessary information or documentation to prove the need for the request

Youth Participation and Engagement, continued

→ How can you support the development of self-determination skills?

- Hold high expectations
- Provide choices and ways to communicate
- Encourage decision-making, expression of preferences, and participation in planning
- Provide opportunities to practice self-advocacy and independent living skills in a variety of settings
- Arrange learning and skill building tasks to be challenging, but not impossible – not boring or irrelevant!
- Assist the student with identifying and arranging for appropriate:
 - Natural supports
 - Accommodations
 - Assistive technology (AT)

Supporting youth to be self-determined



Bryce's Story

→ <https://www.youtube.com/watch?v=vPMVle629bk>

Youth Participation in the IEP

- Identify where your youth are with their knowledge and comfort regarding the IEP process
 - Do they understand the important role they play?
 - Are they prepared to eventually lead and guide their own transition process?
- What does “leading the IEP” mean to you?
- What does “leading the IEP” mean to the youth?

Youth Participation in the IEP – Student Rubric

Area	Level I	Level II	Level III	Level IV
IEP Awareness	I don't know what IEP stands for.	I know what IEP stands for.	I know what IEP stands for and the purpose of the IEP meeting.	I know what IEP stands for, the purpose of an IEP meeting and I can tell others about these meetings.
IEP Participation	I don't participate or attend my IEP meeting.	I attend a pre-conference IEP meeting and/or my IEP meeting, but I don't participate in the meeting.	I attend and contribute information about myself for my IEP in a pre-conference or at the actual meeting.	I lead parts or my entire IEP meeting.
Knowledge of IEP Content	I don't know what is in my IEP.	I know that I have accommodations and goals, but I don't know what they are.	I can name the accommodations and goals in my IEP, but I don't have a voice in developing them.	I can name the accommodations in my IEP and I have a voice in developing them.

Strategies for empowering Youth to Lead the IEP Process

- Self-assessment and reflection
 - Online resources, trying different volunteer opportunities, etc.
 - Meet and interact with adults who have disabilities
- IEP meeting
 - Support them to prepare - write down ideas, create a PowerPoint or video, etc.
 - Create a one-page profile to share with other team members
 - Allow them to participate in the portion(s) of the IEP meeting that works for them

Case Example: Selene

Post-Secondary Goals & Self-Determination

- In college, Selene will have to disclose and request support, but she is apprehensive about asking for assistance in high school classes
- Selene relies completely on her teachers to provide accommodations. She has independently requested accommodation only two times in the last semester, in Biology class
- Selene needs to develop skills and habits that allow her to disclose her disability, tell instructors/professors what she needs and find effective ways to seek help from others (Disability Student Services, tutors, writing center)

Collaboration: Schools, Agencies, Families



Collaboration: Essential to Transition

- Interagency collaboration is needed to ensure a “seamless” transition to adult life
- Each team member:
 - Brings unique **insights and expertise** to the table
 - Considers **needs, interests and preferences** of the student
 - Determines **how to support students** as they transition to adult life
 - **Works together** to plan services that lead to a successful transition

Collaboration: Essential to Transition, continued

→ When to invite others?

- Transition services must be addressed in the IEP of the student when they turn 16 years of age.

→ Who to invite?

- Consider the student and their needs to determine when a specific agency would be helpful
 - Vocational Rehabilitation and pre-employment transition services

Collaboration: Essential to Transition, continued

→ Required IEP Team Participants for Transition Planning

- STUDENT
- Parents/Guardians
- Local Education Agency (LEA) representative
- General education teacher
- Special education teacher
 - Teacher of the Visually Impaired
- Career and Technical Education representative (if being considered)

Collaboration: Essential to Transition, continued

- Other members to consider inviting to the IEP meeting
 - Transition Coordinator
 - Psychologist
 - Guidance Counselor
 - Instructional Support Staff
 - Certified Orientation and Mobility Specialist (COMS)
 - Vision Outreach Services
 - Librarian
 - School Nurse
 - Job Coach
 - Relatives/Friends
 - Advocate

Collaboration: Essential to Transition, continued

- Examples of agencies to consider inviting to the IEP meeting
 - Division of Rehabilitation Services
 - Division of Developmental Disabilities
 - Department of Social Services
 - Juvenile Corrections
 - Centers for Independent Living (CIL)
 - Employer Representative
 - Volunteer Coordinator
 - Other?

Collaboration: Essential to Transition, continued

- When to invite an agency to the IEP meeting?
 - When a student need has been identified that the agency could address
 - Younger students may not require agency representation unless they have ID/DD/MH supports or foster care, disability related need (e.g. autism services, epilepsy, etc.)
 - Vocational Rehabilitation: pre-employment transition services and VR transition services
 - Agency involvement may vary by region
 - Invite representatives:
 - Only with parent permission
 - If likely to provide or pay for transition services

NOTE: The school should document agency invitation on IEP invite and it is a best practice to document in the IEP Present Educational Levels section

Collaboration: Essential to Transition, continued

→ Agency involvement in transition

- IEP Present Educational Levels section under Parental Concerns
 - School should describe any special circumstances regarding agency participation, for example
 - An agency is working with the family and will be invited
 - Student is too young to initiate services, but agency involvement will be discussed at meeting
- Get to know your local agencies!
 - It is important for family members and youth to understand what services and supports other agencies can offer

Collaboration: Essential to Transition, continued

→ Case study Example

- Chris is 17 years old, identified with emotional disturbance and is blind
- He is a friendly, outgoing youth who works hard in classes that interest him
- He is on track for a regular diploma, taking 5 years to complete
- Chris maintains a C average; his emotions cause him to be anxious about not passing
- He has a behavior plan
- He has a career interest in computer science

Collaboration: Essential to Transition, continued

- Chris's IEP team could consist of:
- Chris-student
 - His mother and uncle
 - Special Education supervisor
 - General Education teacher
 - Teacher of the Visually Impaired
 - Certified Orientation and Mobility Specialist
 - Emotional Support teacher
 - MH Case Manager/Supports Coordinator
 - Guidance Counselor
 - Vocational Rehab Counselor
 - Career-Tech teacher

Age-Appropriate Assessment



Age-Appropriate Assessment

→ Assessment is...

- A process of gathering relevant information to plan, evaluate, or make decisions
 - academic assessment
 - transition assessment
 - career and vocational assessment

→ Information should be gathered from multiple people and places over a period of time

Assessment should not look the same for every students!

Age-Appropriate Assessment

→ Transition assessment is a process...

- Identify Interests and Preferences
 - **Interests:** a measure of opinion, attitudes, and preferences
 - **Preferences:** what the student values and likes
- Set Post-Secondary Goals
 - Post-secondary education and training
 - Employment
 - Independent Living
- Further Assess Abilities, Aptitudes, and Skills
 - **Abilities:** talents or acquired skills
 - **Aptitudes:** characteristics that inform us of a student's learning strengths or proficiency in a particular area

Post-Secondary Goals

→ Post-secondary goals **ARE**

- Based on age-appropriate transition assessment – interests and preferences
- Statements that reflect what the student plans to do AFTER High School in each of the following areas:
 - Post-secondary education/training
 - Employment
 - Independent living

→ Post-secondary goals **ARE NOT**

- IEP measurable annual goals
- Events occurring in High School

Post-Secondary Goals VS Measurable Annual Goals

Post-Secondary Goals

- Updated annually
- Based on assessment data
- Individualized
- Written to include:
 - Student name
 - Future goals
 - Use “will statements”
- Address:
 - The type of work the student wants to do after high school
 - Additional education or training needed to do the work
 - Where the student wants to live
- **Do NOT require progress monitoring**

Measurable Annual Goals

- Updated annually
- Based on assessment data
- Individualized
- Written to include:
 - Condition
 - Student name
 - Clearly defined behavior
 - Performance criteria
- Address skill needs
- Require progress monitoring

Helping Develop Meaningful Goals

- Use ongoing assessment, exploration, and experience to align goals with skills, interests and preferences
- Help students learn about requirements needed for their goals
- Further exploration may indicate broader area of interest and help expand career opportunities
 - Examples: interest in veterinary medicine refined to being in a “helping” career, interest in being a pilot refined to working on or near air transport, etc.

Updating Post-Secondary Goals

- Post-secondary goals and assessment data must be updated each year starting at age 16
 - Although post-secondary goals may not necessarily change from year to year, the Present Education Levels must be updated to reflect that the team reviewed the goal(s).

Example:

In 8th grade, Jack indicated that he is interested in working in the area of architecture. Further assessment in 9th grade indicates that Jack is now interested in carpentry and plans to attend the CTE program for carpentry.

OR

In 8th grade, Jack indicated that his is interested in working in the area of architecture. When given an interest inventory in 9th grade, it was determined that Jack continued to have this same goal of working in the area of architecture.

What are Courses of Study ?

→ Courses of Study

- Are part of the “coordinated set of activities” that helps a student move from high school to identified post-secondary goals
- Support academic and functional achievement
- Should promote graduation by meeting district standards
- Need to be multiyear, specific, and individualized
- Should be aligned with post-secondary goals
- Include “programs of study” at Career Tech Centers
- Should be listed by course name used in the LEA’s Program of Studies – **not** “functional curriculum” or “college prep”

Listing Services and Activities

- List all services/activities being provided to the student
- Give credit for what's done in general education
- Consider both in-school and community-based activities
- It is not necessary to list routine specially designed instruction in the transition plan
- It is not necessary to list the same activity under more than one post-secondary goal area

Examples of Activities

- Post-Secondary Education or Training
 - Explore post-secondary programs
 - College fairs
 - Virtual tours
 - Guest speakers
 - College visits
 - Learn about accommodations
 - Contact Disability Student Services office
 - Gather information on registration for PSAT, SAT
 - Time management
 - Practice disability disclosure
 - Develop list of questions for schools

Examples of Activities

→ Employment

- Career exploration
- Visit/tour Career Tech Ed Center
- Develop career portfolio
- Job fairs
- Guest speakers
- Community visits/field trips
- Research paper on a career of interest
- Review employment ads
- Community service
- Job Shadowing
- Resume Writing
- Graduation project
- Group meeting with Vocational Rehabilitation
- Military visits/Jr. ROTC
- Work experience
- Explore Job Accommodations Network

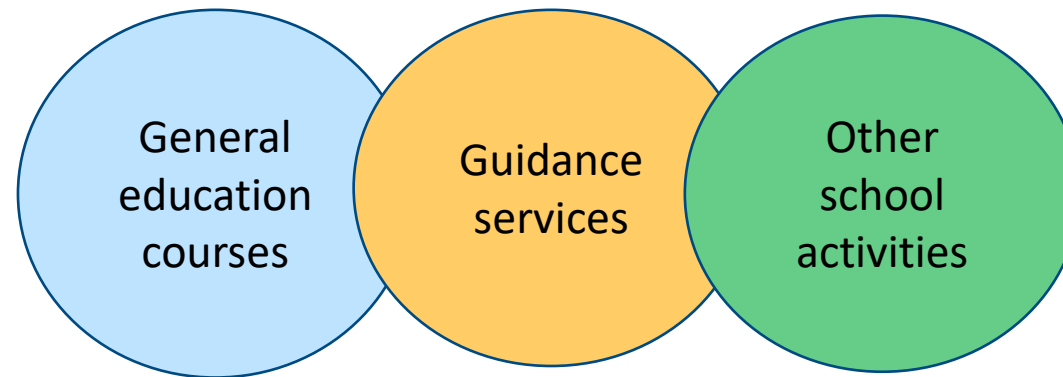
Examples of Activities

→ Independent Living

- Clubs (socialization and participation)
- Shopping
- Family and consumer science activities
- Budgeting skills
- Food preparation
- Checking listing for apartments
- Visiting community recreational facilities
- Open case with agency
- Obtain bus pass
- Learning a bout transportation options
- Help with voter registration

Services and Activities in General Curriculum

→ Make use of transition activities that take place as part of:



→ Be sure to list in the transition section as appropriate

→ Many districts “map out” activities by grade

Measurable Annual Goals

→ Four Required Parts

- Condition
- Student's Name
- Clearly Defined Behavior
- Performance Criteria

Adapted from Strategies for Writing Better Goals and Short Term Objectives or Benchmarks by Benjamin Lignugaris/Kraft Nancy Marchand-Martella and Ronald Martella Sept/Oct 2001 Teaching Exceptional Children

Measurable Annual Goals - Condition

- Describes the situation in which the student will perform the behavior (e.g., accommodations, assistance provided prior to or during assessment, etc.)
- Describes material that will be used to evaluate the learning
- May describe the setting for evaluation
- Examples:
 - During lunch breaks on the job...
 - Using graphic organizers for writing assignments...
 - Given a two step direction...
 - Using the alarm feature on his cell phone...

Measurable Annual Goals – Student's Name

→ Self explanatory – this should not be a problem

→ Notes of caution:

- If using copy/paste
- Pronouns

Measurable Annual Goals – Clearly Defined Behavior

- Describe the behavior in measurable, observable terms
- Ask yourself...what will the student actually DO?
 - Examples
 - Say, print, write, read orally, point to, solve...
 - Non-examples
 - Understand, know, recognize, behave, comprehend, improve...

Measurable Annual Goals – Performance Criteria

→ 3 parts of the performance criteria

- Criterion Level
 - **How well** – the level the student must demonstrate for mastery
- Number of Time Needed to Demonstrate Mastery
 - **Now consistently** the student needs to perform the skill(s) before it's considered mastered
- Evaluation Schedule
 - **How frequently** the teacher plans to assess the skill
 - **How progress will be monitored**

Measurable Annual Goals at a Glance

Condition	Name	Clearly Defined Behavior	Performance Criteria		
<p>Describe the situation in which the student will perform the behavior.</p> <p><i>Materials, settings, accommodations?</i></p> <p>Examples:</p> <p>Given visual cues...</p> <p>During lectures in math...</p> <p>Given active response checks...</p>	<p>Use the Student's Name</p>	<p>Describe behavior in <u>measurable, observable</u> terms. Use action verbs.</p> <p><i>What will s/he actually DO?</i></p> <p>Examples:</p> <p>Locate</p> <p>Name</p> <p>Point</p> <p>Separate</p> <p>Rank</p> <p>Choose</p> <p>Remember--Academic Standards, Big Ideas, Competencies from the Standards Aligned System (SAS) provide the content for goals.</p>	<p>The <u>level</u> the student must demonstrate for mastery:</p> <p><i>How well?</i></p> <p>Examples:</p> <p>% of the time</p> <p>#times/# times</p> <p>With the # or % accuracy</p> <p>"X" or better on a rubric or checklist.</p>	<p><u>Number of times</u> needed to demonstrate mastery:</p> <p><i>How consistently?</i></p> <p>How consistently will the student need to perform the skill(s) before considered "mastered?"</p>	<p><u>Evaluation Schedule:</u></p> <p><i>How often?</i></p> <p>How often will the student be assessed?</p> <p>What will be the method of evaluation?</p>

Phillip's Measurable Annual Goal - Writing

<p align="center">MEASURABLE ANNUAL GOAL</p> <p align="center">Include: Condition, Name, Behavior, and Criteria (Refer to annotated IEP for description of these components.)</p>	<p align="center">Describe HOW the student's progress toward meeting this goal will be measured</p>	<p align="center">Describe WHEN periodic reports on progress will be provided to parents</p>	<p align="center">Report of Progress</p>
<p>Given consistent use of a strategy (SCOPE*), and spelling guide of his choice, Phillip will review his writing to include 100% correct spelling, punctuation, capitalization, and grammar on 6 out of 6 randomly selected short writing assignments in content area classes.</p>	<p>Teacher checklist applied to first four sentences of randomly selected writing assignments (biweekly)</p> <p>-----</p>	<p>Quarterly</p>	

Phillip's Progress Reporting - Writing

Nov. 1: On his last 3 writing samples Phillip made 2, 1, and 1 errors. He is making progress towards his goal. Attached are three samples from classes.

Jan 23: On his last 4 writing samples P. made 1, 4, 0, and 2 errors. We reviewed & discussed consistent use of the SCOPE strategy esp. for grammar. Attached are three samples from classes.

March 30: On his last 5 writing samples Phil made 0, 1, 2, 0, and 0 errors. He is making progress towards his goal. Attached are three samples from classes.

Best Practice: IEP Alignment of Present Education Levels to Goals

- **Present Levels of Academic Achievement and Functional Performance (FLAAFP)**
 - Baseline information that gives a starting point
- **Needs**
 - Areas of needs that must be addressed in the IEP
- **Measurable Post-Secondary Goals (MPSGs)**
 - Areas
 - Education/Training
 - Employment
 - Independent Living
 - Use “will statements”
 - Occur after high school or after aging out
- **Transition Services/Coordinated Set of Activities**
 - Services or activities listed in the transition plan that will help the student to achieve his/her/their post-secondary goals
- **Measurable Annual Goals (MAGs)**
 - Specific areas of skill needs that will be targeted for instruction and monitoring
- **Progress Monitoring**
 - How and how often the skills will be monitored to ensure the student is on track to achieve the goal

A Few Additional Resources

Center for Parent Information and Resources

www.parentcenterhub.org

The Guideposts for Success: A Framework for the Future

<https://www.dol.gov/agencies/odep/program-areas/individuals/youth/guide>

The Transition Coalition

<http://transitioncoalition.org/transition>

Thank you!



Find us on:



#transitionTA | transitionTA.org | ntact-collab@uncc.edu



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U.S. Department of Education

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