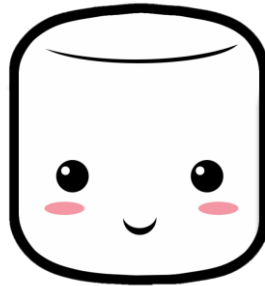


Gather 'Round Your Transition IEP





What Color is Your Marshmallow (IEP)?



Compliant – Basic



Non-Compliant



Enhanced Practices



Let's Score Some IEPs



Transition Assessment

- ☺ Is there at least one age-appropriate transition assessment to address:
 - Employment
 - Education or Training
 - Independent Living

- ☺ Assessment results documented on PLAAFPs

- ☺ Transition assessment summary includes input from student and parents



Enhanced Practices

- Two or more age-appropriate assessments given/ results documented on PLAAFP
- Transition assessment is comprehensive and not just a single snapshot of student
- Transition assessment data was gathered through a combination of methods and variety of sources
- Assessment results demonstrate a clear connection to:
 - Post-secondary goals
 - Present levels
 - Courses of Study
 - Transition services
 - Annual goals
- Evidence that assessments are updated annually

What Color is the Marshmallow?

Transition Assessment Report John Smith

Transition Rating Scales 1.0 (TRS)

Completed by Mr. and Mrs. Smith, Parents
and Mrs. Brown, Teacher

02-01-23

02-06-23

Life Skills Inventory

Completed by John Smith, Student
with Mr. Green, Special Education Teacher

02-07-23

Strengths

Employment:

- Interest in working as a truck driver
- Demonstrates appropriate hygiene and grooming
- Good listening and verbal skills

Needs

- Has no work experience
- Often late to class
- Sometimes noncompliant with adults
- Unfamiliar with completing job applications
- No experience of knowledge of interviewing

Education and/or Training:

- Wants to attend technical college
- Completed VR intake

- Unaware of post-secondary options
- Unrealistic perception of personal strengths and needs
- Uncomfortable with self-advocating

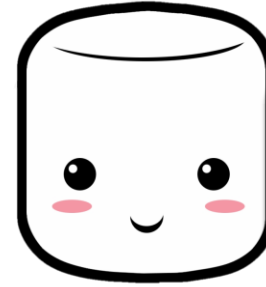
Independent Living:

- Uses phone independently
- Uses email
- Treats minor medical problems
- Knows basic first aid
- Schedules own appointments
- Successfully performs calculations on a calculator
- Participates independently in activities with peers
- Has varied free-time activities and interests

- Does not understand debits and credits and how they relate to checking and savings accounts
- Unable to compute sale prices (percentages and fraction off a price)
- Does not perform household chores despite having the skills
- Unable to pass SD Driver's License exam



Compliant!



- Assessments and respondents are listed
- Assessment dates provided
- Assesses each area of transition: employment, education/training, and independent living



Transition PLAAFPs

- 🗂 Present Levels of Academic Achievement and Functional Performance (PLAAFP) references transition assessments

- 🗂 Adequately contains transition strengths, needs, and interests of students in:
 - Employment
 - Education or training
 - Independent Living



Enhanced Practices

- 👤 Transition assessments results demonstrate a clear connection to the student's post-secondary goals
- 👤 Strengths/needs/interests of student relate to employment (Project Skills or competitive job) or to post-secondary education/training

What Color is the Marshmallow?

Strengths

Employment:

- Wants to be a cosmetologist
- Demonstrates ability to follow directions
- Follows a work schedule independently
- Initiates assigned work activities independently

Education and/or Training:

- Wants to obtain a two-year degree in cosmetology
- Working a Project Skills job at a salon

Independent Living:

- Possesses a valid driver's license
- Can use phone independently
- Corresponds through email
- Can prepare a variety of foods and maintains a healthy diet
- Cares for minor medical/health issues independently

Needs

- Very shy - needs significant supports when interviewing
- Has difficulty completing a job application
- Does not ask for help when needed

- Unaware of which technical colleges offer courses in cosmetology
- Does not know where to look for information about post-secondary options
- Unable to independently complete college application

- Needs assistance scheduling appointments
- Does not understand how to locate housing options and leases
- Has difficulty managing money responsibly
- Does not engage in activities in the community

(Information on this page summarized from the Brigance Transition Skills Inventory completed 03-01-23, Teacher/Job Coach Interview 02-21-23, and Student Interview 02-23-23)




Enhanced!



- Strengths and needs directly address the student's post-secondary goals
- Create a clear picture of the student's desired outcome

Appropriate Measurable Post-Secondary Goals

- 
- ☹ Includes goal for:
 - Employment
 - Education/training
 - Independent living when appropriate
 - ☹ Appears appropriate based on file contents
 - ☹ If no independent living goal is needed, supporting evidence is included (PLAAFPs)
 - ☹ Written in measurable terms (will work, will attend, etc.)
 - ☹ Written to occur after receipt of high school diploma or 'age out'



Enhanced Practices

- 📖 Are the basis for decisions regarding courses of study, annual goals, and development of transition services
- 📖 Are designed to be attainable by the student
- 📖 Aligned with transition assessment summary or based on PLAAFPs



What Color is the Marshmallow?

Measurable Post-Secondary Goals (MPSG)

Employment: I will be a stocker at Kessler's (see linked annual goal(s) #1)

Education/Training: I will attend Project SEARCH (see linked annual goal(s) #3)

Independent Living (where appropriate): I will live in my own apartment with supports (see linked annual goal(s) #2)



Non-Compliant



- Education and training goal to attend Project Search is not post-secondary in nature.
- Consider “on the job training” or other post-secondary option for the goal.

Post-Secondary Goals Updated Annually

- ☺ IEP contains evidence that post-secondary goals were discussed and either remain the same or changes were made accordingly





Enhanced Practices

- 📅 Post-secondary goals become more specific each year

- 📅 Post-secondary goals were discussed, and progress is reflected by adjustments to:
 - PLAAFPs
 - Transition Services/Activities page
 - MPSGs are different from last year's IEP



Related Annual Goals

- ☺ Reasonable link between annual goals and post-secondary goals
- ☺ At least one annual goal supports/relates to the post-secondary goals

Enhanced Practices

- 📄 At least one annual goal specifically addresses an identified transition service need
- 📄 Annual goals are closely related to post-secondary goals



What Color is the Marshmallow?

Educational Goals and Objectives/Benchmarks

Student Name: John Smith		Title of Personnel Responsible: General Ed staff, SPED staff, and John		
Measurable Annual goal #1:	Proc. Code/S	Date	Prog. Code	Comments:
After reading a passage from the CDL manual, John will use context clues to understand new words and phrases resulting to correct responses to questions with 100% accuracy 4 out of 5 trials.	6, 8			

Student Name: John Smith		Title of Personnel Responsible: General Ed staff, SPED staff, and John		
Measurable Annual goal #2:	Proc. Code/S	Date	Prog. Code	Comments:
When given a blank application form, John will complete all items with correct spelling with 100% accuracy, 3 out of 5 application forms.	7			




Enhanced!



- Annual goals relate directly to post-secondary goals and are functional in nature

Courses of Study

- 
- ☺ Courses are listed from time of current IEP through completion of special education services (graduation or aging out)
 - ☺ Courses listed are aligned with post-secondary goals and are specifically identified



Enhanced Practices

- ❑ Courses are clearly aligned with post-secondary goals, interests, and needs
- ❑ Student has met with school counselor to develop courses of study
- ❑ Parent took an active role in developing and planning the courses of study
- ❑ Includes the required and recommended coursework for admission and success at a specific post-secondary program
- ❑ Student enrolled in appropriate dual credit, capstone coursework, or related work experience, such as Project Skills



What Color is the Marshmallow?

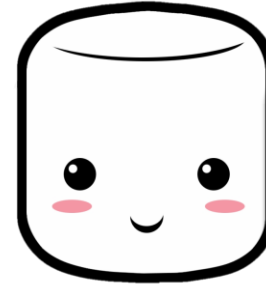
Transition Course of Study

(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 progress towards achievement of the Measurable Postsecondary Goals above)

Grade 10	Grade 11	Grade 12
Fundamentals of Math	Algebra 1	Algebra 1 (continued)
English 2	English 3	English 4
US Government	US History	World History
Art 1	Fundamentals of Science	Biology 1
Health and First Aid	Weightlifting	Personal Finance
Speech	Welding 1	Residential Construction
Introduction to Building Trades	Welding 2	Internship



Compliant!



- Courses reflect a clear path toward graduation requirements, as well as addressing the student's interests and career planning.
- Specific courses are listed. This can change if the student's interests or wishes change.
- For students who will continue past their senior year, be sure to project courses into the years beyond 12th grade.



Transition Services/Activities

- 🗂️ At least one service or activity aligned for each measurable post-secondary goal addressed
- 🗂️ School, student, family, and agency share responsibility for providing and implementing services/activities



Enhanced Practices

- ☺ Sufficient activities are included to promote the attainment of stated post-secondary goals, based on the individual's needs
- ☺ Are a coordinated set of activities
- ☺ Based upon the student's needs taking into account strengths, preferences, and interests
- ☺ Aligned with info on PLAAFPs
- ☺ Support career and/or post-secondary education/training awareness



What Color is the Marshmallow?

Transition Services/Coordinated Set of Activities

<u>Instruction:</u>	<u>Personnel/Agency/Person Responsible</u>	<u>Date Initiated</u>	<u>Date Completed</u>
<u>Activity Recommendations</u> Gather information on 5 colleges re: graphic design programs	Student, Parent, and <u>SpEd</u> Teacher	02-02-2023	
Attend Catch the Wave	Student and <u>SpEd</u> Teacher	03-28-2023	
Meet with HS guidance counselor re: options after high school	Student and Guidance Counselor	03-01-2023	
Employment			
<u>Activity Recommendations</u> Participate in Project Skills if VR eligible	<u>Personnel/Agency/Person Responsible</u> Student and <u>SpEd</u> Teacher	<u>Date Initiated</u>	<u>Date Completed</u>
If no VR eligible, seek part-time employment	Student and Parents		
Participate in mock interviews	Student, <u>SpEd</u> Staff, and Gen. Ed. Teachers		
Community Experiences:			
<u>Activity Recommendations</u> Study for SD driver's license exam	<u>Personnel/Agency/Person Responsible</u> Student, <u>SpEd</u> Staff, and Parents	<u>Date Initiated</u> 03-01-2023	<u>Date Completed</u>
Watch video on YLF	Student and <u>SpEd</u> Staff	11-07-2022	11-07-2022
If interested, apply for YLF	Student, <u>SpEd</u> Staff, Parent	12-01-2022	12-01-2022
Related Services:			
<u>Activity Recommendations</u> Assess assistive technology for reading comprehension	<u>Personnel/Agency/Person Responsible</u> Student, <u>SpEd</u> Staff, <u>DakotaLink</u>	<u>Date Initiated</u>	<u>Date Completed</u>
Other Post-School Adult Living Objectives:			
<u>Activity Recommendations</u> Determine if eligible for Division of Rehab services	<u>Personnel/Agency/Person Responsible</u> Student, Parent, and VR Counselor	<u>Date Initiated</u> 03-13-2023	<u>Date Completed</u>
Tour Career Planning Center and Career Learning Center	Student and <u>SpEd</u> Staff		
Acquisition of Daily Living Skills (when appropriate):			
<u>Activity Recommendations</u> Perform household chores regularly	<u>Personnel/Agency/Person Responsible</u> Student and Parents	<u>Date Initiated</u> 02-02-2023	<u>Date Completed</u>
Functional Vocational Evaluation (when appropriate):			
<u>Activity Recommendations</u> Collect info regarding vocational interests and abilities	<u>Personnel/Agency/Person Responsible</u> Student, <u>SpEd</u> Teacher, Guidance Counselor	<u>Date Initiated</u> 02-06-2023	<u>Date Completed</u>



Enhanced!



- Multiple services and activities listed in each area
- Services and activities are coordinated to help the student reach post-secondary goals
- See the Technical Assistance Guide for Transition in the IEP for more examples:

<https://tslp.org/wp-content/uploads/2019/02/TA-Guide-FINAL09-updated-2016doc-1-1-1.pdf>

Student Invite - Self Advocacy

- 🗂 Evidence of student invitation
- 🗂 If the student was invited but did not attend, student preferences and interests are documented



Enhanced Practices

- 
- ❑ Personalized student invitation
 - ❑ Student attended IEP meeting
 - ❑ Student has received instruction in self-advocacy and self-determination, as well as the IEP process
 - ❑ Student participated in meeting by
 - Providing information about their strengths, preferences, and interests
 - Discussing post-secondary goals
 - Discussing annual goals
 - Summarizing own transition assessments
 - Discussing disability/needed accommodations
 - Actively participating in discussions and decisions
 - Leading the IEP meeting



What Color is the Marshmallow?



MEETING NOTICE
ARSD 24:05:27:01.01 & 24:05:25:16

STUDENT NAME: Student X		SIMS:XXXXX
PARENT/GUARDIAN NAME: Parent X		DATE SENT: 01-09-23
SCHOOL DISTRICT: Sample School District	SCHOOL: Sample High School	
DOB: 03/27/2006	AGE: 16	GRADE: 10th

A meeting has been scheduled on (date and time) 01/26/2022 at 03:00 am/pm, CST/MST.

The meeting will be held at (location) Conference Room in Sample High .

PURPOSE FOR MEETING:
<input checked="" type="checkbox"/> Discuss evaluation results <input type="checkbox"/> Determine eligibility for special education/related services <input checked="" type="checkbox"/> Develop an Individual Education Program (IEP) <input type="checkbox"/> Amendment to your child's IEP <input checked="" type="checkbox"/> Transition planning (consider postsecondary goals and transition services): For a child who is or will be 16 years of age or older during the duration of this IEP <input type="checkbox"/> Other (specify) _____

As required by federal and state law, in addition to you, we will have the following people at the IEP meeting:

- General Education Teacher
- Special Education Teacher or Provider
- School Representative
- Individual who can interpret the evaluation results

Other (include titles of individuals): _____, _____, _____

If the purpose of the meeting is the consideration of post-secondary goals and transition services for your child, we will be inviting (student name) _____ to attend the meeting.

With parent consent, the following agency(ies) representative(s) have been invited to attend the meeting:

Vocational Rehabilitation Counselor, Family Support Coordinator, Mental Health Counselor

Parents may invite other individuals who have knowledge or special expertise regarding their child, including related service personnel as appropriate. For the initial IEP of a child previously served in Part C, at the request of the parent, the school district will invite the Part C service coordinator/representative.

If these arrangements are not convenient for you, please contact Teacher _____ at ##### .

Parental Rights Resources:



Non-Compliant



- Student is not listed on the meeting notice
- No other evidence the student was invited to the meeting

Note: at age 18, unless the student has a guardian, the meeting notice should be addressed directly to the student.

Agency Invite – Collaboration

- ☹️ Agency was invited with parent or adult student's consent
- ☹️ Consent to Invite Outside Agency is signed prior to the meeting notice being sent to meeting participants
- ☹️ Student may be too young to determine whether outside/transition agency is appropriate
- ☹️ Agency involvement should be considered for all students, but may not be required/needed to achieve MPSGs based on individual file information



Enhanced Practices

- 👤 Agency attends meeting to explain possible services
- 👤 Agency visits and communicates regularly with staff and students in person and/or virtually
- 👤 At the IEP meeting, the agency representative was an active participant in the development of the needed transition services, including those they will provide and pay for
- 👤 Evidence of agency rep participation found in IEP or PPWN
- 👤 If unable to attend, evidence of how/ when connections with agency will be made is documented in PLAAFP/PPWN



CONSENT TO INVITE OUTSIDE AGENCY FOR
POSTSECONDARY TRANSITION SERVICES
ARSD 24:05:25:16.01

STUDENT NAME: Student X		SIMS: XXXXXX
PARENT/GUARDIAN NAME: Parent X		DATE SENT: 01/05/2023
SCHOOL DISTRICT: Sample School District	SCHOOL: Sample High School	
DOB: 03/27/2006	AGE: 16	GRADE: 10th

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:

X Vocational Rehabilitation

Division of Developmental Disabilities (e.g. Resource Coordinator, Family Support 360)

Community Support Provider [redacted]

Disability Services (college or technical institute) [redacted]

X Other Mental Health Counselor

Other [redacted]

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

X **I CONSENT¹** 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 CONSENT¹ 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: Parent X

Date: 01-06-2023

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.



STUDENT NAME: Student X		SIMS:XXXXX
PARENT/GUARDIAN NAME: Parent X		DATE SENT: 01-09-23
SCHOOL DISTRICT: Sample School District	SCHOOL: Sample High School	
DOB: 03/27/2006	AGE: 16	GRADE: 10th

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PURPOSE FOR MEETING:

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- Determine eligibility for special education/related services
- Develop an Individual Education Program (IEP)
- Amendment to your child's IEP
- Transition planning (consider postsecondary goals and transition services): For a child who is or will be 16 years of age or older during the duration of this IEP
- Other (specify) _____

As required by federal and state law, in addition to you, we will have the following people at the IEP meeting:

- General Education Teacher
- Special Education Teacher or Provider
- School Representative
- Individual who can interpret the evaluation results

Other (include titles of individuals): _____, _____, _____

If the purpose of the meeting is the consideration of post-secondary goals and transition services for your child, we will be inviting, **(student name)** Student X to attend the meeting.

With parent consent, the following agency(ies) representative(s) have been invited to attend the meeting:

Vocational Rehabilitation Counselor, Mental Health Counselor

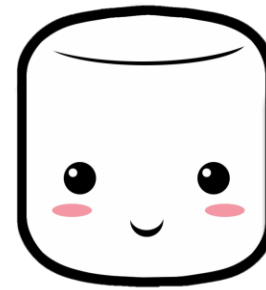
Parents may invite other individuals who have knowledge or special expertise regarding their child, including related service personnel as appropriate. For the initial IEP of a child previously served in Part C, at the request of the parent, the school district will invite the Part C service coordinator/representative.

If these arrangements are not convenient for you, please contact Teacher at ####.

Parental Rights Resources:

You have protections under procedural safeguards. If you need a copy of these procedural safeguards or assistance understanding your protections, please contact the person noted above or South Dakota Parent Connection at 1-800-640-4553.

Compliant!



- Consent includes physical signature
- Meeting notice sent after receipt of signed Consent to Invite Outside Agency
- Includes list of agencies (VR and mental health counselor) that were included in the consent
- Student is listed on the meeting notice as being invited to the IEP
- If parents/student bring additional agencies or participants to the IEP meeting, include this information on the PPWN

Process for Inviting Outside Agencies

To IEP Meetings for Transition-Age Students

**Step
1**

District & parents discuss which agencies may be beneficial to invite to IEP.

**Step
2**

District gets written consent form (signed & dated) from parent.

**Step
3**

After written consent is received, district sends Meeting Notice that includes the names of agencies being invited to mtg.

**Step
4**

IEP meeting is held with parents, student, school, and invited outside agencies.

Note

Consent form is valid for next meeting OR a maximum of one year.

Consent may be signed at current meeting for next meeting.

Contact Your Transition Liaisons

www.TSLP.org

Transition Coordinator

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drounds@bhssc.org

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