

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

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

# 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

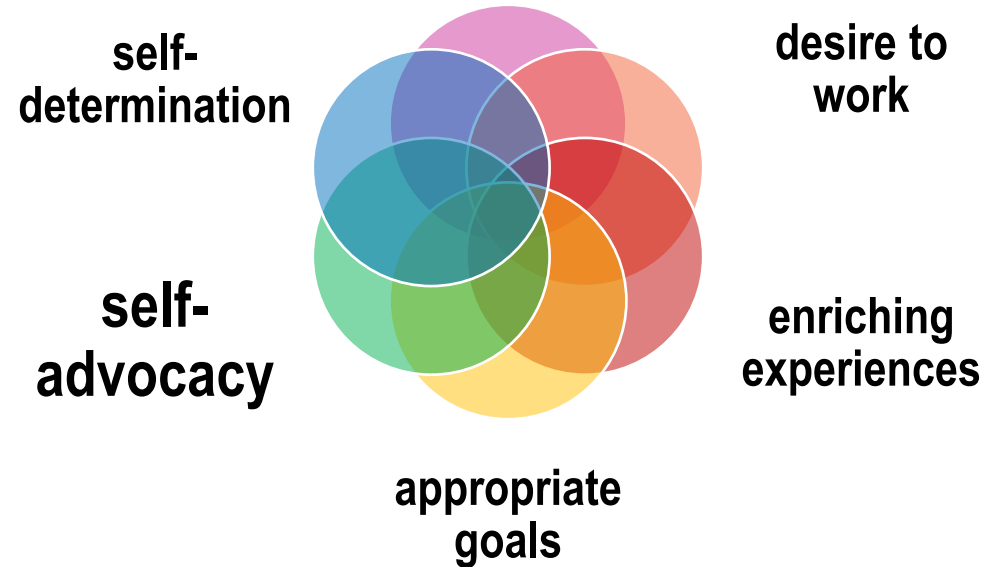




**Families can help their sons and daughters build:**



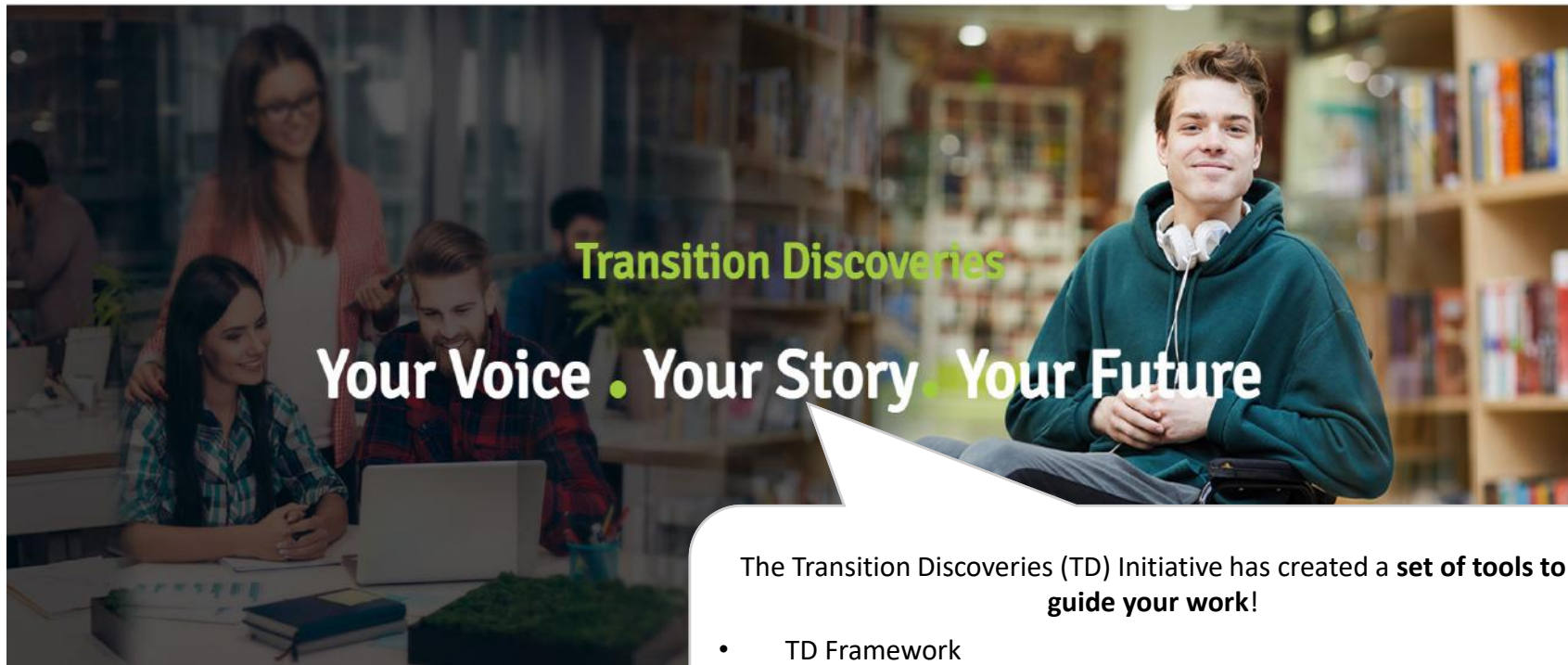
## life skills



# 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](http://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](http://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 16<sup>th</sup> 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

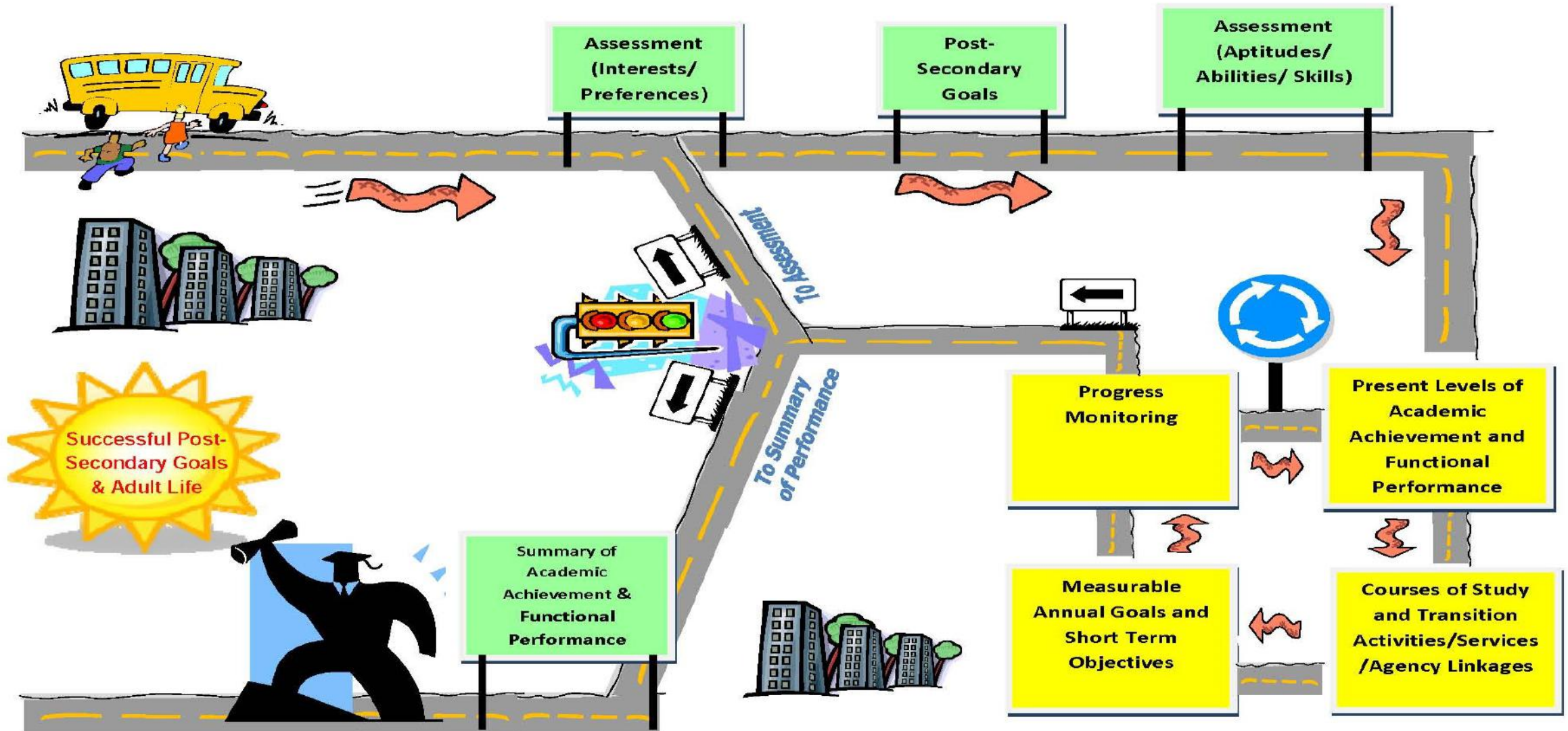
Compliance plus **program integrity**

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
<b>IEP Awareness</b>	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.
<b>IEP Participation</b>	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.
<b>Knowledge of IEP Content</b>	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 8<sup>th</sup> grade, Jack indicated that he is interested in working in the area of architecture. Further assessment in 9<sup>th</sup> grade indicates that Jack is now interested in carpentry and plans to attend the CTE program for carpentry.

OR

In 8<sup>th</sup> grade, Jack indicated that his is interested in working in the area of architecture. When given an interest inventory in 9<sup>th</sup> 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

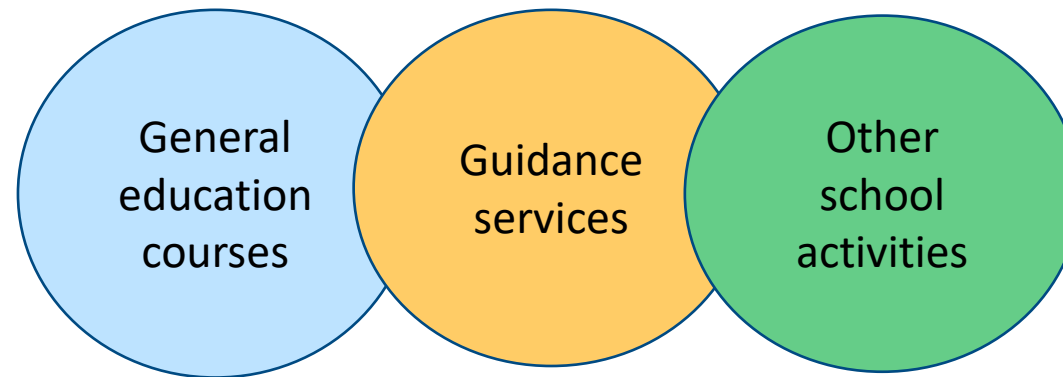
# Examples of Activities

## → 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><b>Use the Student's Name</b></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><b>Locate</b></p> <p><b>Name</b></p> <p><b>Point</b></p> <p><b>Separate</b></p> <p><b>Rank</b></p> <p><b>Choose</b></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"><b>MEASURABLE ANNUAL GOAL</b></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](http://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](mailto:ntact-collab@uncc.edu)



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U.S. Department of Education

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