

TRANSITION IEP WORKSHOP

Fall 2023



WHAT DOES A
QUALITY
TRANSITION PLAN
LOOK LIKE?

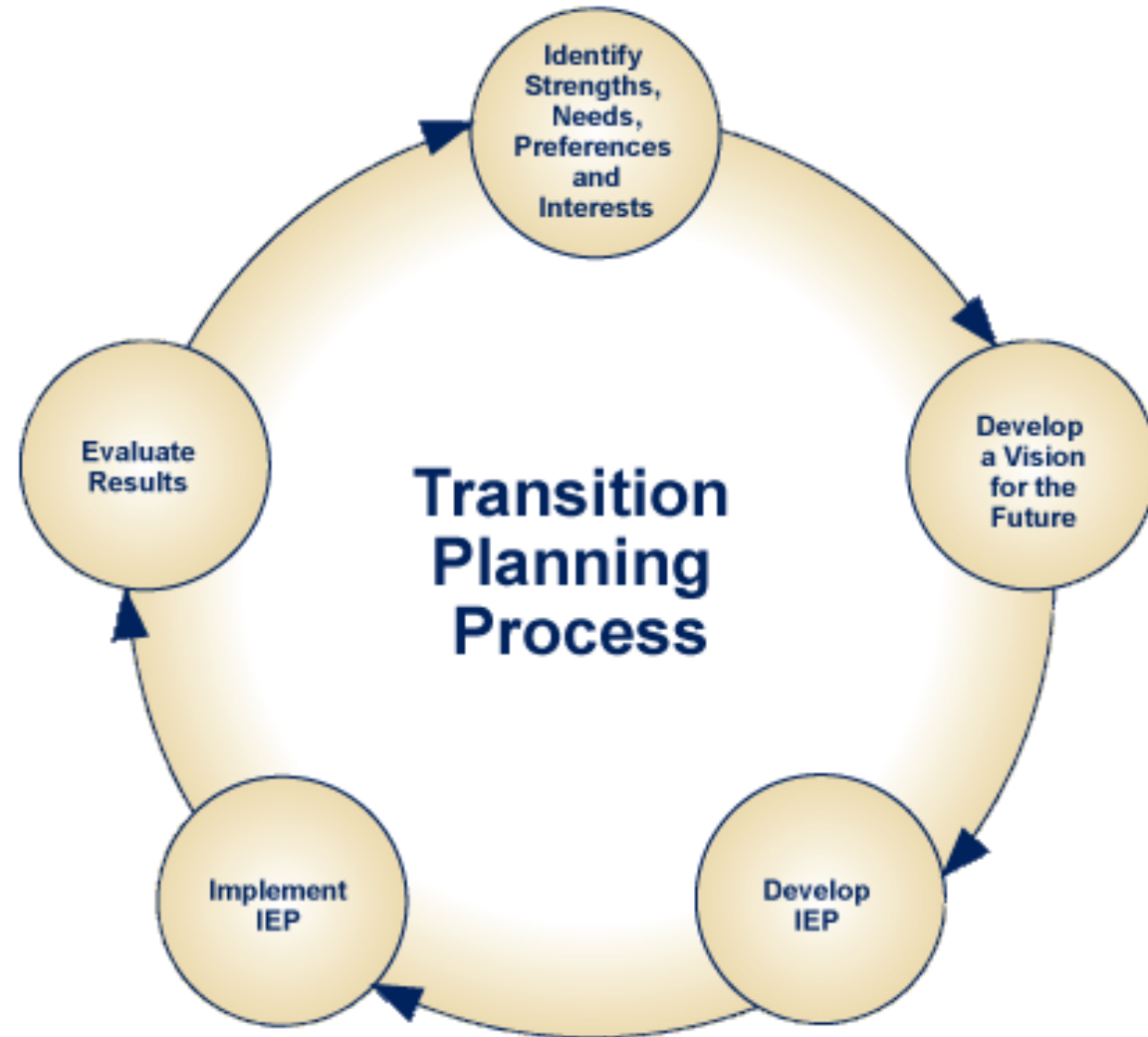
WHAT WE KNOW ABOUT TRANSITION

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**

Evidence-based practices lead to improved student skills

Compliance alone will not improve outcomes



PREDICTORS OF POST-SCHOOL SUCCESS

Positive Post-School Outcomes



In-School Predictors of
Post-School Success



School,
District,
& State
Level



Evidence-Based
Practices



Student
Level

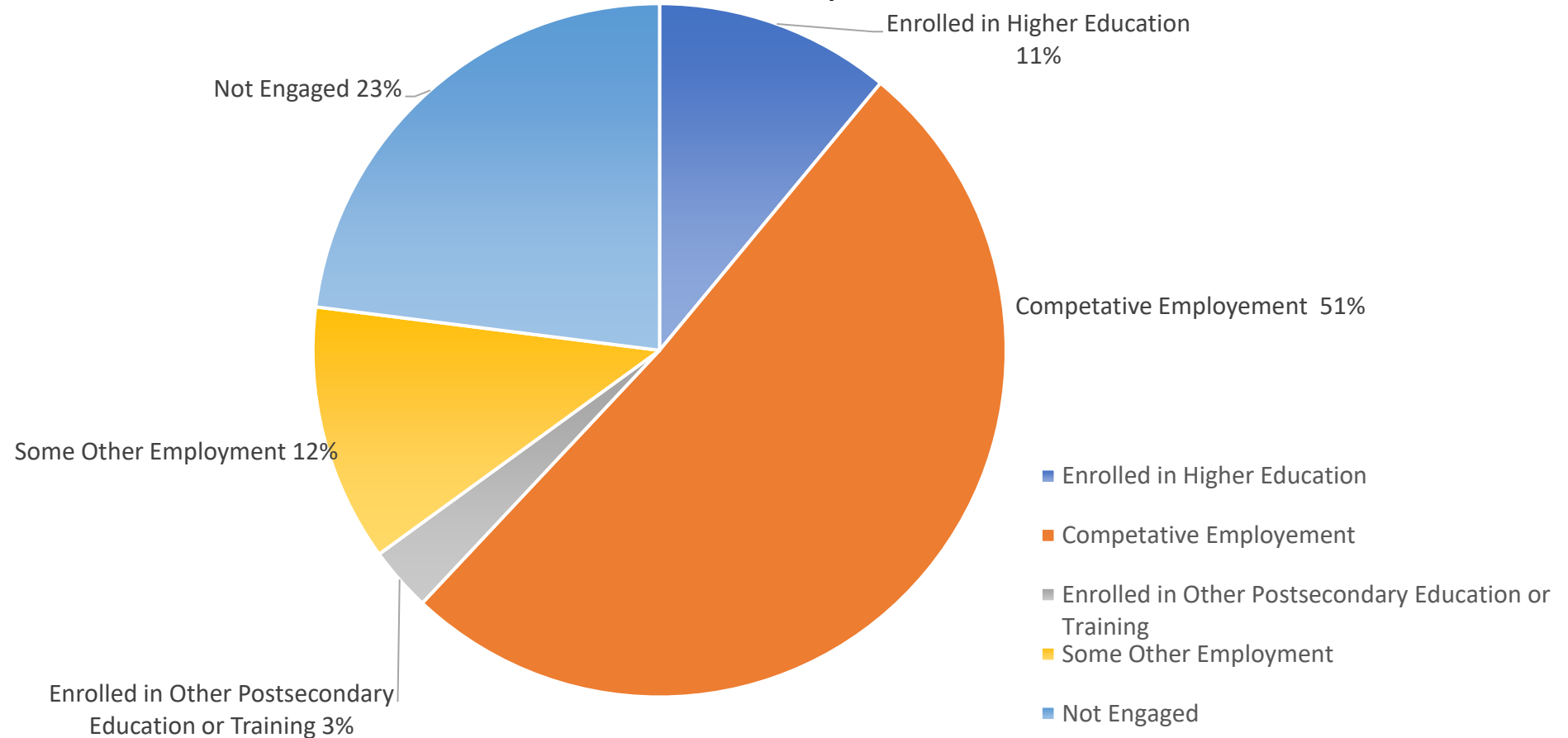
Predictors by Outcome Area

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	

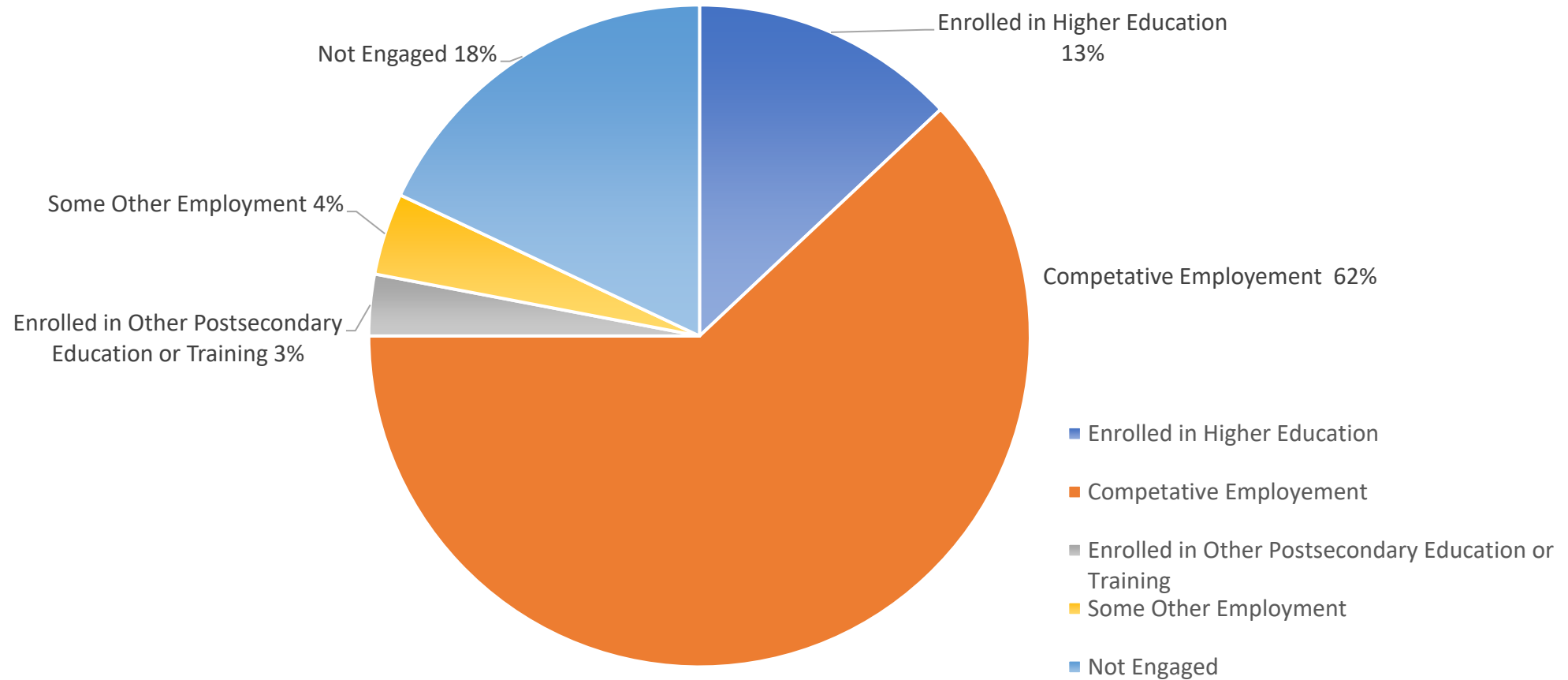
Predictors by Outcome Area

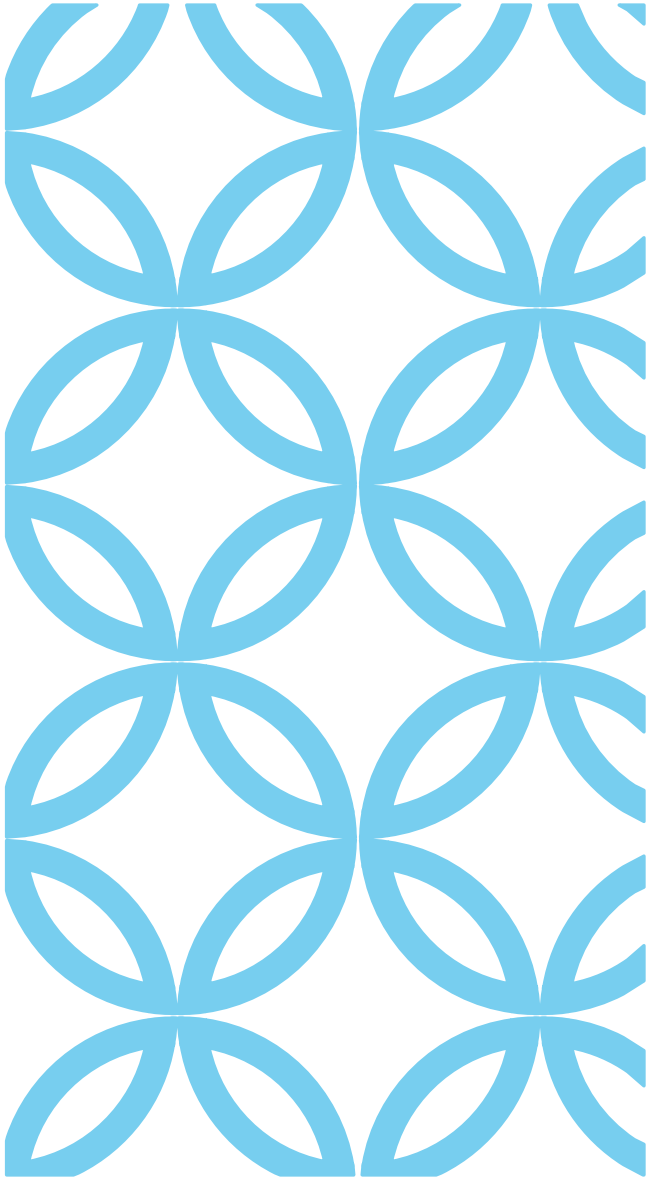
Predictors/Outcomes	Education	Employment	Independent Living
• Program of Study		X	
• Self-Advocacy/Self-Determination	X	X	
• Self-Care/Independent Living	X	X	X
• Social Skills	X	X	
• Student Support	X	X	X
• Transition Program	X	X	
• Travel Skills		X	
• Career Technical Education	X	X	
• Work Study		X	
• Youth Autonomy/Decision-Making	X	X	

Indicator 14 - 2020 Exiter Respondents

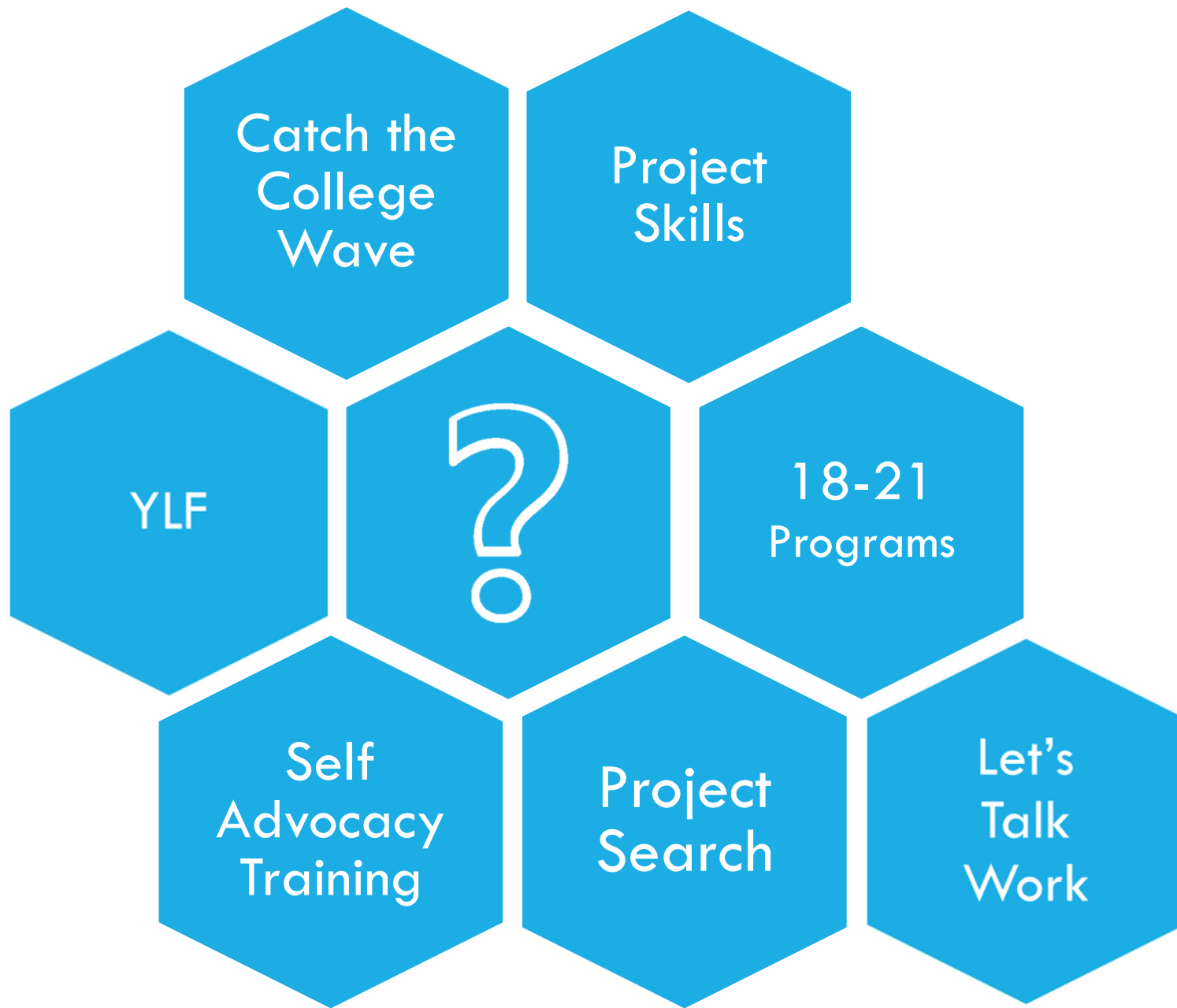


Indicator 14 - 2021 Exiter Respondents





Are your students taking advantage of the good things that are happening for youth in South Dakota?



INDICATOR 13

IEP that includes:

- **Appropriate measurable post-secondary goals that are annually updated and based upon an age-appropriate transition assessments, transition services, including courses of study, that will reasonably enable the student to meet those post-secondary goals, and annual IEP goals related to the student's transition service needs.**
- **There must be evidence that the student was invited to the IEP team meeting where transition services are to be discussed.**
- **Furthermore, there should be also be evidence that, if appropriate, a representative of any participating agency was invited to the IEP team meeting with prior consent.**

#1 AGE-APPROPRIATE TRANSITION ASSESSMENT

A transition plan must be developed by the time the student is age 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**

Prepare a written transition assessment report for parents.

- **Strengths and needs from these assessments (i.e, TRS 3.0, TPI III, etc..) MUST be brought into the present levels section of the IEP.**
- **Student's preferences and interests can be obtained using a variety of assessments, interest inventories, informational interviews, job shadowing, or work experiences.**

Reviewing transition assessments annually can be listed as an activity on transition service page.

- **No longer need parent consent to assess on “off” years (only during an eligibility review).**

Mild Needs:

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

More Significant Needs:

- Casey Life Skills
- TRS 3.0 (formerly ESTR-S)
- Personal Preference Indicators
- Pictorial Interest Inventory
- Adaptive Behavior Scale
- Brigance Life Skills/Employability Skills Inventories

EXAMPLES OF TRANSITION ASSESSMENTS



**WHERE CAN YOU FIND
TRANSITION
ASSESSMENTS ON OUR
WEBSITE?**

[TSLP.org](https://www.tslp.org)
Transition IEP Tab

#2 APPROPRIATE MEASURABLE POST- SECONDARY GOALS (MPSGS)

- Employment
- Education/Training
- Independent Living (when appropriate)

Based on age-appropriate transition assessment.

Use “will statements”

- Examples: “will work”, “will attend” and “will live”.

Post-secondary means after high school or after aging out.

MPSG EXAMPLES

Employment (required) include linked annual goal(s)#:

I will work full-time as an electrician.

Education (either Training or Education goal is required) include linked annual goal(s)#:

I will enroll at Mitchell Technical College to obtain degree in electrical construction & maintenance.

Training (either Training or Education goal is required) include linked annual goal(s)#:

After obtaining my associates degree I will obtain on the job training through an apprenticeship.

Independent Living (where appropriate) include linked annual goal(s)#:

I will live in an apartment off campus with roommates and receive assistance with money management and cooking.



MPSG FOR STUDENTS WITH SIGNIFICANT NEEDS

- **Should reflect high yet 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**

Is the goal appropriate or realistic for the student?

I want to be a doctor

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

I want to play for the MN Vikings

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

I want to be a hair dresser

SOME POSSIBLE SOLUTIONS:

- Use transition assessments to guide a conversation with a student or family member about 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'.

WE HAVE ALL HAD THESE STUDENTS...



REMEMBER AT THE SECONDARY LEVEL....

- Transition drives the development of the IEP.
- The student's post-secondary goals provide the direction.
- Start with the end in mind. Discuss MPSGs at beginning of IEP meeting.

#3 POST-SECONDARY GOALS UPDATED ANNUALLY

**Remember to involve student, parents,
and outside agencies in updating MPSGs.**

**MPSGs should become more
specific each year.**





GROUP ACTIVITY

Scenario 1

Chris is a 15-year-old 8th grader with an Emotional Disability. He has verbally aggressive/disruptive behaviors directed toward his peers and teachers. When Chris is not creating or completing hands-on activities, his behaviors begin to escalate. He works well in one-on-one situations with male teachers, has strong “listening comprehension” skills, strong basic math skills, understands how robotics work, and utilizes all mechanical tools. He has difficulty with reading fluency and comprehension, prefers “concrete” mathematics tasks, has periods of frustration, dislikes reading and lectures, and does not accept criticism. Chris’s preferences are making new robots and being left alone to create them. He does not like school so is not interested in further schooling.

Scenario 2

Kendra is an 18-year-old student with autism. She is currently a junior. Kendra freely asks questions and is willing to share information, especially about history-related topics. She is in all regular education courses but needs assistance to focus on information in which she is not interested, prepare written assignments, and improve social skills (especially when to share information). Kendra performs independent living tasks at home through chores, and she has a job. She manages the money from her job to pay for her cell phone, gas for her car, and clothing. In the past, she participated in a dig activity at the Hot Springs Mammoth Site. She is not interested in dinosaurs and prefers anthropology and historical digs focusing on civilizations. Kendra's preference would be to work at an archaeological dig site. The team feels becoming a history teacher would give her a more stable job. Kendra is unsure where to attend college and what paperwork is required.

Kendra's performance, abilities, and experiences were assessed using the TAGG. Her scores indicate her greatest strengths are in the areas of Disability Awareness, Employment, Persistence, and Student Involvement in the IEP. TAGG scores indicate the greatest needs in the areas of Goal Setting and Attainment, with additional needs in the areas of Interacting with Others, Strengths & Limitations, and Support Community (Adult Agencies).



Scenario 3

Chaz is a 17-year-old sophomore eligible for special education services under the category Cognitive Disability. He is a quiet young man and displays appropriate social skills around others. He can also follow directions and stay on task if tasks are broken down for him. At home, Chaz will take out the garbage, make the bed, unload the dishwasher, and other tasks with prompts. According to an independent living assessment, Chaz will need support in budgeting, independently completing household chores, health and safety for himself, and making and voicing his own choices. He has a lot of goals but does not understand steps needed to meet those goals. He loves theme park rides and activities. Chaz's preference would be to work at a theme park so he can experience different rides, tell people about the rides, and help others. He also enjoys being outside but requires frequent water breaks. He prefers to be in air conditioning when it is hot outside. He does not have a driver's license and relies on others for transportation.

#4

COURSES OF STUDY

Coursework should be based on the student's measurable post-secondary goals and should match goals and graduation requirements.

Need to be multiyear, specific, and individualized.

Should reasonably enable students to achieve their MPSGs.

Substitute classes (for courses required for graduation) should be clearly identified so the student and parents understand possible effect on post-secondary goals.

Specify elective classes to the greatest extent possible instead of just using the word 'elective'.

#5 TRANSITION SERVICES/COORDINATED SET OF ACTIVITIES

Things that need to happen that will lead to positive post-school outcomes and help students achieve their post-secondary goals.

For each MPSG, at least one service/activity must be listed. (Employment, Education or Training, and Independent Living when appropriate.)

Need to be individualized to the student - not overly general.

The activities should demonstrate involvement and coordination between:

- Schools
- Students
- Families
- Adult service agency, services, and/or programs

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:

<u>Activity Recommendations</u>	<u>Personnel/Agency/Person Responsible</u>	<u>Date Initiated</u>	<u>Date Completed</u>

Employment:

<u>Activity Recommendations</u>	<u>Personnel/Agency/Person Responsible</u>	<u>Date Initiated</u>	<u>Date Completed</u>

Community Experiences:

<u>Activity Recommendations</u>	<u>Personnel/Agency/Person Responsible</u>	<u>Date Initiated</u>	<u>Date Completed</u>

Related Services:

<u>Activity Recommendations</u>	<u>Personnel/Agency/Person Responsible</u>	<u>Date Initiated</u>	<u>Date Completed</u>

Other Post-School Adult Living Objectives

<u>Activity Recommendations</u>	<u>Personnel/Agency/Person Responsible</u>	<u>Date Initiated</u>	<u>Date Completed</u>

Acquisition of Daily Living Skills (when appropriate)

<u>Activity Recommendations</u>	<u>Personnel/Agency/Person Responsible</u>	<u>Date Initiated</u>	<u>Date Completed</u>

Functional Vocational Evaluation (when appropriate)

<u>Activity Recommendations</u>	<u>Personnel/Agency/Person Responsible</u>	<u>Date Initiated</u>	<u>Date Completed</u>

Transition Activities Page Example



<https://www.itransitionsd.org/>

I will live in a supervised apartment.



I will work at Hy-Vee in the produce department.



Jada will attend a technical college to obtain a cosmetology degree.





GROUP ACTIVITY



Scenario 3

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Brainstorming



Collaborating



Meaningful list of
transition
services/activities that
will enable student to
facilitate movement to
measurable post-
secondary goals.

PRE- EMPLOYMENT TRANSITION SERVICES

- Can begin at age 14
- Student can be considered “potentially eligible”

Pre-ETS are provided by VR counselors and are available to students with disabilities who need help with employment and/or attending post-secondary education. This includes:

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

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

Annual goals should link to the student's MPSGs.

Annual goals should be related to the student's needs and be specific to transition needs.

The goals should help a student increase skills to help enable them to reach his/her goals for the future.

Going to college – reading comprehension goal

Living in apartment with supports – math computation goal

Working at Target – following directions goal

#6 ANNUAL GOALS

ANNUAL GOALS EXAMPLES

Students are more likely to stay 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 link to the MPSGs requires a thorough understanding of the skills, knowledge, and admission/job requirements for the specific MPSG.

#7 STUDENT INVITATION TO IEP MEETING

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



Evidence of the invitation is found on their meeting notice; however, best practice would be to send a personal invitation and have a conversation about their participation in the meeting.



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

Student Invitation



Student Acknowledges he has an IEP

Student Invited

Student Attended

Student Participated in Meeting

Student Led his/her IEP Meeting

#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.”

**IF ANY AGENCY
IS GOING TO BE
PAYING FOR OR
PROVIDING
TRANSITION
SERVICES IN THE
NEXT YEAR,
THAT AGENCY
SHOULD BE
INVITED TO THE
IEP MEETING.**

Steps:

- Obtain signed consent to invite agency/ies or document refusal on the PPWN.
- Consent is valid for one year or until the next meeting where transition is discussed.
- Meeting Notice should not be sent until after Consent to Invite Outside Agencies is signed and returned.
- Agencies invited to the meeting should be listed on the Meeting Notice.
- If parents bring an outside agency or individual to the meeting, it should be noted 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.

CONSENT TO INVITE OUTSIDE AGENCIES

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 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: _____

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

1

Document on the PPWN why the parent and/or guardian did not give consent.

2

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

3

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

WHAT HAPPENS IF A PARENT/GUARDIAN DOESN'T GIVE CONSENT?



As a district, discuss **HOW**, **WHEN**, and **WHO** will decide what agencies to invite.

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 written parental consent **BEFORE** sending the Meeting Notice form.

Sending the Consent to Invite Outside Agency form and the Meeting Notice at the same time is **NOT** in compliance!



GROUP ACTIVITY



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TRANSFER OF RIGHTS

By age 17, 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.

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:

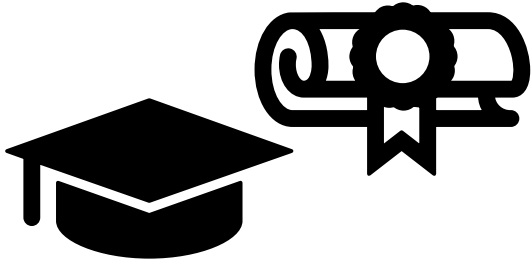
- [South Dakota Parent Connection](#)
- [Disability Rights of South Dakota](#)
- [Dept of Human Services - SD Guardianship Program](#)
- [SD Law Help](#)
- [Parent Connection: Preparing for the Future... Understanding Guardianship and Alternatives](#)

GRADUATION REQUIREMENTS

All students with disabilities have the same opportunity to earn a regular diploma as their peers, with the support of specialized instruction and accommodations as appropriate.

Parents and students must be informed at least one year prior to graduation date of the intent to graduate and what required courses remain to meet graduation criteria.

If modifications are used for required courses, this would not meet course standards for receiving a regular signed high school diploma.



If Grad Requirements Have Been Met:

- 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.

If Grad Requirements Have Not Been Met:

- Substituted a course required for graduation.
- Used modifications in required coursework.
- Did not meet course standards, such as not using grade level content standards, or not required to learn or demonstrate knowledge of content for a majority of the required course.
- Issuing a document based on modified course requirements and/or content does not end the district's obligation to provide FAPE.

IEP TEAM DECISIONS

EXIT CODING

It is very important for districts to accurately code students' exits from the school system. 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 will return to school in the fall)

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

The student's transcript should reflect the actual coursework.

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 post-secondary goals.**

STUDENT EXITERS

An exit/SOP meeting is not required but is best practice.

Re-evaluation **is not** required.

PPWN is required as exiting is considered a change in placement.

The SOP is done, now what?

Celebrate the student's accomplishment!



FOR ADDITIONAL INFORMATION

- **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**

**Transition Services
Liaison Project**



**Zarrow Center,
University of Oklahoma**



**Transition Resources
& DRS**

TERRIFIC TRANSITION LINKS



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



University of Kansas



THANK YOU
FOR
ATTENDING!
