



Transition Planning

Presented by Toni Brun



Learning Objectives

- ❑ Writing measurable, data based, future based MPSGs.
- ❑ The MPSGs are the anchor of a transition IEP.
- ❑ Creating measurable, annual goals that support the MPSGs.
- ❑ How to provide support to assist student to achieve goals.

Measurable Postsecondary Goals From Assessment → Goals → Services



**What part of
transition planning
causes the most
confusion in your
district right now?**





What are Measurable Postsecondary Goals (MPSGs)?

A statement, based on age-appropriate transition assessment, that describes what a student *will do after exiting high school* in the areas of employment, education or training, and independent living (when appropriate).



MPSGs Are Data Based

The student's Measurable Postsecondary Goals need to be based on age-appropriate transition assessments.

Transition strengths and needs must be addressed on the PLAAFP page of the IEP.

Transition strengths and needs are based on the transition assessments that were completed.

MPSGs are outcome statements, not activities or services.

MPSGs are the anchor of the transition IEP.

Examples of Transition Assessments

Brigrance Transition Skills Inventory

Supports Intensity Scale (SIS)

Transition Planning Inventory (TPI)

AIR Self-Determination Scale

Independent Living Assessment

Life Centered Career Education (LCCE)

Indiana Transition Assessment Matrix

Quick Book of Transition Assessments

Inventory for Client and Agency
Planning (ICAP)

Casey Life Skills Assessment (CLSA)

Ashland Interest Assessment

What Does the Data Say?

MPSGs are compliant when they are linked to the transition assessment data

- Assessment data must be summarized on the PLAAFP
- Education/training, employment, and independent living (when the data shows a need) goals are an IDEA requirement in a transition IEP.
- MSPGs should be measurable, emphasize what will happen after high school, and have an observable outcome.
- An independent living goal should be developed when transition assessment data indicates a clear need.



How are Transition Activities Linked to Your MPSG?

Transition activities should logically move the student toward your stated MPSGs outcome.

What skills or tasks need to be addressed to assist the student with achieving their postsecondary goals?

Need to be individualized for each student's goals and needs. The same transition activities are not appropriate for each student.

Ex. Timmy will complete the Surgical Technology program at Western Dakota Technology. Transition Activities = Complete Dual credit coursework > take the Accuplacer Exam > tour the WDT campus > meet with disability services at WDT > Fill out the FAFSA > Complete a job shadow in surgical tech field > fill out WDT application > obtain driver's license



How are Specialized Instruction and Related Services Linked to Your MPSG?

Measurable postsecondary goals describe what the student will do *after high school* and are based on age-appropriate transition assessment.

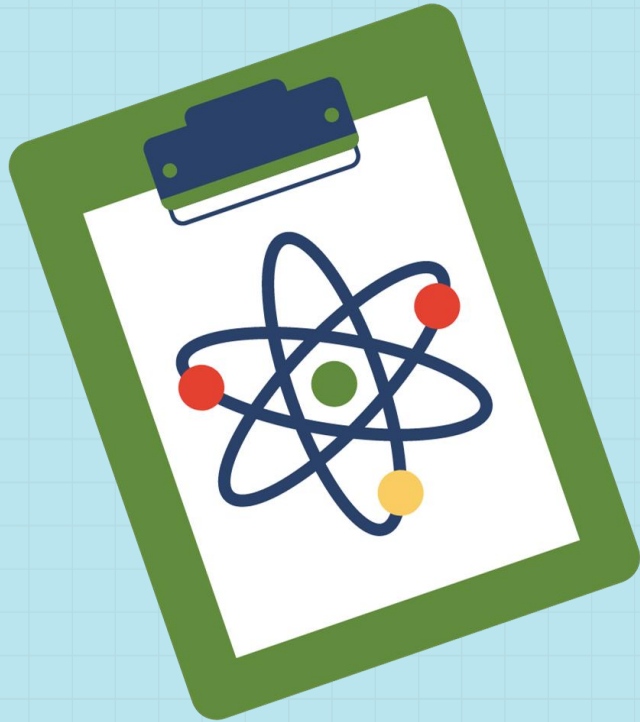
Annual IEP goals identify the skills the student needs to develop to progress toward those postsecondary outcomes.

Specialized instruction and related services provide the supports necessary for the student to make progress on the annual goals.

Transition services and activities are a coordinated set of activities designed to lead to post-school results and must align directly with the measurable postsecondary goals.

Annual IEP Goals





How are the MPSG linked to the annual IEP goals?

The IEP team determines what skill deficits create the biggest barrier(s) to the student reaching their MPSGs?

The team should create annual IEP goals to address the skill development needed to reach the postsecondary outcomes.

For the majority of students, graduating with a high school diploma is a necessary step to completing their postsecondary goals.

Measurable Annual Goals



4 required components of an IEP goal to ensure they are measurable

- Under what **condition** will the performance exist?
- What **skill/behavior** is being measured (be specific)?
- **How well** is the desired performance exhibited?
- **How often** is the desired performance exhibited?

Ex. When given an account balance, Timmy will correctly enter debits and credits, and compute the balance correctly, with 100% accuracy, in 3 out of 4 trials.

Objectives/Benchmarks

Required when a student is taking alternative assessments.

Can be included whenever appropriate to make a goal more specific or to break a goal down into steps.

Original goal must have all 4 requirements: condition, performance, how well, how often.

Benchmarks/objectives are required to have a condition, performance, how well and how often measurable criteria.





What Supports are Needed to Ensure Student Achieves Goal?

Accommodations

Modifications

PBIP (Positive Behavior Intervention Plan)

Specialized Instruction

Transition Activities

Related Services

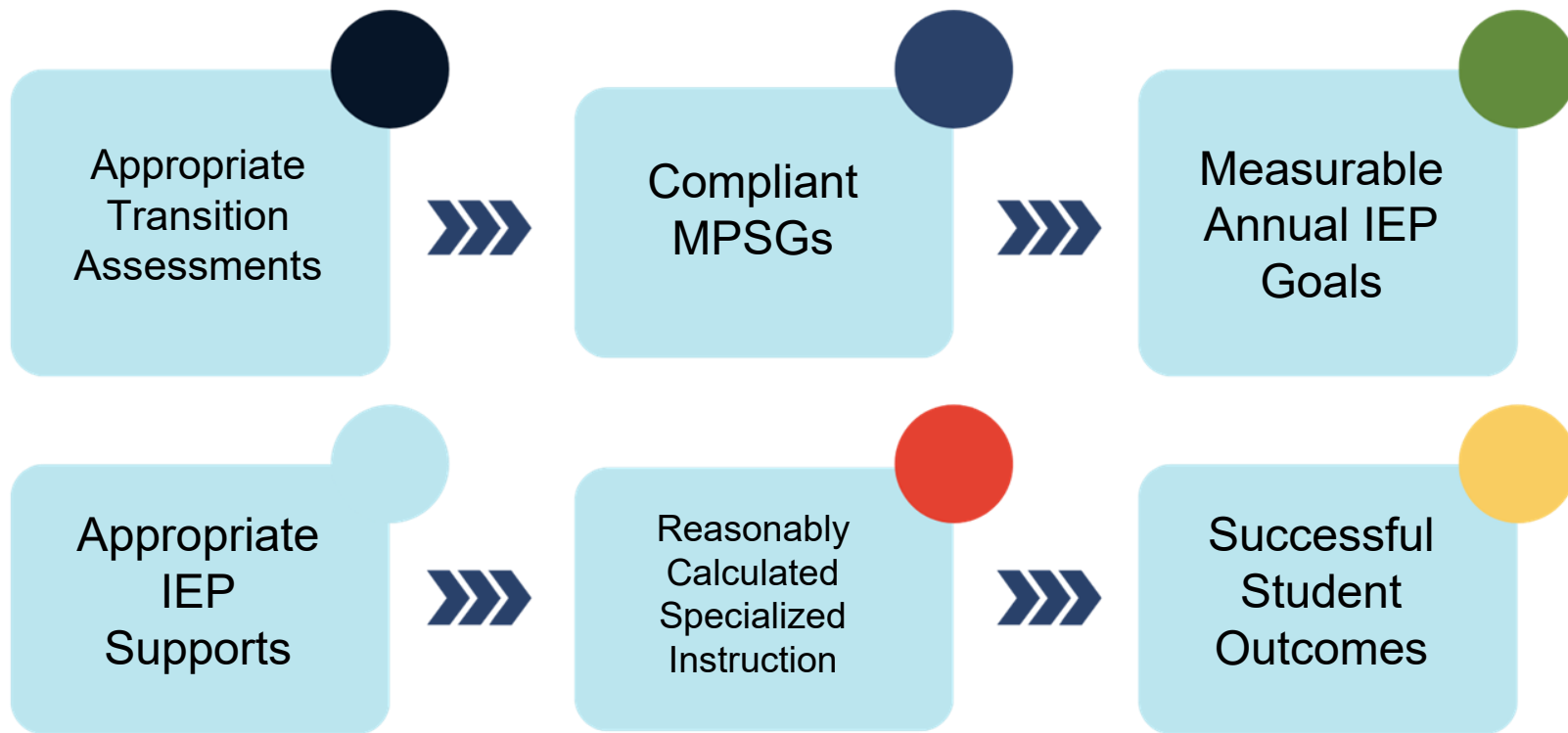
Outside Agencies (with advanced consent)

Separate into your given groups.



**Let's Have
Some Fun!**

Key Takeaways





Tips and Tricks

Do a quick self-audit:

- ✓ Can I defend MPSGs using assessment data?
- ✓ Do annual goals logically build toward my MPSGs?
- ✓ Do my transition activities support the student achieving their MPSGs?
- ✓ Would an outside person easily see the connections in my IEPs?

**Transition Planning is about adult life readiness,
not paperwork completion**



Let's Connect!



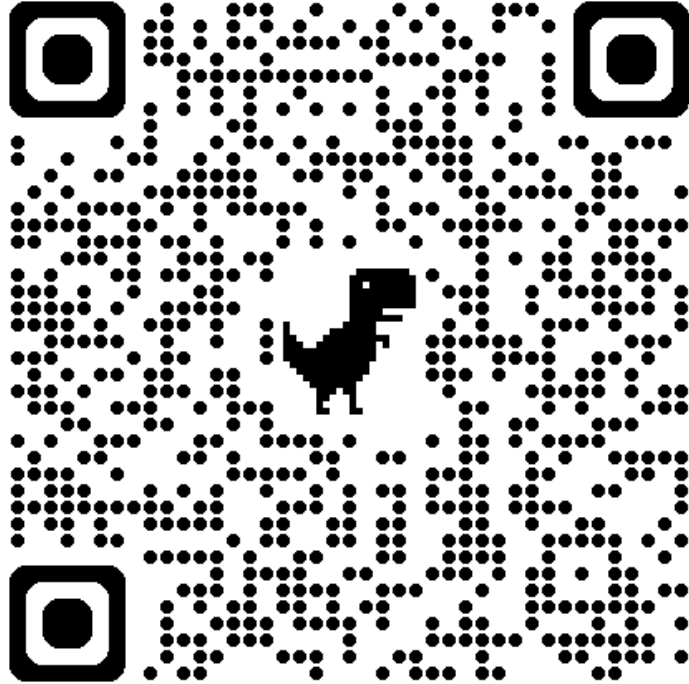
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Survey Says...





Let's Connect!



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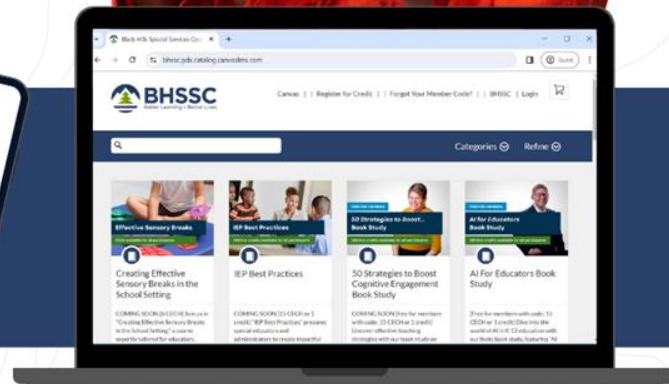


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