

# NEW TO TRANSITION

*An Introduction to Transition Planning*

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INDIANA UNIVERSITY  
Indiana Institute on Disability and Community

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*Presented by*

**Indiana Secondary Transition Resource Center**

*a project of the*

**Center on Community Living and Careers**

**Indiana Institute on Disability and Community**

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### 3 WHAT IS THE PURPOSE/IMPORTANCE OF SECONDARY TRANSITION PLANNING?

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- To support students and families in preparing for desired long term outcomes (Independent Living, Employment, Education/Training)
- To assist students in making the connection between what is happening now (high school) and where the student would like to get to (postsecondary goals)
- To create a coordinated set of activities and services that will help students and families make informed decisions about the future

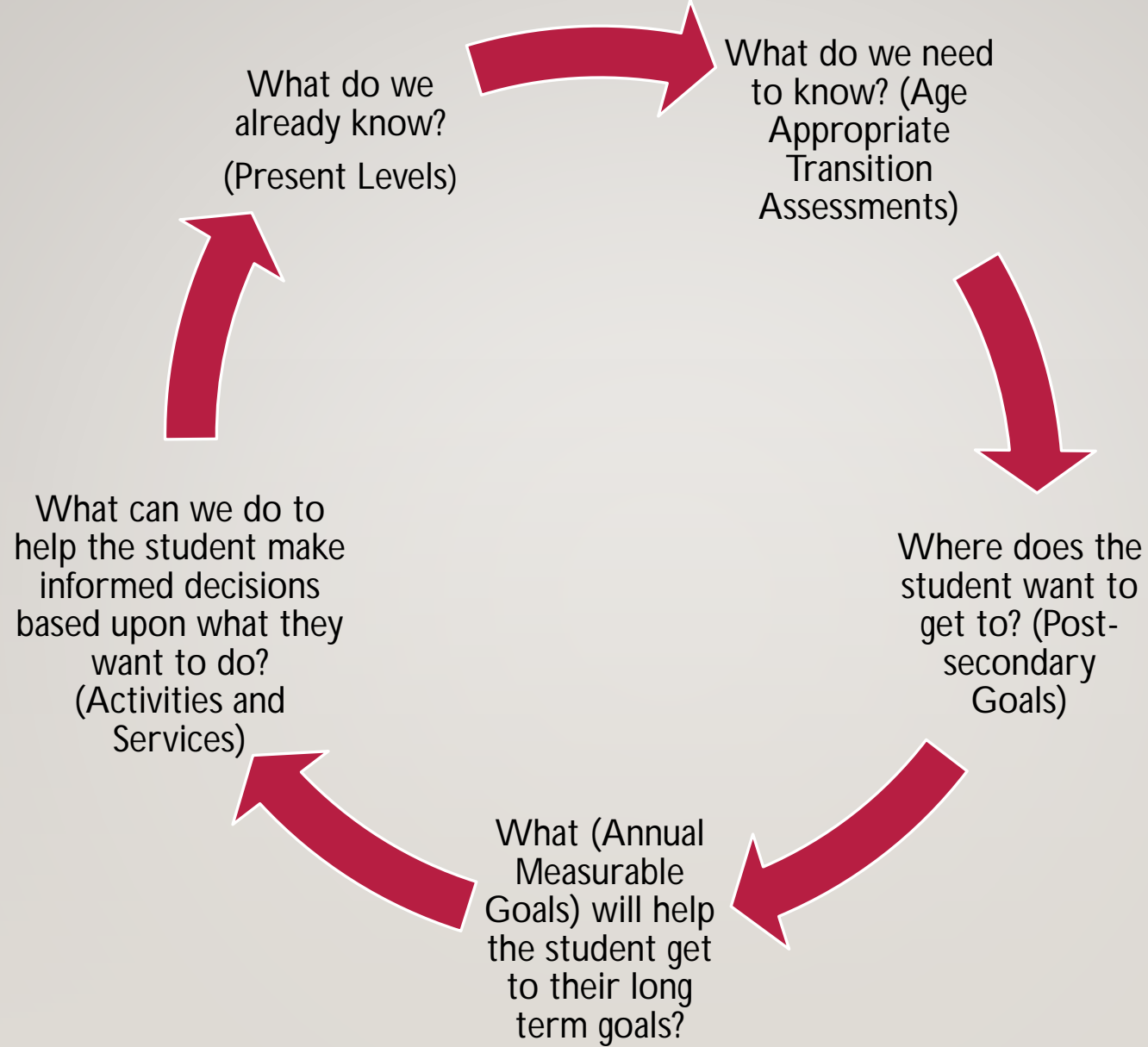
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## THE TRANSITION IEP

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- Begins the year the student is going to turn age 14 or enter 9<sup>th</sup> grade
- Is the ENTIRE document (not an add on)
- Is intended to foster meaningful conversations with students regarding a student's strengths, preferences, interests and needs in relation to long term goals
- Builds each year based upon student interests

# REVIEW OF THE PROCESS





## 6 PROGRESS MONITORING DATA / PRESENT LEVELS OF PERFORMANCE

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- What goes here?
  - Progress the student has made on the goals you wrote last year
  - Important data:
    - ISTEP/ECA/NWEA (not just numbers – what they mean)
    - Attendance data
    - Behavior data

7

## PRESENT LEVEL OF ACADEMIC AND FUNCTIONAL PERFORMANCE

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- Is the starting point for all IEPs decisions about instruction and services
- Tells us about the student's educational strengths and needs
- Is the beginning of telling the rich story of the student . . . . .

# PRESENT LEVELS OF FUNCTIONAL AND ACADEMIC PERFORMANCE

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- Should be “Front Loaded” with data and information- it is the starting point for “connecting the rest of the IEP”
- Is relevant in that it is connected to the student’s disability and their needs
- Shows how the disability affects their involvement or progress in the general education curriculum
- Data, Data and Data . . . “Would you know where to start instruction?” – stranger test



**EXAMPLE**

# •Progress Monitoring

## **Progress Monitoring Data:**

Juan has missed 12 days of school this year due to health and other reasons

Juan has had 3 referrals to the office for 'talking' and 'disruptive' behaviors

Juan passed the Math portion on the ISTEP (550/537)

Juan did not pass the English portion of the ISTEP (425/508)

Juan did not meet his goal from last year of writing one paragraph on topic with verbal prompting. Teachers feel he may benefit from the use of a visual support strategy for writing.

Current Grades: Math (B), English (D), Science (C-), Computer Tech (B), PE (A), Language Exploration (D+)

# • Present Levels

## **Present levels of academic and functional performance:**

Juan has been identified as a student with an Other Health Impairment due to his ADHD. He currently takes medication daily at home. When he runs out of his medicine, it is obvious to his teachers. Without his medicine he is overly talkative, agitated, and can be disruptive. Juan has had some health concerns this year and it has impacted his attendance.

Juan receives support from the resource room daily and has support in both Math and English. Juan passed the Math portion of the ISTEP this year and last. Math is a strength for him. Juan did not pass the English portion of the ISTEP. He struggles with writing conventions and writing complete thoughts within his sentences. He also drifts from topic to topic when he writes. Juan demonstrates grade level skills in reading decoding and comprehension when he slows down to read. He typically does not test well because he hurries through the reading and loses the meaning in passages. Juan gets an average of 50-60% of reading comprehension questions correct. However, when he is reminded to slow down or things are read to him, his comprehension increases significantly.

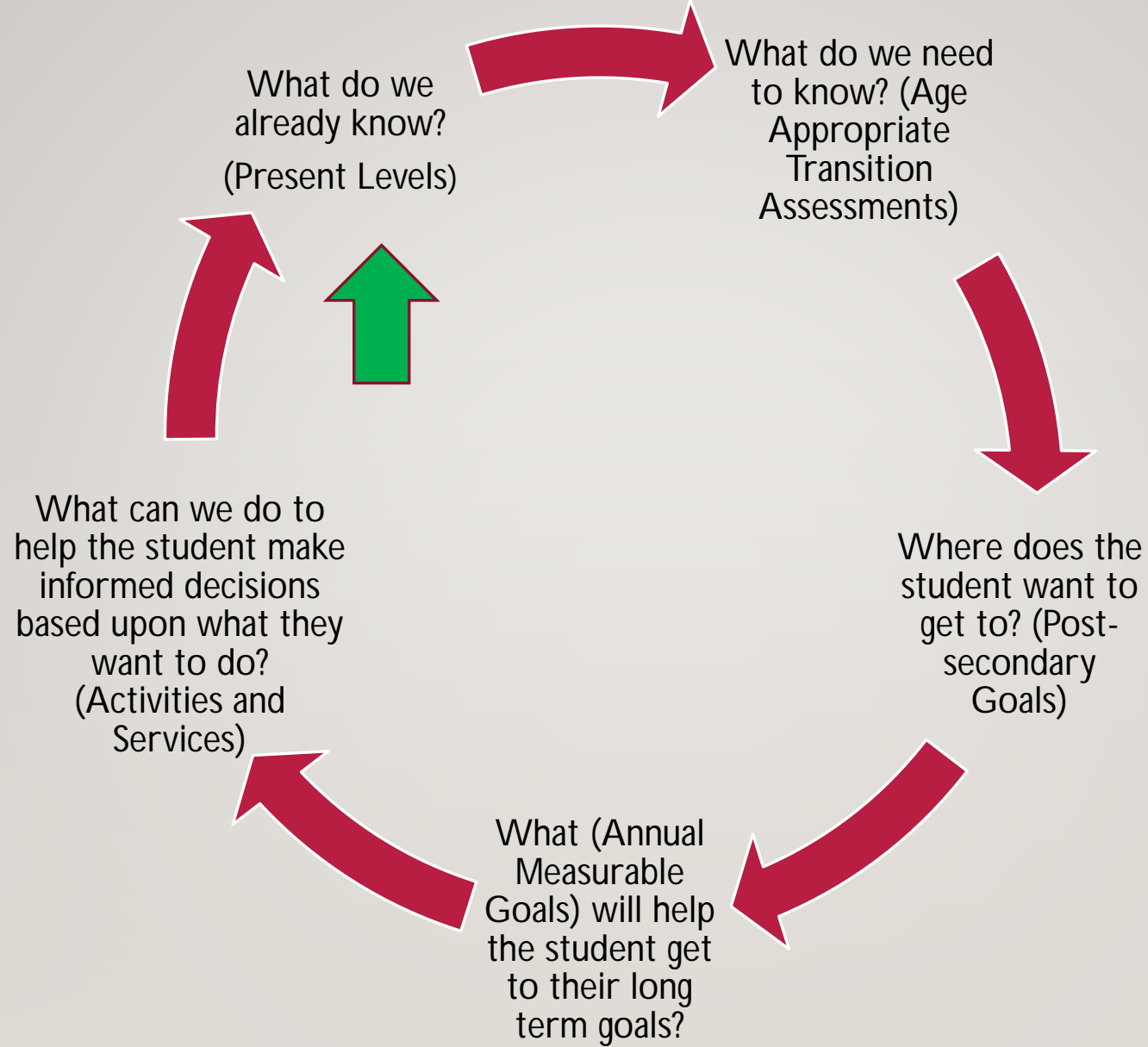
Teachers report that when Juan is having a good day or a good week, he is a pleasure to have in class. He works hard and shows that he wants to do well. However, when Juan is having a difficult day it is hard to redirect him and he can become loud and sometimes confrontational.

Juan has had multiple referrals to the office. Data shows that on each occasion, he had not taken his medication that day (or a day or two prior). Juan's mom leaves early for work so Juan needs to be responsible for taking his medicine before he gets the bus. When Juan gets a referral, it has been for excessive talking or goofing around with others. While others stop when asked, Juan has difficulty doing so. Juan's medication needs have been discussed thoroughly with his mother. She is going to make sure that Juan does not run out of his medication at home.





# REVIEW OF THE PROCESS





# AGE APPROPRIATE TRANSITION ASSESSMENTS

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- *Age Appropriate Transition Assessments and the Summary of Findings* allow the student (with support) to explore their strengths, preferences, and interests in the areas of **Employment, Education/Training, and Independent Living**
- Should help a student either: find a path, stay on the path, or find a new path..



15

# AGE APPROPRIATE TRANSITION ASSESSMENTS

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- Are done annually (throughout the life of the IEP)
- Must always address Employment and Education/Training
- Must include an initial assessment for Independent Living – making the case whether or not the student needs a post secondary Independent Living goal

# INDEPENDENT LIVING ASSESSMENTS

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- Must be done at the first Transition IEP to determine if an IL postsecondary goal is needed
  - IF a student is determined to need an IL Postsecondary goal, then all parts of the IEP must include alignment to Independent Living
  - A new assessment must be done each year



# INDEPENDENT LIVING ASSESSMENTS

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- IF a student is determined to have age appropriate IL skills, the information must be 'cited' (name of assessment, date given, summary).
  - Once the determination is made that NO IL postsecondary goal is needed:
    - No further IL assessments need to be completed UNLESS a need presents itself.

# TRANSITION ASSESSMENT MATRIX

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An easy-to-use compilation of assessment tools for your students. You can search by age of student, type of disability, or type of resource (domain).

<http://instrc.indiana.edu>





# AUTHENTIC ASSESSMENTS

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- Not all assessments will come in the form of a survey/paper-pencil
- AUTHENTIC ASSESSMENTS – capture what is already happening within the life of the student (or in your school building) that supports their moving toward (or changing) their long term goals

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# AUTHENTIC ASSESSMENTS

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- Let's look at some...

## AGE APPROPRIATE TRANSITION ASSESSMENTS (SUMMARY OF FINDINGS)

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- ***Summary of Findings*** from age appropriate transition assessments should:
  - Include the name of the assessment and date given.
  - Summarize (and build year to year) what you found out regarding the students strengths, needs, preferences and interests in that particular area (IL – when needed, Employment, Education/Training)
  - Lead to the post secondary goal (I will) statement

**INTEGRITY**



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# • Outcomes

## • Transition Assessments

## • Summary of Findings

### Outcomes

When the student turns eighteen (18) years of age, all the rights formerly provided to the student's parent shall transfer to the student unless a guardian or an educational representative has been appointed for the student.

**Transition Assessments:** (Monitored in Indicator 13, need to put the specific assessment name and date given)

Date Completed	Assessment
4-30-16	Student Transition Planning Inventory (Employment, Independent Living)
5-5-16	Learner Profile (Education/Training)

**Summary of Findings from Age Appropriate Transition:** (Monitored in Indicator 13; should summarize the assessments listed above, should support the post-secondary goal statements)

Independent Living: On the Student Transition Planning Inventory (completed on 4-30-16), Juan indicated that he has chores to do at home. He cleans his room and takes out the trash for his mom. He also helps take care of his mom's car for her by putting gas in it and cleaning it out for her. Juan gets his own snacks when he gets home from school and uses the microwave. Juan and his mom both feel he has the skills to be independent as an adult.

Employment: On the Student Transition Planning Inventory (completed on 4-30-16), Juan indicated that he feels he will be a good employee because he is honest and dependable. He feels he will need to not be so talkative on a job. He would like to have a job where he works for other people. He does not mind getting dirty. Juan knows that you have to fill out job applications and look for jobs online. His dream job would be to work as conservation officer. In further discussion and on the previous 'student dream sheet' Juan has consistently shown an interest in law enforcement. He states that he likes the outdoors and likes the thought of working to help others.

Education/Training: On the Learner Profile (completed on 5-5-16), Juan rates himself low to medium on the skills of managing his time, taking notes, and using a planner. He learns best by doing things hands on or being shown how to do something. He is comfortable asking questions in class and thinks he participates in class discussion. On the Student Transition Planning Inventory Juan indicated that he does not know what all he needs to do to be a conservation officer. He thinks he probably needs to go to college.



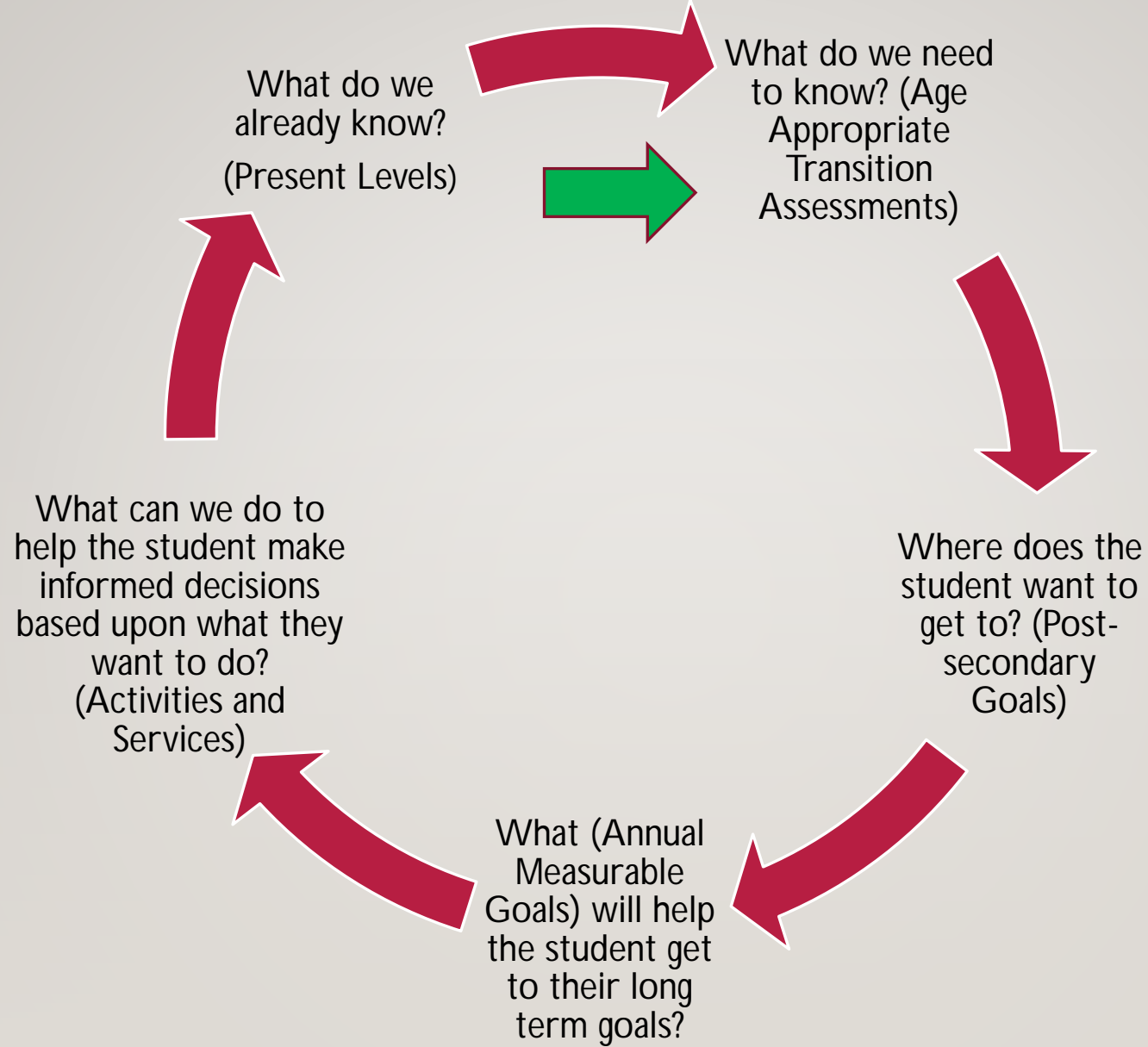




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# REVIEW OF THE PROCESS



# POSTSECONDARY GOALS

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- *Post Secondary Goal (Outcome) Statements* are gleaned from the *Age Appropriate Transition Assessments* and put into clear and concise “I Will” Statements
- Each of the areas must be addressed and aligned with assessments, strengths, preferences, and interests

# POSTSECONDARY GOAL STATEMENTS

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- These are your 'I will' statements
- Tips for PS goal statements:
  - Should be supported by information from age appropriate transition assessments
  - Use the drop down words that align to the PS goal you are addressing
  - Are talking about long term (career goals)
  - Should not include a lot of other information beyond the statement (extra info goes in the summary of findings)



**EXAMPLE**



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# • Post-Secondary Goals

NO INDEPENDENT LIVING GOAL NEEDED

**Post-Secondary Goals:** (Monitored in Indicator 13; should be based upon the age appropriate transition assessments listed and summarized above)

Cite evidence to support the decision that an Independent Living Skills goal is not applicable:

Based upon the Student Transition Planning Inventory given to Juan on 4-30-16, along with information from he and his mom, the CCC determined that Juan has age appropriate Independent Living Skills at this time. Juan takes care of all of his age appropriate needs and has a good understanding of what he needs to do to gain employment.

Regarding Employment after high school, I will: work full time as a conservation officer.

Regarding Education and Training after High School, I will: go to college to become a conservation officer.



# • Post-Secondary Goals

## INDEPENDENT LIVING GOAL NEEDED

**Summary of Findings from Age Appropriate Transition:** (Monitored in Indicator 13; should *summarize* the assessments listed above, should support the post-secondary goal statements)

Independent Living: Kneisha's mom and TOR worked together to fill out the AT Protocol Summary (completed on 12-10-16). Results indicate that Kneisha is dependent on others for all self-care. She is tube fed and has a regimen of medications that are given to her by her mother. At home, a nurse stops in 1-2 times per week to monitor her respiration. Kneisha uses an eye gaze board to make decisions of choice. She will utilize a switch with hand over hand support. At home, she mostly makes noises that her mom and siblings understand.

Employment: Kneisha's TOR uses a checklist of skills in the classroom setting to help determine skills that support employability (completed on 12-10-16). Kneisha is not mobile independently and vocalizes using sounds and physical movement. She has participated in various classroom activities with physical support. She has shredded papers and really enjoys the noise the shredder makes. She has washed dishes, but was not tolerant of the water or soap. Kneisha's mom expresses concern about employment and what that would look like. Kneisha cannot be with many people due to health issues. Her mom hopes she can have work activities at home, though she is exploring the local adult agency to see what programs/services they offer.

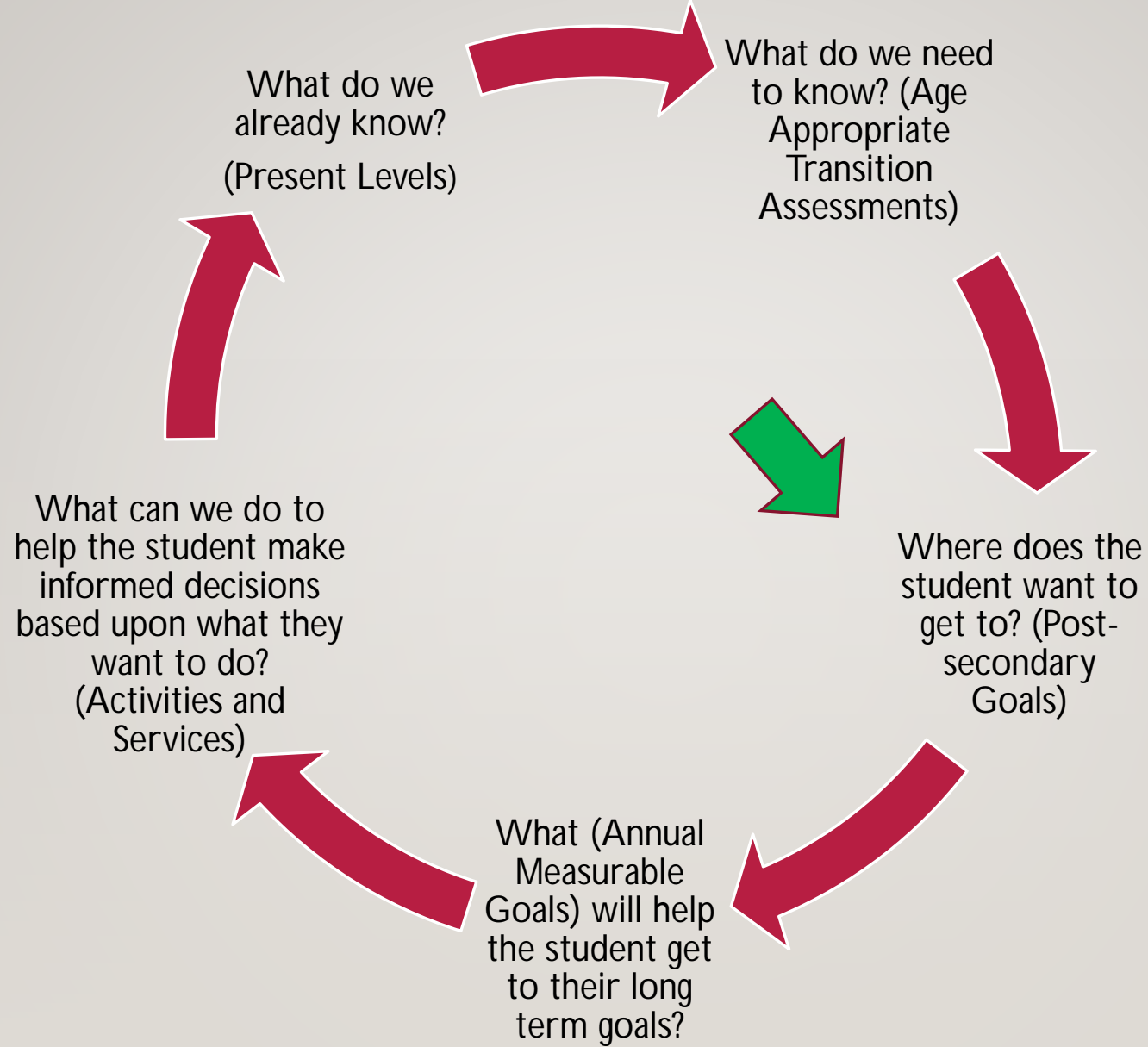
Education/Training: According to the ABLE assessment (completed on 12-6-16), Kneisha's mom states that you always know when she is happy or upset. When she is happy, she smiles, laughs, and gurgles. When she is unhappy, she screams and flails. She also points out that Kneisha can be tactilely defensive and does not like textures that are rough. She has a blanket at home that she likes because it is soft and worn. She responds best when there is music, tv or noise and when she has used her technology, with hand over hand support, to operate the equipment. Mom explains that there are always children in the house so Kneisha is used to noise.



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# REVIEW OF THE PROCESS





# MEASURABLE ANNUAL GOALS

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- ✓ Must relate to the PLAFP
- ✓ Annuals goals (and short-time objectives or benchmarks) should be able to stand on their own
- ✓ Identify what knowledge, skills and/or behaviors a student is expected to **demonstrate or do** within the period of time the IEP is implemented
- ✓ Addresses the skill(s) the student needs to make educational/behavioral progress

# A MEASURABLE ANNUAL GOAL SHOULD...

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- Be a yearly statement of what behavior you want (or don't want) to see from a student (within those 12 months).
- Be the (current) ***most significant barrier*** to the student being successful in the area you are addressing.
- Be identified as a need in the Present Levels of Performance, and include the ***current (baseline) level*** the student is performing the behavior.



## A MEASURABLE GOAL SHOULD...

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- Be able to be monitored
- Allow us to know how much progress has been made since the last measured performance
- Multiple evaluators should be able to agree on whether the student has reached the goal

# WELL-WRITTEN ANNUAL GOAL COMPONENTS

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- ü **GIVEN WHAT** – describes **the conditions** that will need to be in place for the goal (or benchmark) to be completed
- ü **WHO** – the student
- ü **DOES WHAT** – describes **observable behavior (specific action or target behavior)** that the student will do to complete the goal (or benchmark)
- ü **WHEN (for benchmarks specifically)** – relates to a specific point in time or timeframe when something will have been learned or completed– *this relates to the life of the IEP.*



# WELL-WRITTEN ANNUAL GOAL COMPONENTS

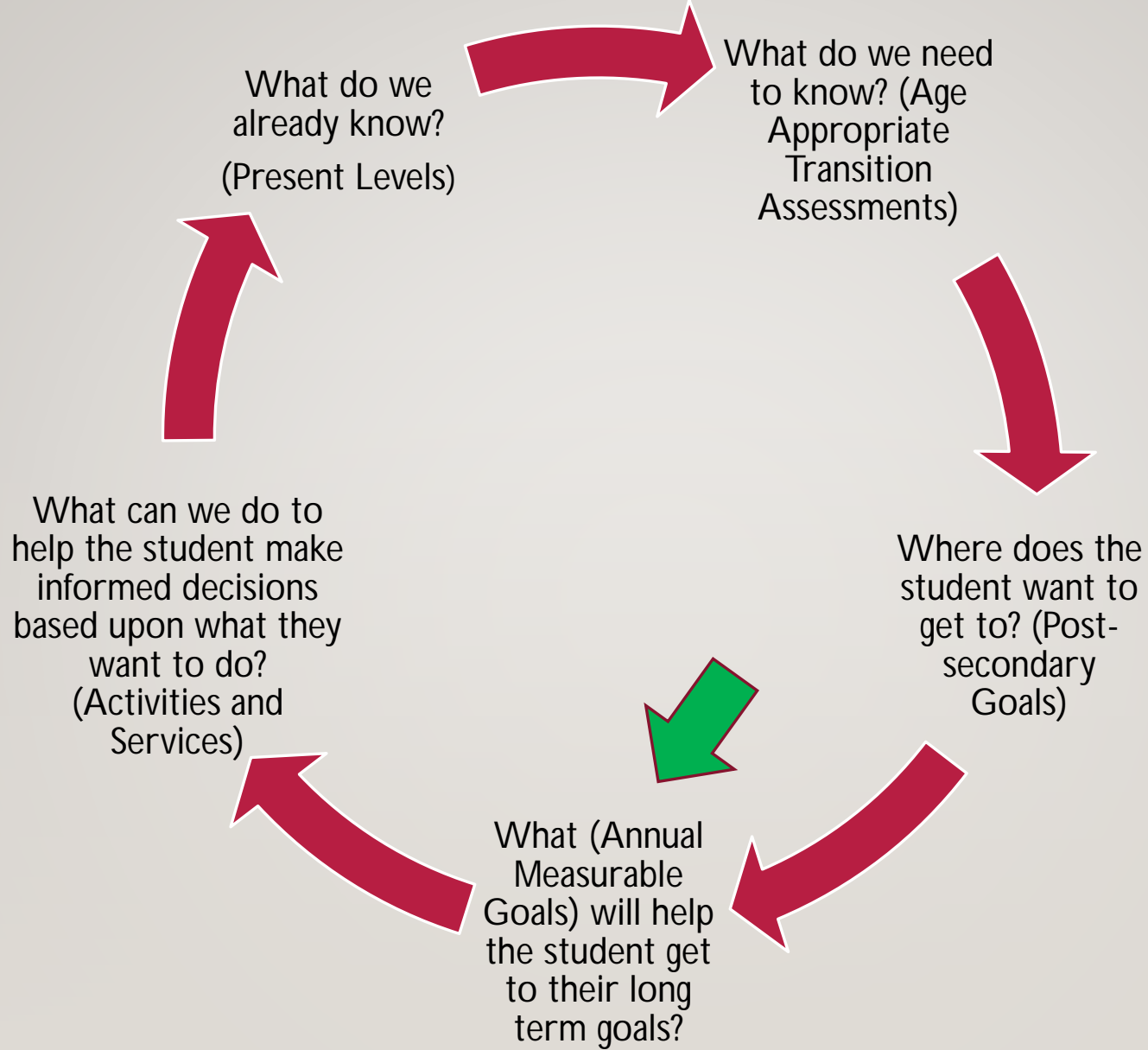
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## ü HOW MUCH

- **Mastery** – describes the performance accuracy of the behavior to be considered completed
- **Criteria** – describes how many times the behavior must be observed for the goal or (objectives/benchmarks) to be considered completed or mastered

## ü HOW WILL IT BE MEASURED – describes performance data (progress monitoring)

# REVIEW OF THE PROCESS



# TRANSITION SERVICES & ACTIVITIES

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- Should:
  - Take place during the year of the IEP
  - Support each area your wrote a Postsecondary goal for
  - Be supported by school personnel
  - Help the student in either: identifying postsecondary goals, moving toward their identified postsecondary goals, or help them gather information to potentially change their postsecondary goals

# TRANSITION SERVICES & ACTIVITIES

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- Be sure you:
  - Make them individualized and meaningful &
  - Look at what is already happening in your school building (survey) – authentic activities



# TRANSITION SERVICES/ACTIVITIES

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- Examples:

- Explore education options for a specific career
- Explore requirements to do a certain job
- Career and Tech Program (welding, auto body) – connected to long term goal
- Take the PSAT/SAT/ASVAB

- Meet with a military recruiter
- Attend the local college/career fair
- Resume
- Job applications
- Etc...

# REMEMBER

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It is whatever will help the student in making informed decisions related to their postsecondary goals...

**EXAMPLE**



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# • Transition Services and Activities

## Services and Other Provisions

Transition Services and Activities: (Monitored in Indicator 13; should support the student making progress toward their long term, post-secondary goals; need to be unique to the student)

Description	Frequency	By Whom	Date of Completion	To Support (if selected)
Self - Monitoring Medication	daily	Juan, mom, TOR	5-15-17	Employment, Education/Training
Narrative: Juan needs to develop personal responsibility in taking his medication. Juan will learn to monitor when he is getting low on his medication and make sure his mom calls for a refill.				

Explore job interests	2 x per semester	Juan, TOR	5-15-17	Employment, Education/Training
Narrative: Juan will research online careers in the area of conservation and wildlife. He will complete an inventory of what he finds to help him determine if this continues to be an area of interest.				



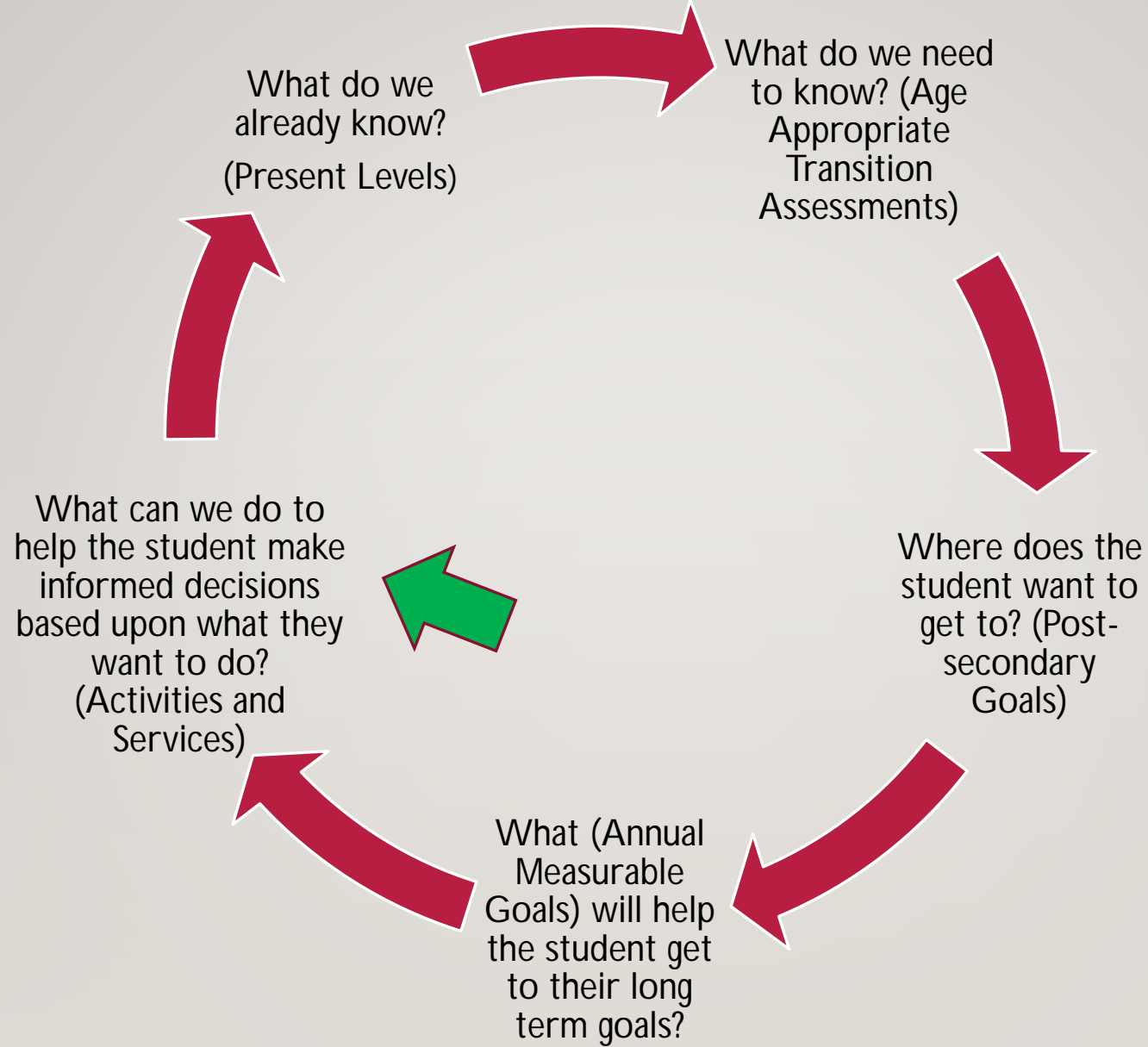




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# REVIEW OF THE PROCESS





# RESOURCES

SIGN UP TO RECEIVE TUESDAY TIPS!

PLEASE EMAIL SUSAN HENNING-HARRIS: [SKHARRIS@INDIANA.EDU](mailto:SKHARRIS@INDIANA.EDU)

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- <http://instrc.indiana.edu> Indiana Secondary Transition Resource Center
- <http://instrc.Indiana.edu/transition-resources/transition-matrix.html> Transition Assessment Matrix
- <https://transitionta.org/> National Technical Assistance Center on Transition
- <https://www.indianaieprc.org/index.php/services#special-education-resources> IIEP Resource Center
- <http://online.onetcenter.org/> O'Net Online – Career Research



# RESOURCES

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- <http://www.ncset.org/> National Center on Secondary Education and Transition
- <http://www.ou.edu/education/centers-and-partnerships/zarrow.html> Oklahoma University Zarrow Center
- <https://transitioncoalition.org/> University of Kansas TransitionCoalition
- <https://instrc.indiana.edu/pdf/resources/Transition%20IEP%20Checklist%20Series.pdf> Transition IEP Compliance Series

## Coming Soon

- Transition IEP Planning Process: Guide for New Teachers
- Transition Mini-Series

# *WHAT DO YOU NEED?*

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- What resources do you need to support your efforts?
- Please don't hesitate to contact us:
  - Joni at [jeschmal@Indiana.edu](mailto:jeschmal@Indiana.edu)
  - Erica at [ehmacke@Indiana.edu](mailto:ehmacke@Indiana.edu)