

While you are waiting...

**Indicator 13:  
Effective Transition Practices**  
Supporting the LEA Rep

Handouts are located at: On the PaTTAN Website

Take a look at the **Listening Guide** and begin to generate questions you hope to have answered through this webinar

- Add those questions to the Chat feature of our zoom webinar

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**Indicator 13:  
Effective Transition Practices**  
Supporting the LEA Representative

2019-2020

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PaTTAN's Mission

The mission of the Pennsylvania Training and Technical Assistance Network (PaTTAN) is to support the efforts and initiatives of the Bureau of Special Education, and to build the capacity of local educational agencies to serve students who receive special education services.

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PDE's  
Commitment to  
Least Restrictive  
Environment  
(LRE)

Our goal for each child is to ensure Individualized Education Program (IEP) teams begin with the general education setting with the use of Supplementary Aids and Services before considering a more restrictive environment.

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Individuals  
with  
Disabilities  
Education Act  
IDEA 2004

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)

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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 the 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 §300.43

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Transition Process Should Be...

The diagram consists of a large circle divided into three equal segments by lines meeting at the center. Each segment contains text: 'Student-Centered' in the top-left, 'Results-Oriented' in the top-right, and 'Coordinated Effort' in the bottom. Arrows on the outer edge of the circle point clockwise from one segment to the next.

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7

Student-Centered

The diagram features three rounded rectangular boxes arranged horizontally. The first box is green and labeled 'Interests'. The second box is blue and labeled 'Preferences'. The third box is green and labeled 'Strengths & Needs'. A large, light gray arrow points from left to right, encompassing all three boxes.

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Results-Oriented

Schools are held accountable for providing an educational program and transition services that will facilitate the movement from high school to post-secondary goals such as employment, post-secondary education, and independent living.

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A SHARED RESPONSIBILITY	
<b>Individuals with Disabilities Education Act (IDEA)</b>	<b>Rehabilitation Act of 1973, as amended by Title IV Of the Workforce Innovation and Opportunity Act (WIOA)</b>
<ul style="list-style-type: none"><li>• Office of Special Education Programs (OSEP)</li><li>• State Education Agencies (SEA)</li><li>• Local Education Agencies (LEA)</li></ul>	<ul style="list-style-type: none"><li>• Rehabilitation Services Administration (RSA)</li><li>• State Vocational Rehabilitation agencies (VR)</li></ul>

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Why Secondary Transition ?

Why do we have to include Secondary Transition?

**It's the LAW!!!!**

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**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

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13

**When Does Planning Begin?**

- Transition services must be addressed in the IEP of the student **in the year in which the student turns 14 years of age**
- The IEP team does not have to wait until the student's approaching 14<sup>th</sup> birthday year to consider the student's transition needs

Pennsylvania Chapter 14 Regulations July, 2008

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14

**What does secondary transition accomplish?**

- Makes education/training, employment and independent living accessible to students with disabilities
- Helps students/families think about the future and jointly plan with school and supporting agencies

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**State Performance Plan (SPP)**

- Required for each State
- Evaluates the State's efforts to implement the requirements and purposes of IDEA
- Describe how the State will improve IDEA implementation

\* 4-Year Plan  
\* 20 Indicators related to the 3 priorities  
\* Annual Performance Report (APR) for State and each LEA

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**State Performance Plan (SPP)- 17 Indicators**

1. <b>Graduation</b>	11. Evaluation timelines
2. <b>Drop- Out</b>	12. Transition from birth – 3 to early intervention (ages 3-5) program
3. Participation and performance on statewide assessments	<b>13. Transition services for students age 16-21</b>
4. Suspension and Expulsion	<b>14. Post-school outcomes</b>
5. LRE school age students (age 6-21)	15. Resolution Sessions
6. LEA early intervention (3-5)	16. Mediation
7. Early intervention improvement goals	<b>17. State Systemic Improvement Plan- Increasing Graduation Rates for Students with Disabilities</b>
8. <b>Parent involvement</b> (and 10)	
9. Disproportionality	

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**Indicator 14:**  
Students achieving their post- secondary goals

**Indicator 1 and 3:**  
Students actively engaged, staying in school and graduating

**Indicator 13:**  
High quality IEPs designed to help students achieve their post-secondary goals

**The foundation:**  
High quality, rigorous, standards-aligned secondary school programs for all students

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18

BUT WE'VE HAD THIS TRAINING BEFORE...  
Target 100%

YEAR	SSP Indicator 13 Data
2009	76.10%
2010	81.40%
2011	86.60%
2012	83.20%
2013	73.16%
2014	84.19%
2015	83.07%
2016	84.32%
2017	82.18%

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PA's Plan for addressing Indicator 13 needs?

### Trainings

- Indicator 13: Compliance Module Series
- Indicator 13: What LEAs Need to Know for Cyclical Monitoring for Continuous Improvement (CMCI)
- Indicator 13: Effective Transition Practices

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What will this process include?

1. this webinar ...Check
2. an interview to review current practices
3. Pre-review of IEPs

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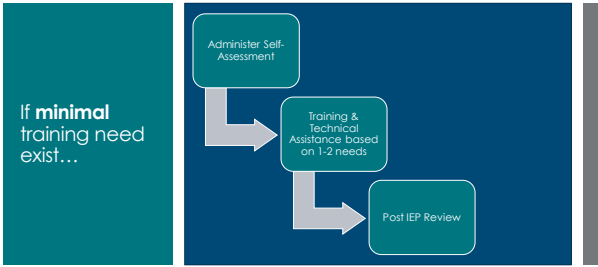
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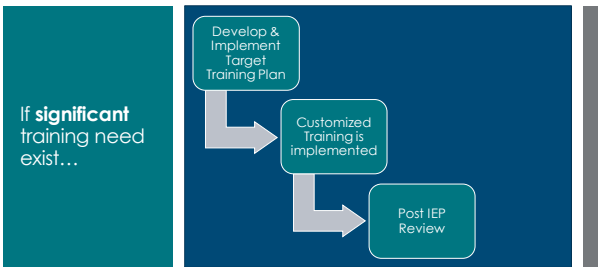
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Indicator 13: Compliance Module Series

This on-demand system may be used:

- By LEAs as they wish
- By LEAs as part of the required learning

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How does OVR fit into Secondary Transition ?

Rehabilitation Act of 1973, as amended by Title IV Of the Workforce Innovation and Opportunity Act (WIOA)  
  
What LEA Representatives need to know!

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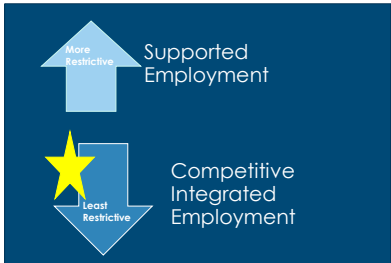
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Employment Outcomes Continuum



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Who is Eligible for VR Services?

An individual must meet the following criteria:  
- Have physical or mental impairment that constitutes or results in substantial impediment to employment  
- Requires VR services to prepare for, secure, retain, advance in, or regain employment

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WIOA- Section 511

Let's talk

Subminimum Wage

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WIOA- Pre-Employment Transition Services

Office of Vocation Rehabilitation

1. Job Exploration counseling
2. Work based learning
3. Post secondary Ed counseling
4. Workplace readiness
5. Self advocacy instruction

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PA Chapter 339 Counseling Plan

- Pennsylvania requires all school districts to have a K-12 School Counseling Plan as part of Chapter 339.
- Resources on Chapter 339 can be found at <http://www.education.pa.gov/K-12/PACareerStandards/Resources/Pages/339CounselingPlan.aspx#tab-1>
- The resources also serve as core content to help districts build their plan.

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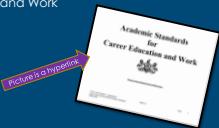
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### What Are the Career Education and Work Standards?

- Chapter 4 of Title 22 of the State Board of Education Regulations of Required Education for ALL Students
- Describe what students should know and be able to do across grade levels to build a solid foundation in Career Education and Work



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### Big Picture

**DATA IS ALREADY BEING COLLECTED!**

- There is no need to "reinvent the wheel".
- Know what data exists and where.
- Increase collaboration between school counselors, transition counselors, and other agency stakeholders
- Provide access to student portfolios/individualized academic career plan

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Making Connections		
ESSA	P.A. 339	IDEA
All Students	All Students	Individual Student
Career Readiness Indicator	K-12 Comprehensive Plan	IP Transition Plan from Age 14
Career Portfolio	Career Education Work (CEW) Standards • Career Awareness and Preparation • Career Acquisition • Career Retention and Advancement • Entrepreneurship	Specific Individual Goals • Postsecondary Education/Training • Employment • Independent Living
Collaboration between teachers, school counselors, and community workforce	Advisor counsel with interagency and community representation	IP/Transition team with interagency involvement
Accountability measure demonstrating that all students are participating in the development of career plans and portfolios	Comprehensive curriculum, information collected, ability to organize resources	Individualized to meet the unique strengths and needs

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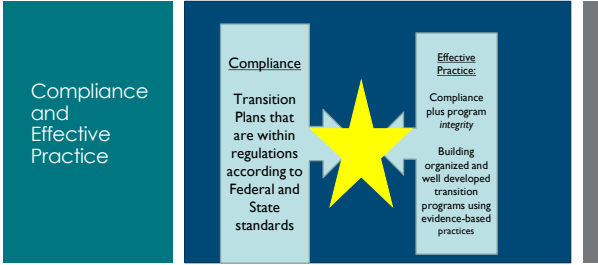
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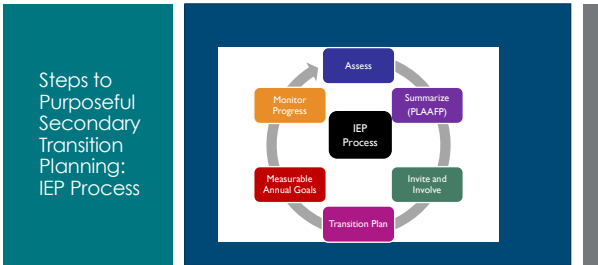
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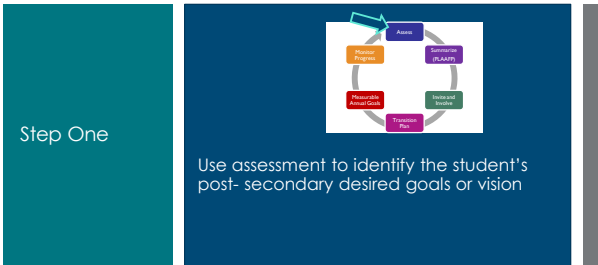
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**Indicator 13 Checklist and CMI Review Questions**

**File Review: Question #289**  
Evidence that the measurable post-secondary goal(s) were based on age appropriate transition assessment

**Indicator 13 Checklist: Question #3**  
Is there evidence that the measurable post-secondary goal(s) were based on age appropriate transition assessment?

**File Review: Question #288**  
If the student's IEP required participation in CTE program, was the CIP Code completed?

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**Best Practice/ Evidence**

- Were assessments of
  - interests & preferences conducted in order to develop postsecondary goals?
  - academic and functional skill assessments conducted in order to develop measurable annual goals and/or specially-designed instruction?
- Was data **interpreted**
  - to develop present levels, postsecondary goals and transition services and activities?
- Is there evidence that assessments are updated each year?

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**Assessment**



How do you currently assess

- Interests, preferences, skills, abilities, and aptitudes?
- Academic achievement?
- Functional Performance?

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Information from students	Information from parents and team members	Information from job sites
Formal assessments	Surveys, interviews, rating scales	Situational assessments
Interviews	Person-centered planning: FBA	Ecological assessment
Surveys	Formal planning tools	Employer observations
Web-based assessments		Job shadowing
Questionnaires		Volunteering opportunities
Direct observations		
Transition checklists		

Interests, Preferences, Skills and Aptitudes

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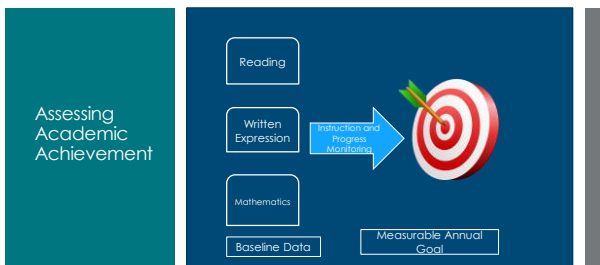
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Assessing Academic Achievement

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Please don't forget to consider....each and every year....

- Assistive Technology
- Accessible Instructional Materials (on the PaTTAN site)
- Specially Designed Instruction that works or does not work for this student

Academic Achievement

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42

Assessing Functional Performance

- Behavior
- OT/PT
- Activities of Daily Living
- Social Skills
- Self-Advocacy
- Consumer Skills

Baseline Data

Instruction and Progress Monitoring

Measurable Annual Goal

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Functional Performance

- Include FBA information (if applicable)
- Executive Functioning skills
- Activities of Daily Living
- Related Services

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44

Interpreting Data-Making Sense of it!

What needs to happen for the symbols to be useful to you or me?

640509-040147

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Analysis-  
Things to  
consider!

- Does the student possess the skills needed to pursue coursework, co-curricular, and extracurricular activities that match their interests and preferences?
- Are there career-related experiences or activities, or instruction needed to help the student acquire the skills needed?
- Does the goal need to be modified?

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Step 2



Describe the student's Present Levels of Academic Achievement / Functional Performance (PLAAF)  
(incorporating Assessment data)

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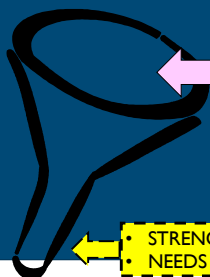
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- Academic skills
- Functional skills
- Skills related to post-secondary transition
- Parent Input
- How disability impacts involvement in general education curriculum

• STRENGTHS  
• NEEDS

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PLAAFP

- **Summary** of student's performance in **current** program
- Relates to day-to-day instruction
- Includes description of performance in **relevant** areas and subjects
- Clear, measurable, data-driven
- Provides baseline

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PLAAFP – Introductory Paragraph

- Name
- Age
- Grade
- Disability
- School attending
- Type of program and services
- General education involvement
- Anticipated year of graduation
- Mention 3 post-secondary goals

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53

Introductory Paragraph

Jacki is a 15-year-old, 10<sup>th</sup> grade student with a specific learning disability attending Smart Kid Charter School. She receives speech and has a plan to attend a 2-year college to become a Vet Tech. She will live independently with her family.

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54

...Relating to Current Post-Secondary Transition Goals

- How do Academic Achievement and Functional Performance contribute to Post-Secondary Goals?

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55

Present Ed levels related to current PSG

List assessments including dates

Include a summary of assessment around

- interest & preference
- academic
- functional

3 postsecondary goals based on assessment

Agency Involvement

\*Self Advocacy

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56

Unrealistic Goals

- Use ongoing assessment, exploration, and experience
- Help students learn about requirements to reach goal
- Document
  - "Students who want to be a veterinarian may want to explore other careers that would allow him/her to work with animals."

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Postsecondary Goals

- All 3 postsecondary goals must be addressed in the **Present Ed Levels**
- All 3 postsecondary goals must be addressed in the **Transition Grid**

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Post Secondary Education/ Training Goals: Example Statements

- Bryan plans to attend a two-year technical program.
- LeToya's goal is to attend a four-year college to pursue her interest in working with persons with hearing loss.
- Vicky's goal is to attend an employment training program for food service.
- Kris plans to attend a nursing school.
- **Or, The IEP team has documented that a goal and related services/activities for this area are not needed at this time.**

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Employment Goals: Example Statements

- Jessie has a goal of working in the travel industry.
- Steve plans to seek competitive employment possibly in the trucking industry.
- Andre plans to seek employment in Video Production after graduation from college.
- Cindy has a goal of supported employment, possibly in the area of food service.
- Lee plans to enlist in the Army after High School.
- Mark's goal is to work with computers after graduation.

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### Independent Living Goals: Example Statements

**For Students who are anticipated to need services:**

- Caroline's goal is to live independently.
- Zack's goal is to live with his family. He will need supports to access community resources.
- Jill's goal is to live in a supported apartment, and to access community resources and programs with supports.

**For students who are NOT anticipated to need services (based on data):**

- Jeff's goal is to live on his own once he has established employment. Based on data, the IEP team has determined that a goal and services for the Independent Living area are not needed at this time.

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### PLAAPF- Post-Secondary Goals

YES       NO 

-  Kevin has a goal of attending a four-year college upon graduation
- Iris plans to take art in her senior year 
- Kiana will independently take public transportation to and from school 
-  Cecelia plans to enlist in the U.S. Air Force upon graduation

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62

### Step 3



Student Invitation, Parental Consent and Agency Involvement

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Pause and Reflect: IEP Invitation



- What system is in place to ensure that students 14 years and older are invited to the IEP?
- How do you engage a student in his/her IEP meeting?

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Invitation in review...

- ✓The invitation must reflect that both the parent(s) and student are invited (for students of transition age)
- ✓Ensure that the correct boxes on the IEP Invitation Letter are checked for students eligible for transition planning
- ✓This information would be contained in the student file

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Indicator 13 Checklist and CMC Review Questions

**File Review: Question #246**

Transition Planning and Services: If appropriate, evidence that a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student (if agency is not providing the services or paying for the services indicate N/A)

**Indicator 13 Checklist: Question #2**

If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting, with prior consent of the parent or student if age of majority reached?

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**Best Practice/ Evidence**

- Does the IEP (Present Levels) include information regarding agency involvement?
- Parents were provided with information about agency involvement and it was documented in the IEP.

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**Invitation to the IEP Meeting**

The screenshot shows a form titled "Invitation to the IEP Meeting" with various fields for student information, meeting details, and agency involvement. Two red arrows point to the "Agency Involvement" section and the "Parental Consent" section.

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71

**When to Invite an Agency to an IEP Meeting**

**Invite agency:**

- If likely to provide or pay for transition services
- Only with parent permission

**Agency involvement is based on individual needs**

- Younger students' involvement with outside agencies might be limited
- Agency involvement may vary by region

**Document agency involvement in present levels section of the IEP under secondary transition.**

**Putting "Agency Involvement" as a separate bullet in this section is helpful**

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Sample Agency Statement

Bob and his family were provided with information regarding the supports provided through Allegheny River Intellectual Disability Services (ARID) and the Office of Vocational Rehabilitation (OVR). Bob met with a supports coordinator from ARID on May 3, 2019 and now has a current open case. Bob is scheduled for an intake with an OVR representative during the Fall of 2019. Both and OVR and ARID representatives were invited to his current IEP meeting.

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Examples of Agencies

- Office of Vocational Rehabilitation
- County Mental Health
- County Office of Developmental Programs /Intellectual Disabilities
- Department of Human Services
  - Bureau of Autism Services
- Blindness and Visual Services
- Children and Youth Services
- Juvenile Justice System
- Social Security Administration
- The ARC
- Centers for Independent Living
- Disability Specific Agencies

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74

Pause and Reflect: Agency Involvement

- Who are typical team members for YOUR students?
- Are there other agencies and/or community members with whom your school needs to build or strengthen partnerships?



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Partnerships with Parents

Parents...

- Are a vital force in their child's life.
- Are experts on their child.
- Have provided long-term support.
- Deal with multiple issues.
- Are vital members of the team.
- Are advocates for services and benefits.
- Vary in their capacity to support their child.
- Will be more likely to participate if they feel that their participation is valued.

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76

Parents Are Essential to the Team

- Parents will be with their son/daughter long after we are gone.
- We need to support their engagement in the transition process.
- We need to try to give them the skills to help their sons and daughters become productive and contributing members of our communities.

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77

Helping Parents Manage Transition

- Introduce concept of transition planning **early**
- Offer parent trainings around transition
- Help parents promote
  - Independence
  - Self advocacy
- Share information among team members
- Build *trust* and foster **ongoing communication**

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78

Students are Essential to the Team

- Students should be allowed to participate in writing the draft IEP prior to the meeting
- Students should understand IDEA and how it impacts their education
- Students should have a lead role in team meetings and should feel comfortable voicing their ideas, opinions, wants, and needs

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Student Led IEPs

- Allow the student to welcome everyone and begin introductions
- Student guides the meeting
- Student communicates their strengths and weakness, and can advocate for their accommodations and modifications
- Student communicates transition planning goals

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	Parents	Teachers	Students
	<ul style="list-style-type: none"> <li>• Can encourage their child to speak up for themselves</li> <li>• Can support their child by creating realistic goals</li> <li>• Can include their child in discussions about their future</li> <li>• Talk to their child about their disability</li> </ul>	<ul style="list-style-type: none"> <li>• Can educate the student about their needs</li> <li>• Can teach the student their rights under IDEA and support what is best for the student's education</li> <li>• Can create an environment that the student feels supported, and teach the student to advocate for themselves from an early age.</li> </ul>	<ul style="list-style-type: none"> <li>• Can advocate for themselves and voice what they need</li> <li>• Can help planning for their goals by voicing their preferences and interests</li> <li>• Can be an active voice in their education planning and transition planning from an early age</li> </ul>

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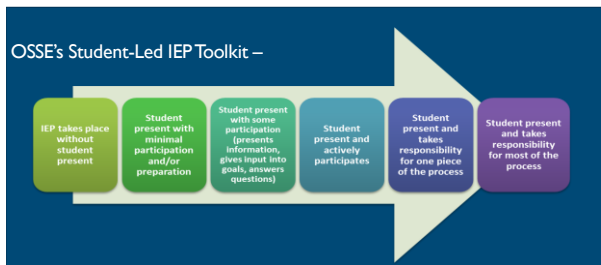
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81



Adapted from Thoma & Wehman. (2010). Baltimore, MD: Paul H. Brooks Publishing Co.

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Section III of the IEP

Step 4

"The Transition Grid"

Employment Goal:		Secondary School (High School) Postsecondary Institution	
Courses of Study:			
Course/Program	Location	Expected Start Date	Expected End Date

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Indicator 13 Checklist and CMCI Review Questions

**File Review: Question #264**  
Student (or documentation of invitation if transition services are being planned)

**File Review: Questions #268**  
Career Technical Education (CTE) Representative (if appropriate – if student is enrolled in or applying to CTE), or documentation that they participated in another manner

**File Review: Question #269**  
CTE Representative was in attendance if student was attending CTE

**File Review: Questions #270**  
Community Agency Representative (if appropriate for transition planning), or documentation they were invited

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**Indicator 13 Checklist and CMI Review Questions**

**File Review: Question #290**  
 An appropriate measurable postsecondary goal or goal(s) that cover education or training, employment, and as needed, independent living?

**File Review: Question #291**  
 Is there evidence that the postsecondary goal(s) that covers education and training, employment, and as needed, independent living are updated annually?

**Indicator 13 Checklist: Question #4**  
 Is there an appropriate measurable postsecondary goal or goals in this area?  
 Education and Training  
 Employment  
 Independent Living

**Indicator 13 Checklist: Question #5**  
 Are postsecondary goals updated annually?

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85

**Best Practice/ Evidence**

- Do present education levels provide evidence that all 3 post-secondary goal areas have been considered?
- Is there a post-secondary goal for Education/ training or a statement that the area was addressed by the IEP team?
- Is there a post-secondary goal for Employment or a statement that the area was addressed by the IEP team?
- Is there a post-secondary goal for independent living or a statement that the area was addressed by the IEP team?

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86

**Best Practice/ Evidence**

- Will the goal(s) occur *after* the student graduates from school?
- Is there evidence that the postsecondary goal(s) are updated annually?

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87

So What Do I Put in the Grid?

- Measurable Post-Secondary Goals for Education, Career, and Independent Living
- Courses of Study
- Services related to (MAG's)
- Activities

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88

Writing Meaningful Post-Secondary Goals

These measurable goals are based on the *transition assessment data*, knowledge of postsecondary options and the input of the entire educational planning team, **including** the student

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Post-Secondary Education Goal:

Measurable Annual Goal  
Year(s)  
(Document in Section VI)

Courses of Study:  
*List current courses by name here (including CTE Program of Study)*

Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/ Agency Responsible

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90

Education & Training

- Bachelor's degree granting program through a specialized program for students with disabilities
- Non-degree granting, certificate program for students with ID included within all components of a 2-4-year college/ university
- Adult education and continuing education programs
- Apprenticeship programs
- Employer-provided job-training programs

<https://www.transitionta.org>

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Employment

**Competitive Employment**-means work in-

A. In **competitive** labor market that is performed on a full-time or part-time basis in an **integrated setting** and

B. For which an individual is compensated **at or above minimum wage** and level of benefits paid by the employer for the same or similar work performed by individuals who are not disabled.

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Employment

**Supported Employment**

•Is **competitive work** in an **integrated setting**, consistent with the strengths, resources, priorities, concerns, abilities, capabilities, interests and informed choice of individuals with the most significant disabilities for whom competitive employment has not traditionally occurred; and who, because of the nature and severity of their disability need **intensive supported employment services**.

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Independent Living

Independent Living Skills are those skills or tasks that contribute to the **successful independent functioning** of an individual in adulthood in the following domains: Leisure/recreation, home maintenance and personal care, and community participation.  
(Coombs, 1996)

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Self-Determination & Self-Advocacy

"Self-determination refers to an individual's **awareness of personal strengths and weaknesses**, the ability to **set goals and make choices**, to **be assertive** at appropriate times, and to **interact with others** in a socially competent manner."  
Serna & Lau-Smith (1995)

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Self-Determination & Self-Advocacy

"A self-determined person is able to **make independent decisions** based on his or her **ability to use resources**, which includes **collaborating and networking** with others"  
  
The **outcome** for a self-determined person is the ability to **realize his or her own potential**, to **become a productive member of a community**, and to **obtain his or her goals** without infringing on the rights, responsibilities, and goals of others."  
Serna & Lau-Smith (1995)

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Self-Determination

- Helps engage students in their education
- Provides lifelong skills for variety of environments
- Promotes students' self-awareness
- Prepares students for adult environments

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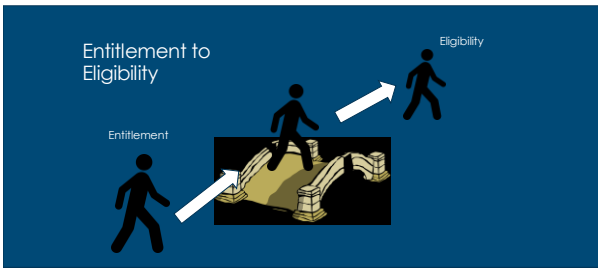
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Transition Coalition

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98

YES or NO?

**Post-Secondary Education Goal:**

Measurable Annual Goal (Document in Section V)

**Courses of Study:**  
List current courses by name here (including CTE Program of Study)

Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/Agency Responsible

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100

Indicator 13  
Checklist and  
CMCI Review  
Questions

**File Review: Question #292a**  
Transition Services include course of study that will reasonable enable the student to meet his or her post-secondary goal(s)

**Indicator 13 Checklist: Question #7**  
Do the transition services include courses of study that will reasonable enable the student to meet his or her post-secondary goal(s)

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101

What are  
**Courses of  
Study?**

Part of the "**coordinated set of activities**" that helps student move from high school to identified post-secondary goals

**Support** academic and functional achievement

Should **promote** graduation by meeting district standards

Courses should be **aligned** with Post-secondary goals

Include "Programs of Study" at Career Tech Centers, whether Exploratory or Laboratory program

Courses should be **listed by course name** used in the LEA's Program of Studies - not "functional curriculum" or "college prep"

Course of Study **must reflect current year's courses.**

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Listing Courses of Study

<b>Post-Secondary Education Goal:</b>					Measurable Annual Goal Yes/No (Document in Section V)
<p><b>Courses of Study:</b>  <i>List <u>current</u> courses by name here (including CTE Program of Study)</i></p>					
Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/Agency Responsible

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Sample Grid → Post-Secondary Education/Courses of Study:

<b>Postsecondary Education and Training Goal:</b>					Measurable Annual Goal Yes/No (Document in Section V)
Following Graduation, Rayna has a goal of attending a college/university to pursue a career in the field of education.					
<p><b>Courses of Study:</b>                  2019-2020: Biology, English, American History, Algebra I, Art and Design                  2020-2021: Earth Science, English Literature, Geometry, American Government</p>					
Service and Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/Agency Responsible

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104

**Services and Activities**

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## Indicator 13 Checklist and CMI Review Questions

**File Review: Question #292c**  
Annual goals are related to the student's transition services

**File Review: Question #292a**  
Transition Services include course of study that will reasonable enable the student to meet his or her post-secondary goal(s)

**Indicator 13 Checklist: Question #7**  
Is (are) there annual IEP goal(s) related to the student's transition needs?

**Indicator 13 Checklist: Question #7**  
Do the transition services include courses of study that will reasonable enable the student to meet his or her post-secondary goal(s)

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106

## What are Transition Services / Activities?

- Action steps that support the student's **movement** towards post-secondary goal areas
- Slated to occur **during** current IEP
- Each post-secondary goal area must have:
  - ✓ At least **one SERVICE** tied to a Measurable Annual Goal to address skill deficit (e.g., reading, writing, behavior, organization, etc.)
  - ✓ At least **one ACTIVITY**- other activities that help the student reach his/her goal (*next slide*)
- Part of **coordinated set of activities**

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## Sample Grid Postsecondary Education

**Postsecondary Education and Training Goal:**

Following Graduation, Rayna has a goal of attending a college/university to pursue a career in the field of education.

Measurable Annual Goal 22670 (Columbiana Section V)

**Courses of Study**  
2019-2020: Biology, English 3, American History, Algebra I, Art and Design  
2020-2021: Earth Science, English Literature, Geometry, American Government

**\* Denotes measurable annual goal**

Service and Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/Agency Responsible
Service: <b>*Improve skills in solving algebraic equations and inequalities</b>	High School Academic Classes and Resource Room	During the school day	10/4/19	10/3/2020	LEA, General and Special Education Staff
Service: <b>*Increase writing fluency and willingness to write</b>	High School Academic classes and Resource Room	During the school day	10/4/19	10/3/2020	LEA, General and Special Education Staff
Activity: Expand use of word processing and graphic organizer software to complete assignments	High School Academic classes and Resource Room	During the school day	10/4/19	10/3/2020	LEA, General and Special Education Staff

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Example Services...

Address skill deficits and lead to measurable annual goals and effective progress monitoring

- Build vocabulary skills
- Writing conventions
- Learn to board a bus
- Comprehend figurative language
- Initiate peer interaction
- Improve skills with budgeting, time management, algebraic equations, etc.
- Follow three-step directions
- Self advocacy skills

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109

Best Practice/ Evidence

- The grid contains reference to at least 1 or more MAGs as services addressing a skill need, but ALL MAGs are referenced as services in the transition grid (IEP ALIGNMENT)
- Each post-secondary goal area has at least one corresponding activity
- If a goal area is not being targeted, the grid is BLANK

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Sample Grid → Post-Secondary Education

**Postsecondary Education and Training Goal:**

Following Graduation, Rayna has a goal of attending a college/university to pursue a career in the field of education.

Massachusetts Special Education Law No. 76B (Document 1, Section V)

Courses of Study: 2019-2020: Biology, English 3, American History, Algebra I, Art and Design  
2000-2021: Earth Science, English Literature, Geometry, American Government

Service and Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/ Agency Responsible
Service: Improve skills in solving algebraic equations and inequalities	High School Academic Classes and Resource Room	During the school day	10/4/19	10/3-2020	LEA General and Special Education Staff
Service: Increase writing fluency and willingness to write	High School Academic classes and Resource Room	During the school day	10/4/19	10/3-2020	LEA General and Special Education Staff
Activity: Expand use of word processing and graphic organizer software to complete assignments	High School Academic classes and Resource Room	During the school day	10/4/19	10/3-2020	LEA General and Special Education Staff

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111

**Post-Secondary Education/ Training: Examples of Activities**

- Explore post-secondary programs
- College fairs
- "Virtual tours"
- Guest speakers
- College visits
- Learn about accommodations
- Contact Disability Services Office
- Information on registration for PSAT, SAT
- Time management
- Practice disability disclosure
- Develop list of questions for schools

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**Employment: Examples of Activities**

- Career exploration
- Visit/tour CTC
- Career portfolio
- Job fairs
- Guest speakers
- Community visits/field trips
- Research paper on career of interest
- Review employment ads
- Community service
- Job shadowing
- Resume writing
- Graduation writing
- Group meeting with OVR
- Explore PaCareer Zone
- Military visits/ Jr. ROTC
- Work experience
- Explore Job Accommodations Network

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**Independent Living: Examples of Activities**

- Clubs (socialization and participation)
- Shopping
- Family and Consumer Science activities
- Budgeting skills
- Food preparation
- Checking listings for apartments
- Visiting community recreation facilities
- Open case with agency
- Obtain bus pass
- Learning about transportation options
- Help with voter registration
- Driver's Education (if provided at school)

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Indicator 13  
Checklist and  
CMI Review  
Questions

**File Review: Question #292**  
Location, Frequency, Projected Beginning Date, Anticipated Duration, and Person(s)/Agency Responsible for Activity/Service

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115

Location, Frequency, Projected Beginning Date, Anticipated Duration, and Person(s)/Agency Responsible for Activity/Service

**Postsecondary Education and Training Goal:**  
Following Graduation, Rayna has a goal of attending a college/university to pursue a career in the field of education.

**Measurable Annual Goal:** "Rayna" (Document in Section V)

**Courses of Study:** Biology, English 3, American History, Algebra I, Art and Music

Service and Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/ Agency Responsible
Service: Improve skills in solving algebraic equations and inequalities	High School Academic Classes and Shipping Room	During the school day	10/4/19	10/9/2020	LEA General and Special Education Staff
Service: Increase writing fluency and willingness to write.	High School Academic classes and Shipping Room	During the school day	10/4/19	10/9/2020	LEA General and Special Education Staff
Activity: Expand use of word processing and graphic organizer software to complete assignments	High School Academic classes and Resource Room	During the school day	10/4/19	10/9/2020	LEA General and Special Education Staff

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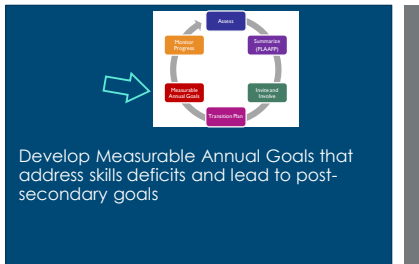
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Step 5




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117

Measurable Annual Goals (MAG)

- Build skills (identified in Needs)
- Prioritized: **3-5** goals for **most**
- Communicate expectations-projects student performance at the end of one year of instruction
- Begin from baseline of **skill** (present levels)
- Contains measurable, countable **data**.
- Are written to include **progress monitoring**.

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118

Measurable Annual Goals and Objectives

**What they are NOT**

- NOT curriculum
- NOT for **subject areas**
- NOT **grade** averages or passing a course
- NOT only for students instructed in special education classes
- NOT **activities** such as visiting a college fair or job shadowing

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119

Measurable Annual Goals Must Be Skill-Building

**In order that the student is able to**

- Access, participate, and make progress in the general curriculum and the life of the school/community,
- AND progress towards his/her post-secondary goals...
- A measurable annual goal (and short-term objectives) must build **skills**.
- Goals must **focus** on an **area of need** that will make the **biggest difference** to the student.

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SKILLS that might be needed for Secondary Students

- Organizational skills
- Social Skills
- Time Management Skills
- Dexterity Skills
- Communication Skills
- Self Help Skills
- Travel Skills
- Mobility Skills
- Task-related skills
- Self Determination and Self Advocacy Skills
- **Academic Skills**

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121

Let's Review: Measurable Annual Goals

Four required parts:

1. Condition
2. Student's Name
3. Clearly Defined Behavior
4. 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

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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)
- Describes material that will be used to **evaluate** the learning
- May describe the **setting** for evaluation
- Examples:
  - During lunch breaks on the job ...
  - Given picture checklists to follow .....
  - Using graphic organizers for writing assignments...
  - Using grade level passages...
  - Given a two-step direction...
  - Given a grocery list and \$20...
  - Using the alarm feature on his cell phone...

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123

Measurable Annual Goals  
**Name**

- Should not be a problem!
- Caution if using "copy/paste"
  - Names
  - Pronouns (she/he and him/her)

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Measurable Annual Goals  
**Clearly defined behavior**

- Use PA Academic Standards/Anchors or Curriculum Framework as basis
- 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...

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Measurable Annual Goals  
**Performance Criteria**

**3 Parts of the Performance Criteria:**

1. Criterion Level
  - **How well-** the level the student must demonstrate for mastery
2. Number of Times Needed to Demonstrate Mastery
  - **How consistently** the student needs to perform the skill(s) before it's considered "mastered"
3. Evaluation Schedule
  - **How frequently** the teacher plans to assess the skill
  - **HOW progress will be monitored**

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Example Language for Performance Criteria

Times to mastery "How Consistently?"	Evaluation Schedule "How Frequently will we monitor progress?"
<ul style="list-style-type: none"> <li>▪ 3 of 5 random trials</li> <li>▪ 5 consecutive trials</li> <li>▪ 4 out of 5 trials</li> </ul> <div style="border: 2px dashed black; padding: 5px; display: inline-block; margin-top: 10px;"> <p style="color: red; font-weight: bold;">The Endpoint!</p> </div>	<ul style="list-style-type: none"> <li>▪ Daily (<i>seldom used for progress monitoring because instruction needs to occur between monitoring opportunities</i>)</li> <li>▪ 2 times per week</li> <li>▪ Weekly</li> <li>▪ Biweekly</li> <li>▪ Tri-weekly</li> <li>▪ Note: "Quarterly" is not often enough!</li> </ul>

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Step 6



Progress Monitor Measurable Annual Goals and make adjustments as needed

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Progress Monitoring

- It is impossible to progress monitor goals if they are not clear and measurable.
- In order to write clear and measurable goals, one needs to have clear and measurable present levels.
- Therefore: We must start with clear and measurable Present Levels of Academic Achievement and Functional Performance (PLAAPF)

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### Summary of Performance (SAAF)

#### IDEA 2004 Requirement: Summary of Academic Achievement and Functional Performance

"For a child whose eligibility under special education terminates due to graduation from secondary school with a regular diploma, or due to exceeding the age of eligibility, the local education agency shall provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals."

300.305 (e)(2)(3)

Check out the PaTTAN Publication on SAAF

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### SAAF is:

#### • A student-centered document which"

- Summarizes individual
- Provides recommendations to the student to support his/her successful transition to adult living, learning, and working



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### Next Steps

- Meet with your IU Transition TaC
- Create a Training Plan with your IU Tac
- Begin the process for your customized Indicator 13 training!

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132

Questions



- At the beginning of this webinar, you were asked to generate questions you were hoping to have answered. Did we miss anything?
- Add it to the chat

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**Commonwealth of Pennsylvania**  
Tom Wolf, Governor

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