Writing Standards-Aligned IEPs for Transition: "Need to Know"

II. PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (PLAAFP)
Include the following information related to the student, <u>addressing each bullet</u>:

- Brief paragraph to introduce student, **including age, graduation date, disability, current placement and school, any services such as speech, OT, PT, and post-secondary goals.**

- *<u>Present levels of academic achievement</u>* (e.g., most recent evaluation of the student, results of formative assessments, curriculum-based assessments, transition assessments, progress toward current goals)
    - *Helpful to address by skill area: Reading, Writing, Math, etc.*
    - *Include at least three of the four kinds of assessment and interpret results:*
        - *Summative: PSSA, SAT*
        - *Benchmark: 4Sight/ other assessment aligned to grade level standards*
        - *Formative: Progress monitoring data on current IEP goals, classroom assessment; progress towards achieving academic standards/anchors*
        - *Diagnostic Assessment: If relevant*
    - *Other measurable data that acts as baseline for current goals*
    - *Include both Instructional level AND grade level information*
    - *Input from teachers including grades (if relevant)*
    - *Listening comprehension (esp. if reading is an area of need)*
    - *Specially designed instruction that works for the student*
    - *Any assistive technology*
    - *How does academic achievement relate to/ impact reaching his/her future goals?*

- <u>Present levels of functional performance</u> (e.g., results from a functional behavioral assessment, results of ecological assessments, progress toward current goals)
    - *Functional behavioral assessment and relevant behavioral data*
    - *Social, behavioral skills*
    - *PT, OT, mobility*
    - *Self help, Activities of Daily Living (ADL)*
    - *Organizational skills if not addressed with academics*
    - *Progress monitoring data related to any related goals*
    - *Ecological assessment data*
    - *Recreation, community participation*
    - *Relevant social information*
    - *Relevant health information*
    - *Summary of relevant information from other agencies*
    - *How does the functional performance relate to the student reaching his/her future goals?*

- **<u>Present levels related to current postsecondary transition goals</u>** if the student's age is 14, or younger if determined appropriate by the IEP team (e.g., results of formative assessments, curriculum-based assessments, progress toward current goals)
    - *Name assessments used*
    - *Describe and interpret results of assessments of interests, preferences*
    - *Describe the student's goals for each of the three areas (update annually):*
        - *Postsecondary Education:*
        - *Employment:*
        - *Independent Living:*
        - *Agency involvement if appropriate*
    - ***If any goal area is not needed, present education levels must document WHY**

- **<u>Parental concerns</u>** for enhancing the education of the student (always include a statement, don't leave blank)
    - *Parent transition survey information*
    - *Other relevant parent information regarding student strengths, needs*
    - *Information provided by parent regarding agency supports*

- **<u>How the student's disability affects involvement and progress in the general education curriculum</u>**
    - *How does the information presented in the previous sections impact the student's ability to be successful in the curriculum?*
    - *How might the disability affect the student's ability to be successful in his/her post-secondary goals? Are there gaps?*

- **<u>Strengths</u>**
    - *Examples: Academic strengths, self determination, work related behaviors, etc.*

- **<u>Needs</u>**: Academic, developmental, and functional Needs related to student's disability
    - *A <u>prioritized list</u> of the skill deficits that must be addressed in order for the student to meet his/her post-secondary goals: For example:*
        - *Joe needs to develop pragmatic language skills for classroom and job settings*
        - *Joe needs to increase on-task behavior during independent work*
        - *Joe needs to improve skills with solving algebraic equations*
        - *Joe needs to develop use of conventions when writing and editing*
        - *Joe needs to develop self advocacy skills in requesting accommodations*
    - *Reminder: Each listed Need must be met through:*
        - *Measurable Annual Goals, or*
        - *Transition services and activities, or*
        - *Specially designed instruction/related services*

Remember: All information should relate to the student's future.
BE CLEAR AND CONCISE!!!

III. TRANSITION SERVICES

For each area: Post-Secondary Education and Training / Employment / Independent Living "_____ has a goal of _____." (circle YES for Measurable Annual Goal and complete the rest of this section of the Grid) OR, if a goal area is NOT needed—based on data in the Present Levels: "The IEP team has determined that a goal for this area is not needed at this time." (Leave the rest of this section of the Grid BLANK- but be sure to document WHY in PLAAFPs!)					Measurable Annual Goal Yes/No (Document in Section V)
Courses of Study: List by name, update when courses change					
Service/Activity	**Location**	**Frequency**	**Projected Beginning Date**	**Projected Ending Date**	**Person(s)/Agency Responsible**
Under each goal area, include at least one service that addresses a skill deficit and links to a Measurable Annual Goal (MAG) *May use bold and asterisk to identify services linked to MAGs	Where? School? Community? CTC?	How often Might be "during the school day" NOT "As Needed!"	dd/mm/yy	dd/mm/yy	Usually LEA. If student or parent is listed, LEA must be listed to provide support Only list an agency if they have fully agreed!
List activities that the school will do to support the student in achieving his/her post-secondary goal (s) for each of the three areas	Where? School? Community? CTC?	How often Might be "during the school day" NOT "As Needed!"	dd/mm/yy	dd/mm/yy	

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V. GOALS AND OBJECTIVES:

Steps for writing a standards-aligned Measurable Annual Goal *(Standards aligned goals for math/reading are* required *for students who take PSSA-M in Math/Reading, recommended for other students):*

1. **Review Present Levels of Academic Achievement.**

2. **Identify student needs.**

3. **Prioritize student needs as skills to be developed.**

4. **Determine the PA Standard (anchor, or element from the Curriculum Framework) that correlates with each need *(may already be identified within Present Levels.)***

5. **After considering the above, write the goal and include the clearly defined action/behavior, condition, and performance criteria.**

Checking your goals/objectives for alignment:

A. ___Have Present Levels documented baseline skills for each goal, and is the skill area listed as a Need?

B. ___ Does the Transition Grid (Section III) contain a reference to each Measurable Annual Goal?

C. ___ Does each goal/objective build skills needed to achieve academically and also reach post-secondary goals?

D. ___ Are academic goals aligned to Standards, Assessment Anchors, or elements from the Curriculum Framework?

E. ___Does each goal/objective contain all four required parts?

   i. ___Condition

   ii. ___ Student's Name

   iii. ___Clearly Defined Behavior

   iv. ___Performance Criteria (How well, How many times , How frequently will progress be monitored)

F. ___Is each goal truly measurable– can the data collection strategy be implemented as described, and meaningful data reported?