Secondary Transition: Connecting Present Education Levels to the 'GRID'

5/13/10

Pa Training and Technical Assistance Network

Presenter
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Pennsylvania Training and Technical Assistance Network

PaTTAN's Mission

The Pennsylvania Training and Technical Assistance Network is an initiative of the Pennsylvania Department of Education working in partnership with families and local education agencies to support programs and services to improve student learning and achievement.

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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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Secondary Transition: Connecting Present Education Levels to the 'GRID'

Agenda

- Secondary Transition for Students with Disabilities: Defining Transition, Regulatory Requirements with the Compliance File Review

- Secondary Transition: Connecting to Section II. and Section III. of Individual Education Plan(IEP) for a student with a disability to the Pennsylvania Compliance File Review

- Model Case Study Sample to Show the Connection from Present Levels to the Transition GRID

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Secondary Transition for Students with Disabilities: Defining Transition, Regulatory Requirements with the Compliance File Review

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Individuals with Disabilities Education Act IDEA 2004

Primary Purpose

- 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 postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation." (IDEA 2004)

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New Age Requirement

Pennsylvania's New Age Requirement

- 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 14th birthday year to consider the student's transition needs

Pennsylvania Chapter 14 Regulations July, 2008

Beginning with the end in mind…

Pennsylvania's Vision

Every Student by Name…

- Proficient in core subjects

- **Graduates from high school with skills necessary for postsecondary education, training, career and living independently**

- Achieves equitable outcomes, regardless of background, condition or circumstances

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Our Charge for Students with Disabilities

- Developing programs and supports to keep students engaged **in the general education curriculum,** and meeting with academic and career and social success in the community of their choice.

- Designing transition programs **within** these structures to assist our students in achieving their postsecondary measurable goals: post-secondary education/training, employment, and if appropriate independent living.

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A Process for Addressing Transition in the IEP

Step One: Use assessment(s) to identify the student's measurable postsecondary goals: postsecondary education/ training, employment, and, if appropriate independent living

Step Two: Describe the student's Present Levels of Academic Achievement / Functional Performance (PLAAFP), embedding assessment data

Step Three: Establish Transition Team partnerships

Step Four: Design a Transition Plan (Transition GRID) that includes statement of Measurable Postsecondary Goals, Courses of Study and Services/Activities

Step Five: Determine Measurable Annual Goals (MAG) that address skill deficits and lead to postsecondary goals

Step Six: Monitor progress and adjust instruction based on data

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Secondary Transition: Connecting to Section II. and Section III. of the Individual Education Plan(IEP) for a student with a disability with the Pennsylvania Compliance File Review

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Connecting Steps Transition Process in IEP Sections II and III
(Present Ed Levels to 'GRID')

- Section II of IEP: Describe necessary assessment information as part of the transition process: (Present Levels of Academic Achievement / Functional Performance (PLAAFP), embedding assessment data and interpretation

- Section III of IEP: Connect and embed information from Present Levels to: Design a Transition Plan (Transition GRID) that includes statement of Measurable Postsecondary Goals, Courses of Study and Services/Activities

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- **II. PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE**

- **Include the following information related to the student:**

  - Present levels of academic achievement (e.g., most recent evaluation of the student, results of formative assessments, curriculum-based assessments, transition assessments, progress toward current goals)
  - Present levels of functional performance (e.g., results from a functional behavioral assessment, results of ecological assessments, progress toward current goals)
  - Present levels related to current postsecondary transition goals 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)
  - Parental concerns for enhancing the education of the student
  - How the student's disability affects involvement and progress in the general education curriculum
  - Strengths
  - Academic, developmental, and functional needs related to student's disability

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- **III. TRANSITION SERVICES -This is required for students age 14 or younger if determined appropriate by the IEP team.** If the student does not attend the IEP meeting, the school must take other steps to ensure that the student's preferences and interests are considered. Transition services are a coordinated set of activities for a student with a disability that is designed to be within a results oriented process, that is focused on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to post school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation that is based on the individual student's needs taking into account the student's strengths, preferences, and interests.

- **POST SCHOOL GOALS** - Based on age appropriate assessment, define and project the appropriate measurable postsecondary goals that address education and training, employment, and as needed, independent living. Under each area, list the services/activities and courses of study that support that goal. Include for each service/activity the location, frequency, projected beginning date, anticipated duration, and the person/agency responsible.

- **For students in Career and Technology Centers, CIP Code:**

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Section III of IEP - 'GRID' → Post-Secondary Education

Postsecondary Education and Training Goal:					Measurable Annual Goal Yes/No (Document in Section V)
Courses of Study:					
Service/Activity	**Location**	**Frequency**	**Projected Beginning Date**	**Anticipated Duration**	**Person(s)/ Agency Responsible**
					16

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Transition and the Compliance File Review

II. Present Levels of Academic Achievement and Functional Performance(IEP) contain 6 areas that must be addressed.

• In reviewing a student file, a Yes, No, or NA are checked for the following information being present:

281. Student's present levels of academic achievement

282. Student's present levels of functional performance

283. Present levels related to current postsecondary performance

284. Parental concerns for enhancing the education of the student

285. How the student's disability affects involvement and progress in the general education curriculum

286. Strengths

287. Academic, developmental and functional need related to student's disability

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Transition and the Compliance File Review

III. Transition Services (IEP)

• In reviewing a student file, a Yes, No, or NA are checked for the following information being present:

288. If the student's IEP required participation in CTE program, was the CIP code completed.

289. Evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment

290. An age appropriate postsecondary goal or goals that cover education or training, employment, and, as needed independent living

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Transition and Compliance File Review

III. Transition Services(IEP) – continued

291. Evidence that the postsecondary goal or goals that cover education or training, and, as needed, independent living are updated annually.

(If student was not of transition age for prior IEP, or no previous IEP is available to examine mark this N/A)
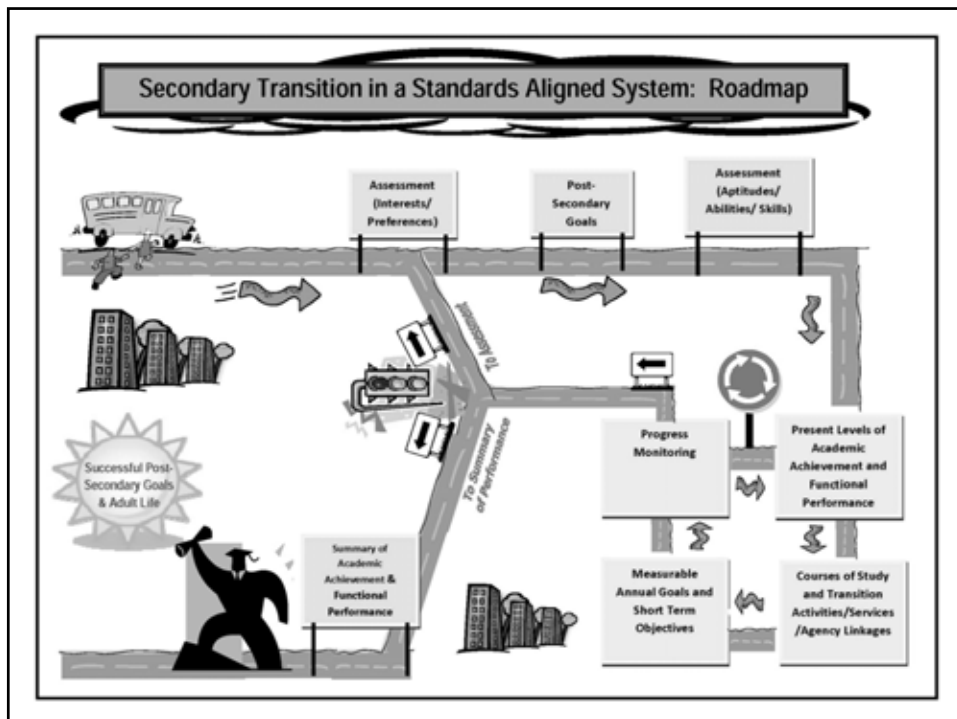
292. Location, Frequency, Projected Beginning Date, Anticipated Duration, and Person(s) Agency Responsible for Activity/Service.
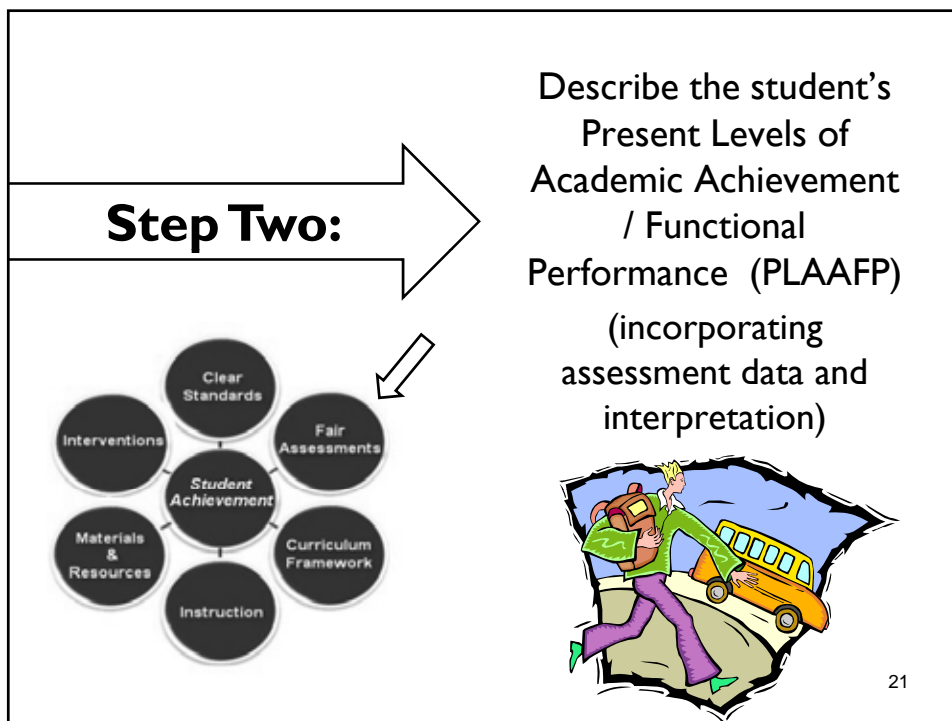
292a. Transition services include courses of study that will reasonably enable the student to meet his/her postsecondary goal(s)

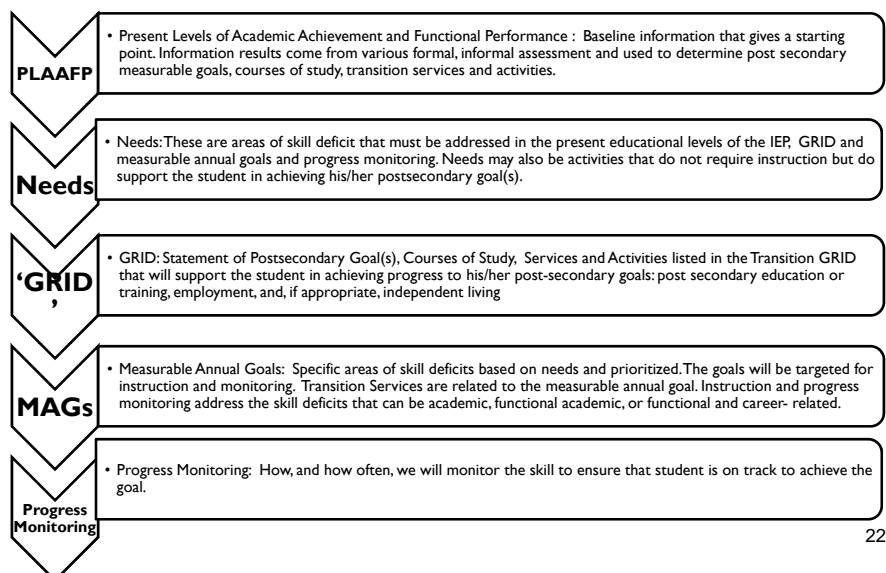292b. Transition services in the IEP that will reasonably enable the student to me his or her postsecondary goal(s)

292c. Annual goals are related to the student's transition services. 19

Step Two:

Describe the student's Present Levels of Academic Achievement / Functional Performance (PLAAFP)

(incorporating assessment data and interpretation)

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Alignment: Present Ed Levels to 'GRID' to Goals

PLAAFP
- Present Levels of Academic Achievement and Functional Performance : Baseline information that gives a starting point. Information results come from various formal, informal assessment and used to determine post secondary measurable goals, courses of study, transition services and activities.

Needs
- Needs: These are areas of skill deficit that must be addressed in the present educational levels of the IEP, GRID and measurable annual goals and progress monitoring. Needs may also be activities that do not require instruction but do support the student in achieving his/her postsecondary goal(s).

'GRID'
- GRID: Statement of Postsecondary Goal(s), Courses of Study, Services and Activities listed in the Transition GRID that will support the student in achieving progress to his/her post-secondary goals: post secondary education or training, employment, and, if appropriate, independent living

MAGs
- Measurable Annual Goals: Specific areas of skill deficits based on needs and prioritized. The goals will be targeted for instruction and monitoring. Transition Services are related to the measurable annual goal. Instruction and progress monitoring address the skill deficits that can be academic, functional academic, or functional and career- related.

Progress Monitoring
- Progress Monitoring: How, and how often, we will monitor the skill to ensure that student is on track to achieve the goal.

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Present Levels Must…

- Be data driven (measurable and observable).
- Provide a starting point (baseline) for development of measurable annual goals.
- Reference gaps in instructional level vs. grade level standards/expectations.
- Reference postsecondary transition goals.
- Be **relevant**, **useful,** and **understandable**.
- Incorporate information from all team members.
- Describe effect of disability on performance.
- Identify strengths and prioritize needs.
- **Guide development of other areas of the IEP.**

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Present Education Levels Must Address Each Area
(often referred to 'bullet' or 'data entry box' – no blanks!)

- Present levels of academic performance
- Present levels of functional performance
- Present levels related to current postsecondary transition goals (if student is 14, or younger if determined by the IEP team)
- Parental concerns for enhancing the education of the student (if provided by parent to LEA)
- How student's disability affects involvement and progress in general education curriculum
- Strengths
- Academic, developmental, and functional needs related to the student's disability

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Before you write academic and functional levels…

Recommendation: Introduce the student with a
   brief paragraph that includes….
   – Student name
   – Grade/ School
   – Academic program
   – Disability
   – Anticipated year of graduation
   – Any special services receiving
   – Postsecondary goals including post
      secondary, employment, independent living

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Present Levels of <u>Academic</u> Achievement

- *How does academic achievement relate to the student reaching his/her future post secondary goals?*
- Helpful to address by core skill areas: Reading, Writing, Math, etc.
- Include pertinent summative, benchmark, formative and diagnostic information (Review and document for PSSA – M)
- ***Interpret and Explain*** all assessment data!
- Include other measurable data that acts as baseline for current goals
- Include both instructional level AND Grade level information
- Progress monitoring data on current goals

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Present Levels of <u>Academic</u> Achievement (cont.)

- *How does academic achievement relate to the student reaching his/her future postsecondary goals?*
- Input from general, special, vocational, and teachers of related services
- Listening comprehension (esp. if reading is a need)
- Specially designed instruction that works for the student
- Use of assistive technology
- Grades and reports from classroom teachers

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Present Levels of <u>Functional Performance</u>

- *How does the functional performance relate to the student reaching his/her future postsecondary goals?*
- Functional behavioral assessment and relevant behavioral data
- Social/ behavioral skills
- Communication
- Assistive Technology
- PT, OT, mobility
- Self help, Activities of Daily Living (ADL)
- Organizational, study, and time management skills if not addressed with academics
- Progress monitoring data related to any related goals

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Present levels of <u>Functional Performance</u>

- *How does the functional performance relate to the student reaching his/her future postsecondary goals?*
- Ecological assessment data
- Recreation, community participation
- Relevant social information
- Relevant health information
- Agency support being provided, if appropriate
- Summary of relevant information from other agencies

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Present Levels of Functional Performance: Describing Behaviors

How does this functional performance relate to the student reaching his/her future postsecondary goals?

Description should answer these questions:

- What specific type of behavior does the student exhibit?
- Approximately how frequently does this occur?
- What is happening or under what circumstances does the behavior typically occur?
- What is the perceived function of the behavior (result of FBA)?
- What does the student say about his/her behavior? 30

Present Levels Related to Current <u>Postsecondary Transition Goals</u>

- *How does the assessment and other transition information relate to the student reaching his/her future postsecondary goals?*
- **Name, describe, and interpret results of assessments of interests, preferences, aptitudes**
- Describe the student's goals for each of the three areas:
  - Postsecondary Education
  - Employment
  - Independent Living
- Reminder: If any goal area is not selected, present education levels must use assessment to document WHY.
- If agency is not invited, <u>document</u> reason
- Postsecondary goals must be reviewed and updated annually!

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<u>Parental Concerns</u> for Enhancing the Education of the Student

Be sure to include:

How does the parent or guardian information relate to the student reaching his/her future postsecondary goals?

- Parent Transition Survey information – (if not already included in the postsecondary transition bullet/section)
- Other relevant parent information regarding student strengths, needs
- Parental concerns
- Parent information regarding agency supports, e.g., outside agencies involved, agencies invited to IEP

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How the Student's Disability Affects Involvement and Progress in the General Education Curriculum

- *How does the information presented in the previous sections impact the student's ability to be successful and progress in the general education curriculum?*

- *This area can also describe the impact of student's community instruction and activities can have in progressing toward the student's postsecondary goals*

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<u>**Strengths**</u>

- Transition planning builds on student strengths
- Examples:
  - Academic or functional academic strengths
  - Functional strengths
  - Self determination/ self advocacy
  - Vocational strengths
  - Work related behaviors
  - Communication or social skills
  - Assistive Technology

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Academic, Developmental, and Functional <u>Needs</u> Related to Student's Disability

- A **prioritized** list, preferably bulleted, of the student's skill deficits that must be addressed in order to meet the student's postsecondary goals (organization, math, reading comprehension, written language, social/behavioral, self management, mobility, vocational, work – related, travel training, communication skills, etc.)
- What other related services or activities will the student need?
- If listing additional supports that the student needs, be sure to list these in the appropriate areas of the IEP!

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Caroline: Model Case Study Sample to Show the Connection from Present Levels to the Transition 'GRID'

(See Handout 1.)

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Caroline

- 15 year old 10th grader
- Recent behavioral concerns
- Positive Behavioral Support Plan developed
- Interested in cosmetology and going to Career Technical Education Program next year
- Math skill deficits
- Writing skill deficits
- Organization difficulties
- Strengths in art and sports

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Caroline's Present Levels - Math

- Caroline is included for Algebra I class, with the support of a special education co-teacher in the classroom. She is cooperative in class, although she has three missing assignments this year. Accommodations that work for her include breaking assignments into chunks, frequent feedback and encouragement, and use of graphic organizers or drawings.

- Caroline has scored at the Basic Level on the last three 4Sight Math Benchmark assessments (which assess skills on 11th grade standards/anchors). Her Scaled Scores have continually increased since beginning at the Low Below Basic level in fall of 2008. Most frequent errors are with Algebraic concepts (solving equations and inequalities), with great improvement noted in Numbers and Operations since last year. Caroline expressed pride in having mastered last year's math goal of performing basic operations with fractions and percents with 80% accuracy on biweekly probes. She will continue to practice Numbers and Operations skills during her resource period in preparation for her Cosmetology program .

- Since January 2009, Caroline has been assessed biweekly using the AIMSS Algebra Foundations. This 42-item (50 point) measure was designed to reflect five core concepts and skills that are viewed as the foundations of algebra, using five minute probes. Caroline has improved from 7 correct answers to 13 correct answers. Consistent attainment of 22 correct answers in a five minute probe would be indicative of improved overall skill and fluency in foundational skills for algebra. Caroline states that she enjoys seeing her progress on the[38] probes.

Caroline's Present Levels - Math (cont.)

- As a result of her stated need to learn budgeting skills for independent living, Caroline's skills with money and budgeting were assessed using teacher made probes. When working with simulated checks, she was able to enter check amounts and use a calculator to add deposits and subtract checks and fees. She did so with 100% accuracy on 2 out of three simulations. When working with a simulated Debit Card account and a calculator, she also entered deposits and subtracted purchases and fees with 100% accuracy for three consecutive probes.

- Even with a calculator, however, she was only 40% accurate when attempting to work on a budget sheet which identified income and expenditures. She will need more work in this area to help her move towards eventual living on her own.

- Caroline's skill deficits in math and Algebra will impact her ability to be successful with moving towards her post-secondary goals.   39

Caroline's Present Levels - Writing

- Written language assignments remain challenging for Caroline, and writing assignments of any length may become an antecedent for refusal or a verbal outburst. These difficulties have been especially manifested in her academic courses (Science, English, and Social Studies) that require more written assignments. In general, Caroline has more difficulty with longer or less structured assignments. She states that writing is stressful for her and sometimes she goes blank. Since she performed well in her Computers Class last year, she has been encouraged to use the classroom computers to type her work. This adjustment has made some writing and editing assignments easier, thus reducing the occurrence of behavioral outbreaks that occur when she is asked to write or to edit her work.

- Caroline is more cooperative when given assistance on writing assignments from her LS teacher during her support period, especially when using word processing. Recently, her LS teacher has been having her verbalize her ideas, and then use graphic organizer software to help her get started. Breaking writing assignments into manageable chunks is also helpful for her.

- Caroline had been using three minute biweekly writing probes, with scores varying from 4 words per minute to 17 words per minute, depending on her own behavior and mood. These scores indicate that her overall writing fluency is weak in comparison to other 10th grade students. However, this format of writing probes has been recently discontinued due to Caroline's behavioral responses. Caroline has expressed willingness to try the probes using a word processor in the learning support classroom, and her two baseline scores were 16 and 19 words typed per minute.   40

Caroline's FBA Summary

- The team conducted a Functional Behavioral Assessment in September 2008. Baseline data was collected over an 11 day period in the three classes where problems had occurred most frequently: Biology, English, and American History classes. Refusals were defined as "putting her head on the desk, muttering under her breath when asked to complete a task, failing to begin the task and closing her book or notebook with a bang." Some refusals escalate to verbal challenges to staff (saying "make me", swearing, name calling).

- Overall rate of refusals in the three targeted classes over 11 days was 13 refusals out of 31 assignments for a rate of .42 refusals per assignment. This summary of data indicates that she is refusing about 40% of assignments in general, with the highest rate in English (.6) and the lowest rate in Biology (.25).[41]

Caroline's FBA Summary

- In an interview for her FBA, Caroline indicated that she is frequently embarrassed by her behavior but states that she cannot help herself sometimes. Caroline has several friends at school, but she reported that she is not spending as much time with them outside of school this year. She expressed fear that her behavior will cause friends and peers who have known her since grade school to start to avoid her. In the past two weeks, she has had two absences.

- The FBA conducted for Caroline resulted in the following summary statement:

- ***When given independent work , especially involving writing assignments, Caroline refuses to follow the request, accompanied by putting her head down, swearing and verbal challenges in order to escape the task. Consequences that appear to be maintaining these behaviors include being reprimanded, being sent to the principal's office, given a failing grade for the assignment, or being assigned in-school suspension.***

Caroline's Present Levels - Organization

- Last year, Caroline maintained grades in the 72-82% range in most subjects except for English, where her grades ranged from 67-76%. Strategies that helped her include chunking assignments, graphic organizers, peer support and rehearsal with peers, and frequent feedback and encouragement.

- Caroline has struggled with organizational skills, losing or misplacing assignments on average of four a week, and forgetting folders, notebook, or other classroom essentials, despite using a planner. This year, the problem is worse. As of early October, she was missing a total of 23 assignments across Algebra, English, Biology, and American History classes, with grades in the failing range in English, Biology, and American History due to missing work.

- Caroline's poor organizational skills, coupled with her current refusals to complete some assignments, represent a barrier to success at school and in her future career plans.

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Caroline's Prioritized Needs (skill deficits)

Caroline needs are "bolded" to show need for MAG and will be listed in the 'GRID' and later as MAG's.

- **Develop more acceptable alternative (replacement) skills to the behaviors that she displays during assignments perceived as difficult.**
- **Improve organizational skills that impact assignment completion, as these are needed both at school and in future workplaces.**
- **Improve skill deficits in writing, beginning with overall fluency and willingness to write.**
- **Improve skills with algebraic concepts including solving equations and inequalities.**
- **Develop skills with budgeting to support her independent living goals.**

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Caroline's Needs (cont.)

Caroline has other needs that are not skill deficits. They are activities and SDI for her transitioning and will be listed in the 'GRID'

- Expand her use of standard word processing (i.e. *Microsoft Word*) features, and graphic organizer software (e.g. *Inspiration*) and utilize these as a tool for completing assignments
- Develop coping skills to employ when anxious, frustrated, or angry, as skill deficits in these areas will negatively impact her success in high school as well as future career endeavors. This instruction/support needs to be coordinated with her community service provider.
- Begin to develop an understanding of her disability and the transition process.
- All of the above are skills she needs in order to complete high school and move towards her preference for cosmetology or a related field. Developing the above skills will impact her level of confidence as well.
- Caroline needs further exploration of various career and postsecondary education options in order to make informed choices.

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Step Four:

Design a Transition Plan that includes:

Postsecondary Goal Statement

Courses of Study and Services/Activities

Section III of the IEP
The Transition 'GRID'

Employment Goal:				Measurable Annual Goal Yes/No (Document in Section V)	
Courses of Study :					
Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/ Agency Responsible

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Caroline Sample 'GRID' → Postsecondary Education:

Postsecondary Education and Training Goal: Caroline has a goal of enrolling in postsecondary training in the area of cosmetology or a related field.					Measurable Annual Goal <u>Yes</u>/No (Document in Section V)
Courses of Study: Biology, English, American History, Algebra I, Art					
Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/ Agency Responsible
*Increase writing fluency and willingness to write.	High School Academic classes and Resource Room	During the school day	10/2/08	10/1/09	LEA, General and Special Education Staff
Expand use of word processing and graphic organizer software to complete assignments	High School Academic classes and Resource Room	During the school day	10/2/08	10/1/09	...al ...ation Staff
*Improve skills in solving algebraic equations and inequalities	High School Academic Classes and Resource Room	During the school day		10/1/09	LEA, General and Special Education Staff

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Caroline Sample 'Grid' → Employment:

Employment Goal: Caroline has a goal of competitive employment in the area of cosmetology or a related field once she has completed her training.					Measurable Annual Goal <u>Yes</u>/No (Document in Section V)
Courses of Study: Biology, English, American History, Algebra I, Art					
Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/Agency Responsible
Counseling to develop and use coping strategies to manage anger, frustration, anxiety.	High School	30 minutes/week	10/2/08	10/1/09	
*Development and monitoring of replacement/ coping skills to reduce inappropriate responses to assignments and increase assignment completion.	High School Academic classes and Resource Room	Each school day	10/2/08		LEA, General and Special Education Staff, Counselor
*Instruction on organizational skills and use of a self monitoring checklist to support bringing appropriate materials and assignments.	High School Academic classes and Resource Room	Each school day	10/2/08	10/1/09	LEA, General and Special Education Staff

* Denotes measurable annual goal

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Sample - Caroline's Present Education Levels that Support the Need for Post Secondary Goal - Independent Living

This information is listed in the 3rd bullet/data entry box, **Post Secondary Transition**:

Independent Living: As a result of her stated need to learn budgeting skills for independent living, Caroline's skills with money and budgeting were assessed using teacher made probes. When working with simulated checks, she was able enter check amounts and use a calculator to add deposits and subtract checks and fees. She did so with 100% accuracy 2 out of 3 times. When working with a simulated Debit Card account and a calculator, she entered deposits and subtracted purchases and fees with 100% accuracy for three consecutive probes. Even with a calculator, however, she was only 40% accurate when attempting to work on a budget sheet which identified income and expenditures. She will need more work in this area to help her move towards eventual living on her own.

On her Transition Interview and Student Survey, Caroline has indicated that she would like to live on her own within a few years of graduation. She is able to handle her own money but may need to learn independent living skills for the future, such as budgeting. She states that she would like to learn to drive and use her earnings to buy her own car. Caroline is not able to describe her disability or self advocate for her needs.

- **Parental Concern:** Ms. S. reports on phone call (4/11) "… now that Caroline is working part time, she needs assistance with managing a budget. Caroline does have responsibilities at home, including keeping her room and the bathroom clean, taking out[49] the trash and recycling, and helping with meal preparation and cleanup".

Caroline Sample 'GRID'- Post Secondary Goal statement:
Independent Living, courses of study, services (MAG), activities

Independent Living Goal, if appropriate:
 Caroline has a goal of living independently at some point after graduation.

Measurable Annual Goal
Yes/No
(Document in Section V)

Courses of Study:
Biology, English, American History, Algebra I, Art, Drivers Education (second semester)

Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/Agency Responsible
*Develop budgeting skills	High School Resource Room	During the School Day	10/2/08	10/1/09	LEA, Special Education Staff
Participate in after-school Drivers Education Class	High School	One time per week after school, second semester	1/15/09	6/5/0_	_ucation Staff
Explore Pennsylvania Youth Leadership Network (PYLN) Toolkit during Resource period	High School	Biwe__	10/2/08	10/1/09	LEA, Special Education Staff 50

* Denotes measurable annual goal

Courses of Study

- Part of the "coordinated set of activities" that help the student move from high school to his/her identified post-secondary goals
- Support academic and functional achievement
- Should promote graduation by meeting district standards
- List courses by name - not "functional curriculum" or "college prep"
- Reflect current year's courses.
- NOTE: If courses will change during the duration of the IEP, be sure to update or clearly identify the school year or time period

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Transition Service / Activity

- Transition Services and Activities support the student's achievement toward postsecondary goals
- Services include **instructional services to address skill deficits** (e.g., reading, math, writing, behavior, organization, etc.), and need a Measurable Annual Goal(s)
- Slated to occur during current IEP
- Put all together from 1st year to final year of transition planning = "coordinated set of activities" and information for the Summary of Performance

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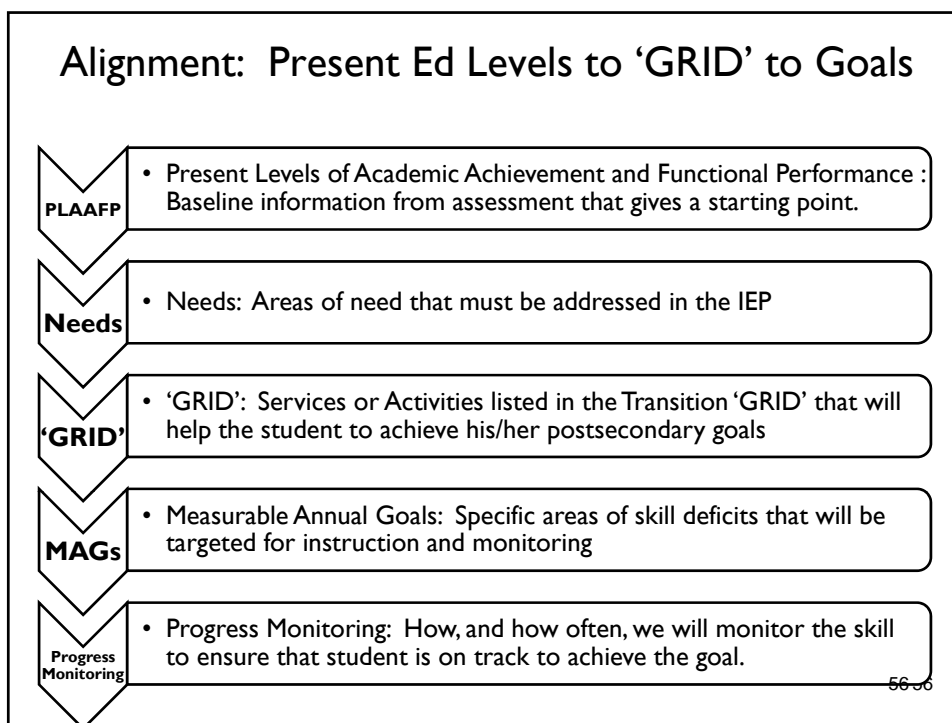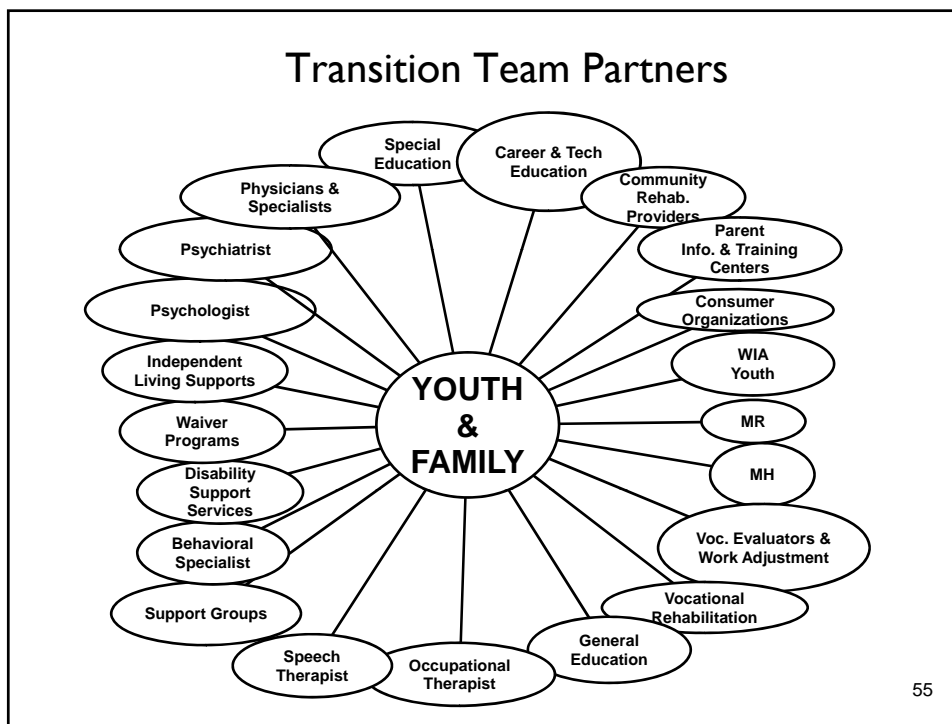| **Sample Services…**	**Sample Activities…**
…THAT ADDRESS SKILL DEFICITS AND LEAD TO MEASURABLE ANNUAL GOAL and PROGRESS MONITORING	**…DO NOT NEED A MEASURABLE ANNUAL GOAL**
• Developing reading comprehension	• Visit a college fair
• Travel training	• Complete a virtual tour
• Language therapy to improve oral communication	• Compile list of pros & cons of working right after high school
• Community based instruction	• Meet with guidance counselor to determine schedule
• Social skills training	
• Improving functional math skills: budgeting, measuring to the inch, etc.	• Group meeting with OVR counselor

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Remember….

For each Postsecondary Goal statement that is addressed with <u>YES</u>….

– Postsecondary Education

– Employment

– Independent Living

- There <u>must be at least one Measurable Annual Goal</u> referenced in the Transition 'GRID'. (Usually denoted with * asterisk or bold)

- Conversely, each Measurable Annual Goal in Section IV of IEP, the MAG should be referenced in the 'GRID'.

- If <u>NO</u> is selected *after* the Postsecondary Goal statement is addressed in the 'GRID', then the other sections *(courses of study, transition service/activity) of the 'GRID' remain empty/blank.*

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Transition Team Partners

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Alignment: Present Ed Levels to 'GRID' to Goals

PLAAFP
- Present Levels of Academic Achievement and Functional Performance : Baseline information from assessment that gives a starting point.

Needs
- Needs: Areas of need that must be addressed in the IEP

'GRID'
- 'GRID': Services or Activities listed in the Transition 'GRID' that will help the student to achieve his/her postsecondary goals

MAGs
- Measurable Annual Goals: Specific areas of skill deficits that will be targeted for instruction and monitoring

Progress Monitoring
- Progress Monitoring: How, and how often, we will monitor the skill to ensure that student is on track to achieve the goal.

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Secondary Transition: Connecting Present Education Levels to the 'GRID'….. What We've Learned

- Transition is a "coordinated set of activities"… a multi – step process based in federal and state regulations essentially promoting effective transition to adult living
- Transition is addressed by Pennsylvania Compliance review of a student's file when an LEA goes through cyclical monitoring
- Address ALL areas Present Education Levels of Academic Achievement and Functional Performance
- Align Present Ed Levels(based on assessments) to 'GRID' to Goals to Progress Monitoring
- Develop a Transition Team and system to plan, implement, and monitor overall quality of IEPs and ensure delivery of services.
- Develop a system to monitor progress and report in meaningful ways that involve student, family, school and community.

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