

Secondary Transition Making the Grade

Virginia Dept of Education Region 5 T/TAC

Learning Objective

Participants will develop a basic understanding of components of the secondary transition IEP to include:

- a. age appropriate transition assessments
- b. measurable postsecondary goals
- c. the secondary transition IEP process
- d. the Summary of Performance

IDEA 2004 and Transition

Definition of Transition Services

The term “transition services” means a **coordinated** set of activities for a child 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 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; is based on the individual child’s needs, taking into account the **child’s strengths, preferences, and interests**; and includes **instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.**

[34 CFR 300.43 (a)] [20 U.S.C. 1401 (34)]

New Transition Requirements

State Performance Plan/Annual Performance Report

- Annual reports to the public on 20 indicators
(Four deal directly with Transition)

Age for Transition Services

- Not later than the first IEP to be in effect when the child turns 16 or younger if determined appropriate

Appropriate Measurable Postsecondary Goals

- Based upon age appropriate transition assessments and related to training, education, employment, and where appropriate, independent living skills

Summary of Performance

- For students who graduate, exit or drop out this school year

Individualized Education Program

Transition services must be initiated for a student prior to the student entering secondary school but not later than the first IEP to be in effect when the student turns 14. 8 VAC 20-81-110

Age 14 – The IEP must include age-appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills. The transition services must be based on the individual's child's needs, taking into account the child's strengths, preferences, and interests.

Age 16 (or younger if determined appropriate by the IEP team) – In addition to the above referenced requirements for 14-year old students, the IEP must include a statement, if appropriate, of interagency responsibilities or any linkages.

For a student pursuing a modified standard diploma, the IEP team must consider the student's need for occupational readiness upon school completion, including consideration of courses to prepare the student as a career and technical education program completer.

Summary of Performance

Each LEA must complete a summary of academic achievement and functional performance when a student graduates with a standard or advanced studies diploma or reaches the age of 22.

State Performance Plan Indicators

Indicator 1 – Graduation with a regular diploma

Percent of youth with individualized education programs (IEPs) graduating from high school with a regular diploma compared to percent of all youth in the State graduating with a regular diploma.

Indicator 2 – Dropping Out

Percent of youth with IEPs dropping out of high school compared to the percent of all youth in the State dropping out of high school.

Indicator 13 - Quality of Transition Services in the IEP

Percent of youth with IEPs aged 16 and above with an IEP that includes

1. appropriate measurable postsecondary goals that are
2. annually updated and
3. based upon an age appropriate transition assessment,
4. transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and
5. annual IEP goals related to the student's transition services needs.

There also must be evidence that the

- 6. student was invited to the IEP Team meeting where transition services are to be discussed and
- 7. evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the
- 8. prior consent of the parent or student who has reached the age of majority."
(20 U.S.C. 1416(a)(3)(B))

Indicator 14 – Post Secondary Survey

Percent of youth who are no longer in secondary school, had Individualized Education Programs (IEPs) in effect at the time they left school, and were:

- A. Enrolled in higher education within one year of leaving high school.
- B. Enrolled in higher education or competitively employed within one year of leaving high school.
- C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

(20 U.S.C. 1416(a)(3)(B))

So, what does this mean to school divisions?

Begin with the END in mind

Remember: “Nothing about me without me.”

VDOE’s Self-Determination Project (www.imdetermined.org)

- Student Involvement in the IEP
- Assessments/Checklists
- Literature & Resources
- Youth Summit
- Family Support
- Videos
- Lesson Plans

What is the Process?



What is Age-Appropriate Transition Assessment?

Why do we do age-appropriate transition assessment?

- To offer guidance/direction
- To create talking/exploring points
- To define areas of preferences, interests, strengths and needs
- To determine postsecondary goals, annual goals, accommodations, and transition services

How will your student's strengths, preferences, interests, and needs be assessed?

Through an ongoing process of collecting information on the student's strengths, needs, preferences, and interests...

(Sitlington, Neubert, Begun, Lombard, and Leconte, 2007)

What areas should be considered for post school outcomes?

- Interests and strengths
- Learning styles
- Learning and study strategies
- Self-determination skills
- Academic skills
- Social skills
- Behavior challenges
- Adaptive behavior
- Work readiness skills
- Independent and interdependent living skills

How will transition assessment information be gathered?

- Step 1: Review pre-existing data
- Step 2: Administer new assessments related to interests, preferences, strengths and needs
- Step 3: Determine need for additional assessments, a functional vocational evaluation or a comprehensive assessment

What is formal assessment?

What is informal assessment?

How will you decide which are the best assessments to use with your students?

Examples

Virginia Career View

<http://www.virginiacareerview.org/>

SVRP Transition Portfolio

http://www.rockingham.k12.va.us/rcps_sped/SVRP/svrp.htm

WATI (Wisconsin Assistive Technology Initiative) Portfolio

WATI.org : [Wisconsin Assistive Technology Initiative](http://WATI.org)

Transition Portfolio for Students with Severe Disabilities
http://www.rockingham.k12.va.us/rcps_sped/transition/portfolio-SD.htm

Going to College
www.going-to-college.org

Kingdomality
www.kingdomality.com

My Future
<http://www.myfuture.com/>

Resources

Virginia Department of Education Assessment Transition Packet
www.vcu.edu/ttac/transition/assessment.shtml

Virginia Dept of Education/Dept of Rehabilitation
Career Assessment Resource Manual
<http://ttac.cisat.jmu.edu/documents/INTRODUCTION%20%20TABLE%20OF%20CONTENTS.pdf>

Who can be involved in the transition assessment process?

The Student (always!)	Vocational evaluators
You	Community services representatives
Family members	Occupational therapists
Friends/Neighbors	School psychologists
Faith Community	Physical therapists
Employment & Transition Specialists	Job coaches
General/SPED educators	Employers
Para-educators	Speech/language therapists
School counselors	Other related service providers
School nurses	
Parks and Recreation	

Key Points on Assessment

An ongoing process that:
Assesses strengths and needs across ALL environments
Always involves the student

What will you do with the transition assessment information after it has been collected?

What are appropriate measurable postsecondary goals?

Based on student's:
Strengths
Preferences
Interests
Can be counted (measured)

Lead to outcomes that occur after the person has left high school
What a student will do (enroll, attend, work)
Not what a student “plans” or “hopes” to do

Adapted from NSTTAC 12-06

Areas to Consider

- Education and Training
- Employment
- Independent living, when appropriate

Writing Measurable Postsecondary Goals

Postsecondary goals should be stated so that you can measure

The extent to which the student has been able to achieve what they set out to do

The extent to which the transition services have prepared the student for taking the next step

Education / Training Goals

Brandi will enroll in college after graduation from high school completion.

By May 2011, Raven will have earned credits toward certification as a web developer as measured by Virginia’s Post- School Outcomes Survey.

After high school completion, Josh will enroll in a program of classes at a culinary school.

Employment Goals

Brandi will be employed in a field of work related to her interest after graduation from college.

By June 30th of the year of exit, Carl will be competitively employed.

By September 1, 2010, Jane will be working at a local hospital with supports.

Independent Living Goals

After high school completion, Joe will use a PDA to keep track of his work schedule, recreational activities, and appointments.

After high school completion, Joe will keep a budget and track his checking account expenditures using a PDA.

After high school completion, Maria will complete coursework, behind the wheel training and earn a driver’s license.

Appropriate, measurable postsecondary goals:

are based upon age appropriate transition assessments, and

are related to training, education, employment and where appropriate, independent living skills

Transition Planning Timeline

At age 13/14

the student might...

- Take assessments to determine interests/strengths
- Learn about disability
- Begin to advocate for accommodations
- Do chores
- Participate in IEP
- Visit places of employment
- Explore post high school training and education programs

At age 15/16

the student might...

- Continue assessments to determine interests/strengths
- Actively participate in IEP
- Try out jobs
- Get summer employment, volunteer, situational assessments
- Connect with DRS – more assessments
- Request accommodations

At age 17/18

the student might...

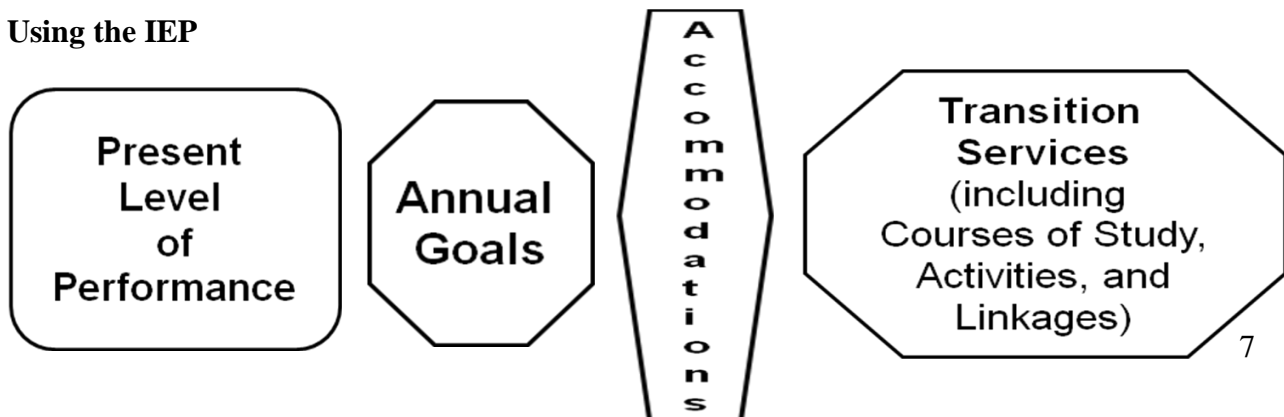
- Continue assessments to determine interests/strengths
- Lead IEP meeting
- Continue working/volunteering/trying out jobs
- Continue working with DRS
- Plan for further training/education
- Self advocate

At age 19/20

the student might...

- Direct personal assistance services
- Coordinate services and supports
- Acquire accommodations and supports needed for employment
- Develop a plan for a balanced life

Using the IEP



How will you assist your student in the development of the Present Level of Academic Achievement and Functional Performance?

Developing the Present Level of Academic Achievement and Functional Performance

Transition Content of the IEP

The present level of performance should relate directly to the other components of the IEP
(8 VAC 20-80-62, p. 43)

Guidelines for Writing an Appropriate PLoP

1. Reflect student's postsecondary goals
2. Summarize current academic and functional achievement, emphasizing needs that will impact realization of the student's post-secondary goals
3. Document the use of age-appropriate transition assessments
4. Incorporate the student's voice

1. Reflect student's post-secondary goals

Postsecondary Goal

After high school completion, Josh will complete a program of classes at a culinary school.

Excerpt from PLoP

... After high school Josh plans to go to culinary school to become a chef. He met with his guidance counselor during his junior year to research options for culinary arts training, as well as the requirements for acceptance....

Postsecondary Goal

After high school completion, Mary will use electronic and non-electronic methods to organize her daily schedule across environments, for long term planning, and for prompting and reminders.

Excerpt from PLoP

... An assistive technology consult . . . took place in January. Mary has begun to utilize a PDA as well as a planning notebook and graphic organizers to assist her with prompts for tasks, organization, and persistence to task completion across environments. Mary's family feels that they will benefit her at home and in the community as well as in learning environments.

2. Summarize current academic and functional achievement, emphasizing needs that will impact realization of the student's post-secondary goals

Academic Skills Include...

Reading/writing
Mathematics
Science
History/Social Science

(adapted from VDOE Sample IEP document, Sept 2005)

Excerpt from PLoP (Academic):

Assessment update . . . indicates that Brandi's word decoding skills are on the college level. However, reading comprehension skills are at the 8th grade level. Brandi is on grade level in spelling and math skills. Science is an area of strength as well as special interest for Brandi, particularly related to botany. Academic work is generally the area of greatest strength for Brandi.

Functional Skills Include...

Socialization

Mobility

Communication

Behavior

Personal Management

Self-Determination

(VDOE Sample IEP document, Sept 2005)

Excerpt from PLoP (Functional)

Amy uses a notebook with a script of topics for conversations. She has made good progress using her script across settings during the past 3 months.

3. Document the use of age-appropriate transition assessments

Excerpt from PLoP

Josh took an interest assessment to determine his vocational interests. Kuder, June 2009, administered by Ms.Brand, Career Coach

Excerpt from PLoP

Jack's DRS counselor reports that Jack participated in a job club every other week. Through interest assessments, Jack identified horticulture, working on a train, animal caretaker, and landscaper as employment interests.

Excerpt from a PLoP

Mary was assessed during the past school year using . . . to identify the skills she needs to acquire to be able to function in environments related to employment and further education. Areas targeted for skills development include responsibility and self-discipline, fine motor skills, assistive technology needed for education and employment settings, and personal living/financial management skills.

4. Incorporate the student's voice

Excerpt from a PLoP

Josh stated... *In an interview on January 22, Josh indicated...*

Excerpt from a PLoP

Jennifer told her guidance counselor that she plans to...

Excerpt from a PLoP

Todd has been a manager of the men's varsity basketball team for the past 3 years at LHS. Todd expressed an interest in managing the varsity football team. With

the support of his instructional assistant, he met with the football coach to ask if he could do this in the fall; Todd will begin management of the football team in mid-August.

How do annual goals support progress toward post school outcomes?

An annual goal for Josh

By June 2010, Josh will research requirements regarding applications and Disability Support Services for admission to a 2-year community college, as measured by teacher evaluations.

An annual goal for Amy

By October 2010, Amy will complete on the job training at the UVA Medical Center, preparing surgical trays, as measured by weekly evaluations.

An annual goal for Amy

By October 2010, using the task checklist on her PDA, Amy will track her progress toward goal completion, and report this progress to her supervisor.

How will you distinguish between annual and postsecondary goals?

Annual Goal: What the student will be able to do, relative to postsecondary goals, **in a year's time**

Postsecondary Goal: What the student will be doing **after he has left high school**

What accommodations or modifications are your students currently using that will assist with post secondary goals?

How will you design course of study and quality transition services?

Courses of Study- How will the connection be made?

Classes taken ► Student's desired outcomes

Diploma Options

<http://www.pen.k12.va.us/2plus4in2004/index.shtml>

Advanced Studies Diploma

Standard Diploma

Modified Standard Diploma

Special Diploma

General Achievement Diploma (GAD)

General Education Development Certificates (GED)

Certificate of Program Completion

For All

New diplomas (2010-2011)

Standard Technical

Advanced technical

Academic and Career Plan (2010-2011)

Begin in grade 7; completed prior to entering high school

Reviewed in grades 9 and 11 at a minimum

How do you identify transition services?

Transition Services may also include:

Specialized Instruction

Related Services

Community Experiences

Daily Living Skills, if appropriate

Functional Vocational Assessment, if appropriate

Collaborative Services

Linkages

Department of Rehabilitative Service (DRS)

Community Services Boards (CSB)

Centers for Independent Living (CIL)

Parks and Recreation

Social Security Administration (SSA)

Community Colleges

The Arc

Summary of Performance

What is the Purpose of the Summary of Performance?

Summary of academic achievement data including necessary accommodations.

Summary of functional performance including necessary accommodations.

Includes recommendations to support the student's efforts in meeting his/her desired measurable post-secondary goals

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