

Transition IEP Essentials



Introductions

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What makes transition IEPs different?

- Student invitation
- Transition specific assessment
- Post-secondary goal component
- Transition Services and **Activities**
- Course of Study component (multi-year)
- Agency Linkages (if appropriate)

Transition Assessment Writing Tips

Viewing the assessments through a transition lens will provide a rich narrative of the student's skills and abilities (as well as needs) by considering these questions:

- Does the skills assessment match the skills needed to reach the intended postsecondary goals? (probably not, so those become your goals)
- How does the disability interact with post-secondary goals? What are the barriers born from disability?
- How can you and other teachers/adults assist the student in building the skills/knowledge required to close the gap and move toward the postsecondary goals?

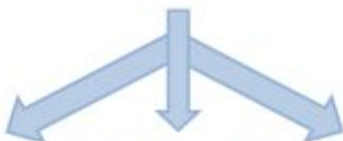
Transition Assessment Writing Best Practices

A student interview will not be used as the “stand-alone” Transition Assessment.

It is best practice to include the name of the assessment, the date given, the name and title of the person administering or reviewing the assessment, and a summary of the results written so that the student and families understand the results (also use parent/student friendly language)..

***At least one data source should be a formal assessment.**

Assessment Informs Three Areas



Employment



Education/
Training



Independent
Living

Transition Assessments

Examples



Formal Assessment Examples

- Achievement tests
- Aptitude tests
- Adaptive behavior scales
- Intellectual functioning assessment
- Temperament inventories
- Self-determination scales
- Pre-vocational / Employability scales
- Interest inventories
- Learning Style Inventories

Informal Assessment Examples

- Interest inventories
- Situational assessments
- Interviews
- Direct observation
- Case file reviews
- Curriculum-based assessment
- Social history
- Rating scales for specific areas

Transition Assessment Resources

Casey Life Skills Assessments: <https://www.casey.org/casey-life-skills>

Career One Stop: <https://www.careeronestop.org/Toolkit/Careers/interest-assessment.aspx>

AIR Self Determination Scale:

<https://www.ou.edu/education/centers-and-partnerships/zarrow/self-determination-assessment-tools/air-self-determination-assessment>

O*Net Interest Profiler: <https://www.mynextmove.org/explore/ip>

Transition Assessment and Goal Generator (Zarrow Institute): <https://tagg.ou.edu/tagg/>

POSTSECONDARY TRANSITION PLAN

This section to be completed for each IEP, starting when the student is 15 (or earlier if appropriate), but not later than the end of 9th grade, and updated annually. **ECEA 4.03(6)(d)**

Projected date of graduation/program completion: _____ **IDEA 300.102(a)(3)(i)-(iii) limitation to FAPE**

Projected type of completion document _____

Measurable Post-School Goals (from Section 6: Measurable Post-School Goals): **ECEA 4.03 (6)(d)(ii)**

This section to be completed for each IEP, starting when the student is 15 (or earlier if appropriate), but not later than the end of 9th grade, and updated annually. **ECEA 4.03(6)(d)**

Measurable post-school goals must be based on current age-appropriate transition assessments.

Education/Training Goal:

Employment Goal:

Independent Living Skills Goal (when appropriate):

Planned Course of Study: **ECEA 4.03(6)(d)(iii)**

The class schedule must be multi-year (through exit), specific and individualized, and directly linked to the postsecondary goals. The planned course of study must address all post-school areas that are identified for the student.

Transition Services and Activities **ECEA 4.03(6)(d)(iii)**

Describe the activities provided by the adults in the school and in the community that will enable and promote the student's progress toward meeting annual and postsecondary goals. Include special education, general education, related services, services from other agencies, and services provided by families, as appropriate for student's needs. Transition services must be specific and individualized and must state what the adults will provide.

Education/Instruction and Related Services: **ECEA 4.03 (6)(d)(ii); ECEA 2.51(1)(b)**

Career/Employment and other Post-School Adult Living Objectives **ECEA 4.03(6)(d)(ii); ECEA 2.51(1)(b)**

Community Experiences **ECEA 4.03 (6)(d)(ii); ECEA 2.51(1)(b)**

If appropriate, Daily Living Skills and/or Functional Vocational Evaluation **ECEA 4.03 (6)(d)(ii); ECEA 2.51(1)(b)**

Agency Linkages

What agency linkages, if any, have been made? Written parental consent must be obtained prior to inviting any agency or organization that is likely to be responsible for providing or paying for transition services.

If the student will turn 20 during the course of this IEP period, student and parent(s) have been informed of the transfer of rights at the age of majority (21).

Yes No N/A **IDEA 300.320(c) Transfer of rights at age of majority.**

NOTE: Graduation with a regular diploma will permanently end entitlement to a free and appropriate public education (FAPE) under the federal Individuals with Disabilities Education Act and the Colorado's Rules for the Administration of the Exceptional Children's Educational Act. Therefore, after graduation this student will no longer be entitled to receive special education and related services from a school district or other local education agency. At the end of the regular school-year semester in which the student turns 21, s/he would no longer be eligible for special education services.

IEP Section: Measurable Post-School Goals

This section to be completed for each IEP, starting when the student is 15 (or earlier if appropriate), but not later than the end of 9th grade, and updated annually. Measurable post-school goals must be based on current age-appropriate transition assessments.

Education/Training Goal:

Employment Goal:

Independent Living Skills Goal (when appropriate):

What goes in the Measurable Post-School Goals Section?

The Postsecondary Goals reflect an outcome NOT a process.

- Must be measurable (observable and defined)
- Should reflect a real intent or plan (not simply stating the hopes and desires of a student, but an intentional plan to achieve the goal)
- Must reflect the student's interests and preferences
- Must utilize a transition assessment for development

Annual goals should be directly related to these post-school goals section.

Example: Measurable Post-School Goals

Education/Training Goal:

Upon graduation from our school, Johnny R. will attend college to study computer programming.

Employment Goal:

Upon college graduation, Johnny R. will become a video game and website designer.

Independent Living Skills Goal (when appropriate):

Based on assessment, none needed at this time.

IEP Section: Planned Course of Study

The class schedule must be multi-year (through exit), specific and individualized, and directly linked to the postsecondary goals. The planned course of study must address all post-school areas that are identified for the student.

What goes in the Planned Course of Study Section?

A documentation of courses that will assist the student in reaching the post-school goals.

Guiding questions for writing out the planned course of study:

- What is in the course descriptions that describe the skills the student needs or will gain to close the gaps to reach their identified post-secondary goals?
- Could another school build a class schedule based on this information?

CDE suggests simply stating that the student will complete graduation requirements will not meet compliance.

Example/Model of Planned Course of Study

Johnny R. will continue taking college classes each semester that support his goal of getting a degree in computer science.

Courses selected by student with advisor each semester:

- **Grade 9: English 1, Algebra 1, World Cultures, Science, Assisted Study Hall, Computer Tech 1**
- **Grade 10: English 2, Algebra 2, Chemistry (college prep), Assisted Study Hall, Advanced Computer Technologies, Physical Education, Self-Determination Strategies**
- **Grade 11: US History, English 3, Financial Planning, Calculus, Advanced Computer Science 1&2, Graphic Design, Health**
- **Grade 12: Writing Lab, work experience at IBM (internship)**

IEP Section: Transition Services

Describe the activities provided by adults in the school and in the community that will enable and promotes the student's progress toward meeting annual and postsecondary goals. Include special education, general education, related services, services from other agencies, and services provided by families, as appropriate for student's needs. Transition services must be specific and individualized and must state what the adults will provide.

- Education/Instruction and Related Services
- Career/Employment and other Post-School Adult Living Objectives
- Community Experience
- If appropriate, Daily Living Skills and/or Functional Vocational Evaluation

What goes in the Transition Services and Activities Section?

- A coordinated set of activities focused on improving the academic and functional achievement to facilitate the movement from school to post-school activities.
- Focus on the adults carrying out the activities and ensure to identify service providers by title not name.
- Not all services will have a corresponding annual goal or objective.
- Guiding question: who will provide what specific service or services to help the student master the annual goal or goals within one year?

Example/Model: Transition Services and Activities

Education/Instruction and Related Services:

Special education teacher will help utilize organizational and time management strategies to help complete assignments. The school counselor will support Johnny R. by teaching them coping skills to use when they get stressed in college classes. The school advisor will help them take necessary courses for high school and college graduation.

Career/Employment and other Post-School Adult Living Objectives:

Special education teacher will support her in researching different careers to finalize vocation path for right after high school. The school advisor will help them find a job shadow or interview opportunities by connecting him with the Pikes Peak Business Education Alliance.

Community Experiences:

Based on the results from the most recent transition assessments, special education teacher will help set up an interview with a computer scientist and the teacher will work to assist student in developing interview questions.

If appropriate, Daily Living Skills and/or Functional Vocational Evaluation:

Based on the results from the most recent transition assessments, daily living skills or functional vocational evaluation are not appropriate at this time.

Note about Annual Goals on a Transition IEP

- If someone were to pick up the IEP and go directly to the annual goals, they should be able to predict the PSG/transition service needs with a high degree of accuracy.
- At least one annual goal must show direct, specific, and genuine linkage to each post school goal.

Example/Model of Annual Goal that connects to a PSG

Transition Assessment Outcome: Independent business owner, mechanic.

Post School Goal Area: Employment

Disability of Child: Specific Learning Disability (Math Calculation)

Goal: By June 24th, 2023 in order for Josh to be a mechanic for his own business he will be able to demonstrate secure skills in developing a basic budget to include: operating costs and employee salaries as shown in a business model budget in one out of two opportunities.

THANK YOU BERRY MUCH!

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