

B6: It Starts with Assessments: Writing and Developing Secondary Transition Plans.

Dr. Christine Putlak

Katie McClory

A.E.R.O. D806 Special Education Cooperative

Agenda

1. Outcomes & Objectives
2. Define Secondary Transition
3. Role of the Team "Writing the Plan"
4. Age-Appropriate Transition Assessments
5. Use Assessments to Drive the Plan
6. Requirements and Compliance - Indicator 13
7. Develop the Plan "Step by Step"
8. Questions



Outcomes

— — —

This presentation will take participants through the transition planning process beginning with age-appropriate transition assessments using sample cases of students with high and low incidence disabilities. Participants will take-away sample transition plans for a student who is eligible for special education services with a low incidence disability and high incidence disability.

Learning Objectives:

- 1) Analyze transition-based assessment(s) data and make connections to post-school outcome statements.
- 2) Practice step-by-step processes for developing two individual transition plans.
- 3) Participants will take-away sample transition plans.

What is secondary transition and why is it important for students with disabilities?

— — —

Transitioning from high school to the adult world can be a challenging time for students, especially those with disabilities, as they enter a world of unfamiliar routines, new environments, and novel experiences. To ease these transitions and make them as smooth as possible, teachers and school personnel, along with others (e.g., families, community agencies), should assist students with disabilities in the process of ***selecting appropriate goals and developing the requisite skills to achieve these goals in three main areas:***

Work: A job they want and are good at

Living: A place they want to live and how they want to live

Community involvement: Activities they undertake to become a part of their community after they finish high school and throughout adulthood

Consider the following in Transition Planning or Programming

- Transition planning is an ongoing, multi-component process
- Teachers are instrumental in the transition planning process
- There are five critical components of secondary transition planning
 - **Program structure:** *foundational elements necessary for all school personnel to efficiently and effectively implement transition services.*
 - **Student-focused planning:** *identifying a student's goals and interests and putting supports in place to help the student achieve their goals and experience post-school success.*
 - **Transition assessment data**
 - **Teaching participation skills**
 - **Student development:** *information collected from the transition assessments helps teachers to identify the skills, behaviors, and knowledge a student needs to be successful in the areas of education, independent living, and employment. Teachers help students develop these skills, behaviors, and knowledge through various instructional practices including community based instruction, academic accommodations, technology, self-management interventions.*
 - **Family engagement:** *parents often serve as the bridge between school and community involvement for their child. Educators should ensure that families are active participants and their input valued. Family involvement is critical for planning healthcare needs or living arrangements.*
 - **Interagency collaboration:**

Assessments and Legal Requirements in Transition Planning : Making a clear and coherent plan

- Age appropriate transition assessments guide the IEP in identifying student: Strengths, Interests and Preferences
- Results of assessments, along with student Strengths, Interests and Preferences are used to develop Postsecondary Goals (PSGs) in: Education/Training, Employment and Independent Living
- A course of study must be chosen in order to assist the student to reach the PSGs
- Annual IEP goals for transition are designed to ultimately lead the student toward attainment of their PSGs
- Appropriate services and activities must be in place in order for the student to achieve their annual goals related to transition. Services and activities are the responsibility of the IEP team members, and may include representation from an outside agency (w/PWN)

ILLINOIS STATE BOARD OF EDUCATION

Special Education Services Division
100 North First Street, N-253
Springfield, Illinois 62777-0001

ILLINOIS STATE PERFORMANCE PLAN (SPP) INDICATOR 13 CHECKLIST

"Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition service needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority." 20 U.S.C. 1416(a)(3)(B)

1. There are measurable postsecondary goals in the areas of employment, education AND/OR training, and independent living. 34 CFR 300.320 (b). Yes No

- a. Is there a measurable postsecondary goal for **employment** which will occur after high school/aging out?
- b. Is there a measurable postsecondary goal for **education and/or training** which will occur after high school/aging out?
- c. Is there a measurable postsecondary goal for **independent living** which will occur after high school/aging out? 105ILCS 5/14-8.03(a-5)

2. The postsecondary goals are updated annually. 34 CFR 300.320(b) Yes No

- d. Has the current IEP been updated for **employment**?
- e. Has the current IEP been updated for **education and/or training**?
- f. Has the current IEP been updated for **independent living**? 105ILCS 5/14-8.03(a-5)

3. There is evidence that the measurable postsecondary goals were based on age appropriate transition assessments and provided information on "the student's needs taking into account strengths, preferences and interests". 34 CFR 300.320(b) Yes No

- g. Was an age appropriate assessment given prior to the IEP meeting that addressed **employment**?
- h. Was an age appropriate assessment given prior to the IEP meeting that addressed **education and/or training**?
- i. Was an age appropriate assessment given prior to the IEP meeting that addressed **independent living**? 105ILCS 5/14-8.03(a-5)

4. There are transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals. 34 CFR 300.320(b) Yes No

- j. Is there at least one transition service, including academic and functional activities, which addresses the postsecondary **employment** goal that will occur during and/or after high school to facilitate movement from school to post-school?
- k. Is there at least one transition service, including academic and functional activities, which addresses the postsecondary **education and/or training** goal that will occur during and/or after high school to facilitate movement from school to post-school?
- l. Is there at least one transition service, including academic and functional activities, which addresses the

5. The IEP includes a course of study that will reasonably enable the student to meet his/her postsecondary goals. 34 CFR 300.320(b) Yes No

- m. Does the course of study address the student's current and remaining years in school and lists names of classes, rather than a statement of instructional program that depicts a progression towards meeting the post-secondary goals?

6. There are annual IEP goals related to the student's transition service needs. 34 CFR 300.320(2)(i) Yes No

- n. Is there at least one annual goal and short term objective related to the student's transition service needs in the area of **employment**?
- o. Is there at least one annual goal and short term objective related to the student's transition service needs in the area of **education and/or training**?
- p. Is there at least one annual goal and short term objective related to the student's transition service needs in the area of **independent living**? 105ILCS 5/14-8.03(a-5)

7. There is evidence that the student was invited to the IEP team meeting where transition services were discussed. 34 CFR 300.321(b) Yes No

- q. Was the student invited to the IEP meeting by being listed on the Notification of Conference form?

8. If appropriate, there is evidence that a representative of any participating agency that is likely to be responsible for providing or paying for transition services was invited to the IEP team meeting with the prior consent of the parent or student who has reached the age of majority. 34 CFR 300.321(b)(3) Yes No

- r. Is it too early to determine if the student will need outside agency involvement, **OR** no agency representation needed at this time, **OR** did the parent/age of majority student provide a written refusal to invite an outside agency? If yes, no further action required. If no, complete s and t.
- s. If transition services are listed that will be provided by or paid by an outside agency, is there evidence that the agency was listed on the Notification of Conference form?
- t. If transition services are listed that will be provided by or paid by an outside agency, is there evidence of current written **PRIOR** consent obtained from the parent or student who has reached the age of majority?

Does the IEP meet the requirements of Indicator 13?

<ul style="list-style-type: none"> • Yes: If items 1a through 8r are ALL answered Yes, then the IEP meets Indicator 13 requirements. 	Yes
<ul style="list-style-type: none"> • Yes: If items 1a through 7q, 8s and 8t are ALL answered Yes AND 8r is answered No, then the IEP meets Indicator 13 requirements. 	Yes
<ul style="list-style-type: none"> • No: If one or more items were answered No, with the exception of question 8, then the IEP does not meet Indicator 13 requirements. 	No

Transition Assessments and Student Focused Planning

— — —

TAGG

O*NET

Brigance-Transition Skills Inventory

Transition Planning Inventory

Preference Assessments

Interviews

RFVII

SIB-R

AFLS

Meet Nick

21 y.o. Post HS served through Cooperative

Lives with his father

Enjoys long car rides and visiting his step-brother on weekends

6'1 and muscular

He is very close to his teacher, assistants (4) and classmates (8).

Nick is able to communicate a few words verbally, but mostly relies on AT for more support.

Primary: Intellectual Disability

Nick's IEP Team consists of himself, his father, teacher, SLP, SW, BCBA, LBSIITS, AT Specialist, LEA, Principal

Assessment Summary - Low Incidence

Student Observation: Informal Assessment meets criteria for Training Assessment - Completed by teacher.

Nick communicates during morning meeting for a maximum of 20 minutes. When called upon, he will walk to the Cleartouch and select how he is feeling out of a field of 6 pictures. He is familiar with these pictures and is generally observed to choose an accurate "mood" (i.e., happy, mad) matching how he is feeling. Nick follows an individualized picture schedule which is pre-made each day based upon the activities of the day. Once an activity has been completed, Nick moves the picture to its designated finished column. Nick's requires this schedule throughout his day to understand what he can anticipate for his "to-do" list. The use of his schedule strongly promotes his success.

Work History & Environment Survey: Informal Assessment meets criteria for Employment Assessment - Completed by social worker.

Nick works in schools kitchen after lunch periods and puts away dishes that have dried. Nick can work for 30 minutes given direct instruction, support and supervision for safety from a classroom instructional assistant.

Nick completed a work environment survey with his social worker. This 20 question survey administered with pictures asked Nick to reply Yes or No to actions and tasks being completed. Nick responded yes to clean vs. dirty, quiet vs. loud, alone vs. lots of people, inside vs. outside.

Parent Questionnaire: Informal Assessment meets criteria for Independent Living Assessment - Completed by parent with teacher.

Nick's Dad shares Nick enjoys long car rides. He is able to help cook in the kitchen by stirring ingredients and putting away dishes. Nick needs close supervision for safety in the kitchen and does not use the stove, microwave or any appliances. Nick enjoys attending mass on Sundays and is able to sit for the hour mass. Nick's Dad hopes Nick will be accepted into a CILA in the future and participate in community day training programming. Nick's Dad wants Nick to continue to have opportunity to socialize and engage with others in the future.

Post-School Outcome Statements

Training: When school is complete, Nick will enroll in a community day training program with a local ID/DD provider agency and continue to participate in activities designed for socialization opportunities and continued learning.

Employment: After school is complete, given the support of a job coach, Nick will work or volunteer as a kitchen attendant while enrolled in community day training programming.

Independent Living: When school is complete, Nick will reside in a CILA, continue to learn to be more independent in activities of daily living and participate in activities of leisure and interest.

Services (anticipated in the future):

Training:

04 Transportation

14 Day Training

08 Assistive
Technology

Employment:

04 Transportation

11 High Intensity
Competitive
Employment Support

08 Assistive
Technology

Independent Living:

18 Recreational Services

04 Transportation

21 Monetary Support for
Living Expenses

Transition Services (annual activities)

— — —
Instruction: 1:1 and small group instruction

Related Services: communication and assistive technology, social and personal development, transportation for community based instruction

Community Experiences: Community Based Instruction (Laundry, Shopping, Eating Out)

Development of Employment and Other Post-School Adult Living Objectives: Employability skills coursework

Appropriate Acquisition Of Daily Living Skills And/OR Functional Vocational Evaluation: Self-determination and self-care instruction

Linkages To After Graduation Supports/Services: Awarded HCBS waiver in 2017. Brother is current PSW providing 15 hours per week. Parent is currently speaking directly with the ISC and two DT providers while he explores program options for post-school. Enrolled in Medicaid and receiving SSDI. Parent continues to be interested in pursuing plenary guardianship. Resources were provided April 2021.

Course of Study

English Language Arts
Math
Adult Living Sciences II
Social Personal Development
Employability Skills
Lifetime Fitness Education

Annual Goals

- ❖ Increase functional word vocabulary
- ❖ Increase quantity of time engaged in group activities
- ❖ Coin and dollar identification
- ❖ Use money to activate vending machine
- ❖ Increase self-advocacy by learning to spontaneously activate AT to state needs
- ❖ Complete work training in school and in the community and identify areas of strengths and interests

Meet Connie

18 y.o. 12 Grader Local HS

Lives with his mom, very close to grandparents, visits dad 1x monthly

Diploma anticipated May 2023

Coursework: Statistics, Economics, Marketing, Career Exploration, Exploring the Supernatural

Struggles with anxiety and anger

Benefits from O&M and vision itinerant services

Self described “film nerd and perfectionist”

Primary: Emotional Disability

Secondary: Other Health Impairment

Connie’s IEP Team consists of himself, his mother, case-manager & general education teacher, guidance counselor, SW.

Assessment Summary - High Incidence

Student Interview: Informal Assessment meets criteria for Education - completed by case-manager during homeroom

Connie is currently a senior and is extremely motivated to graduate from high school. After high school, Connie stated that he would like to attend MVCC for two years and then transfer to a four-year university to major in financing and minor in film. Connie does not have any work training experience to date. A short-term goal that Connie shares is to work a steady job and have zero student loans. A long-term goal is to work full-time in film and finance and have a stress-free life. After graduation, Connie wants to live with his family until he is ready to move out and eventually live independently. In order to live independently, Connie shares the following needs: use public transportation and learn how to pay bills.

O*Net Profiler: Assessment meets criteria for Employment - completed by case-manager during homeroom

The O*NET profiler was administered to Connie on September 27, 2022. The purpose of this tool is to help students find out what their interests are and how they relate to the world of work. It helps them to decide what kinds of careers they might want to pursue based on their interests in order to find a job that they find both interesting and rewarding. After answering the 60 questions, it provides students with a numbered score for each of the following categories: Realistic, Investigative, Artistic, Social, Enterprising, and Conventional. Connie's highest categories were Artistic (28), Conventional (24), and Enterprising (19). People with ARTISTIC interests like work that deals with the artistic side of things, such as acting, music, art, and design. They like creativity in their work and work that can be done without following a set of rules. People with CONVENTIONAL interests like work that follows set procedures and routines. They prefer working with information and paying attention to details rather than working with ideas. They like working with clear rules and following a strong leader.

BASC-3 Assessment meets criteria for Independent Living - completed by two teachers.

Mr. A (Statistics) and Ms. M.(Career Exploration), completed the BASC-3 rating scale with Connie. Scores from Connie's self-report rating scales find concerns related to overall perception of behavioral and emotional problems. Connie reported significant levels of anxiety, low self-esteem, hyperactivity, and belief that life is out of control. Connie's teachers also noted concerns in the areas of anxiety and depression. Connie's teachers state Connie is hard working, diligent in completing assignments and a strong self-advocate.

Post-School Outcome Statements

Employment: After graduation, Connie will obtain full-time competitive employment in the field of finance.

Education: After graduation, Connie will enroll and attend Illinois community college to earn his Associate's Degree and following, obtain acceptance into a four year university to continue his studies in finance and minor in film.

Independent Living: When high school is complete, Connie will safely use public transportation and manage his personal finances.

Services (anticipated in the future):

Education:

04 Transportation

07 Blind/Visual
Impairment
Services

08 Assistive
Technology

Employment:

04 Transportation

26 Competitive
Employment without
Support

08 Assistive
Technology

Independent Living:

20 Health and Related
Services

04 Transportation

02 Counseling and
Guidance

Transition Services (annual activities)

Instruction: Specialized instruction and accommodations in all subjects.

Related Services: Social work and public transportation workshop.

Community Experiences: Completion of service hours at local little league field and local art center or theater.

Development of Employment and Other Post-School Adult Living Objectives: Career planning with counselors, register to vote, complete FAFSA.

Appropriate Acquisition Of Daily Living Skills And/OR Functional Vocational Evaluation: Practice using public transportation following workshop, open bank account with parent support.

Linkages To After Graduation Supports/Services: Open DRS case - Connie will meet with adult STEP/VR counselor in January 2023.

Course of Study

Economics

Strengths and Conditioning

Statistics and Advanced Math

Career Exploration

Marketing

Exploring the Supernatural

Annual Goals

- ❖ Utilize apps to plan and map routes for use of public transportation
- ❖ Coping with anger
- ❖ Master 3 interview skills
- ❖ Develop resume by following a rubric and research 3 resume support centers or people
- ❖ Demonstrate writing competency through development of marketing proposal

Indicator 14 and Post - School Outcomes

Indicator 14 is a results indicator that measures the percentage of youth who are no longer in secondary school and had IEPs in effect at the time they left school.

Consider these essential questions:

- Are quality transition plans in place, followed, and revisited often, minimally annually?
- Were a variety of programs provided as part of each year's transition plan?

Questions

Dr. Christine Putlak

cputlak@aerod806.org

Katie McClory

cmccclory@aerod806.org