TRANSPORT IEP: THE NEXT STEPS

Presented by:
Teresa Grossi
Center on Community Living and Careers
Indiana Institute On Disability and Community
Indiana University

Sponsored by:
Center for Exceptional Learners
Indiana Department of Education

Why Are We Here?

- Follow-up to the “Rules and Regulations” training
- Improve writing measurable postsecondary goals and measurable annual goals.
- Improve our understanding on how to use and document age-appropriate transition assessments.
- Assess our IEPs to meet Indicator 13 requirements.
- Assess what makes a compliant IEP
- Attempt to get answers to questions.
- Provide enough information for you to use as a training within your own district.
Part B--ASSISTANCE FOR EDUCATION OF ALL CHILDREN WITH DISABILITIES

State Performance Plan
Required states to develop six-year State Performance Plans

Annual Performance Reports
– Provisions became effective on July 1, 2005
– 20 performance indicators

Plans are developed to evaluate the efforts to implement the requirements and purposes of IDEIA priorities and how the state will improve implementation.

APR Indicators

1. 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.

2. 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.

14. Percent of youth who had IEPs, are no longer in secondary school and who have been competitively employed, enrolled in some type of postsecondary school, or both, within one year of leaving high school.
INDICATOR 13

Percent of youth aged 14 and above with an individualized education program (IEP) that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals.

PRESENTATION FORMAT

For Each Flowchart Element:
✓ Review Definitions and Requirements
✓ Relevance to ISTART7 and Indicator 13 Checklist
✓ Activities to Promote Understanding and Apply Knowledge
✓ Accountability Needed for Monitoring
REMEMBER......

Just Because the Required Components of the Transition IEP are Present (e.g., ISTART7, ENCORE) Doesn’t Mean the Transition IEP is Compliant!

AND

Compliance Doesn’t Necessarily Equal Quality
Select the areas that are to be investigated for this evaluation:

- Individualized Family Service Plan
- Developmental Assessment
- Cognitive
- Academic Achievement
- Assessments of progress and interventions
- An observation to document academic progress and behaviors in areas of difficulty
- Functional Performance or Adaptive Behavior
- Assessment of functional skills or adaptive behavior across various environments from multiple sources
- An assessment of emotional and behavioral functioning
- A functional behavioral assessment
- A systematic observation across various environments
- Communication Skills
- Assessment of communication... in mode of student
- An assessment of the student's receptive, expressive, pragmatic and social communication
- Assessment of articulation, fluency, and voice
- Observation of student’s speech by an SLP

Additional assessment areas may be added as appropriate. For a reevaluation, if it is found through reassessment existing data that there is not a need for new information in any of the assessment areas that are automatically checked here, these areas can be unchecked in preparation for the written notice of evaluation.

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<thead>
<tr>
<th>Position</th>
<th>Name</th>
<th>Additional Title</th>
<th>Email</th>
<th>Exculsion?</th>
<th>Consent?</th>
<th>Access?</th>
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<tbody>
<tr>
<td>Student</td>
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</tr>
<tr>
<td>Parent</td>
<td>Mr. Mom</td>
<td></td>
<td><a href="mailto:Mom@home.com">Mom@home.com</a></td>
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<tr>
<td>Teacher of Record</td>
<td>Mr. ToR</td>
<td></td>
<td><a href="mailto:ToR@k12.us">ToR@k12.us</a></td>
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<tr>
<td>Public Agency Rep</td>
<td>Mrs. PAR</td>
<td>Assistant Principal</td>
<td><a href="mailto:PAR@k12.us">PAR@k12.us</a></td>
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<tr>
<td>Transition Agency</td>
<td>Ms. VR</td>
<td></td>
<td><a href="mailto:VR@tso.org">VR@tso.org</a></td>
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<td>General Education</td>
<td>Mr. GET</td>
<td></td>
<td><a href="mailto:GET@k12.us">GET@k12.us</a></td>
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Remember that parent consent is required in order to invite representatives of agencies providing transition services. In the case of a parentally placed nonpublic school student, parent consent is also required to share information with representatives from other public school districts.
Individuals representing agencies that require parental consent to disclose personally identifiable information will be invited following receipt of your consent:

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<th>Position</th>
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I give consent to disclose personally identifiable information from my child's educational record to the agency or agencies identified as invited to my child's case conference committee meeting.

Sign
**Present Level Of Academic Achievement & Functional Performance**

- What do I already know about this student that would be helpful in developing postsecondary goals? (e.g., review of records, grades, ISTEP, NWEA)
- What information do I need to know about this student to determine postsecondary goals? (e.g., skills, aptitudes, interests, strengths, preferences, etc)
- What methods will provide this information (e.g., transition assessments)?
- How will the assessment data be collected and used in the IEP process (summarized)?

[Greene, G. & Kochar-Bryant, C.(2003)]

**Assessment Considerations**

- Assessment should be individualized since each student comes to the process with a unique set of needs (Sitlington et al., 1996).
- Formal assessments using published tests are needed only after completing thorough informal assessments through interviews, observations, review of records, inventories, web-based surveys.
- One type of assessment should not be the sole source of data collection (Clark, 1998).
- Outdated assessment data lacks validity and can adversely impact a student’s outcomes

{Morningstar, 2007}
For Each Area of Learning, Working and Living (if applicable):

1. **Specific data.** Information related to interests, preferences, strengths/needs for each postsecondary area and targeted postsecondary expectation (living, learning, and working).

   *Typical interest or preference statements begin: Mary likes . . . , Justin chooses . . . , or Heather wants. . .*

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1. **Specific data (continued)***

- Data are sufficient to determine if there is a need for transition services in the specific postsecondary area as it relates to the student’s targeted postsecondary expectation in that area (e.g., full time employment).
For Each Area of Learning, Working and Living (if applicable):

Specific data (continued).

- If services are needed, data are specific enough to write a goal or activity.
- If there is no need for services in a postsecondary area, the data are sufficient to determine that there is no need for transition services in that postsecondary area. “Based on . . . “

For Each Area of Learning, Working and Living (if applicable):

2. **Source of the data.** The IEP should include information that names the method of assessment (e.g., classroom observation, student interview) or the specific name of the assessment tool.

3. **Each postsecondary area has been assessed.** Data are sufficient to determine that an assessment of the postsecondary area was made—you have documented which area (e.g., education, employment).
Components of Independent Living

- Home Living
- Household & Money Management
- Transportation
- Community Involvement
- Personal Safety
- Recreation & Leisure
- Interpersonal Relationships*
- Self-Advocacy / Self-Determination*

* = also needed for education/training and employment
Iowa Model for Age–Appropriate Transition Assessment process and questions to ask when determining the interests, preferences, strengths and needs of a student.
**Matrix for Transition Assessment**

provides the framework by which to gather necessary information for living, learning, and working combined with student interests and preferences; basic skills; attitudes, habits, self-awareness; and critical thinking, application skills. The Matrix is divided into cells which provide hyperlinks to recommended assessment methods and potential tools.

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**Iowa Transition Assessment**

Three sections:
- [Iowa Model for Age-Appropriate Transition Assessment](#)
- [Matrix for Transition Assessment](#)
- [Methods and Tools](#)

[www.transitionassessment.northcentralrrc.org](http://www.transitionassessment.northcentralrrc.org)
A postsecondary goal is “generally understood to refer to those goals that a child hopes to achieve after leaving secondary school (i.e., high school).” (IDEIA 2004, Federal regulations, analysis of comments and changes).

[NSTTAC-National Secondary Transition Technical Assistance Center]
Measurable Postsecondary Goals

- A measurable postsecondary goal must be written for the following areas:
  - Education or training, *AND*
  - Employment;
  - if needed, Independent living

Information Needed for Accountability

- Is it outcome-oriented?
- Can it be measured/counted?
- Are goals for education or training *AND* employment addressed?
- Will it occur after the student leaves secondary education?

[NSTTAC-National Secondary Transition Technical Assistance Center]
Information Needed for Accountability

For each measurable postsecondary goal, is there evidence of age-appropriate transition assessment. Data are sufficient to determine that an assessment of the postsecondary area was made—you have documented which area (e.g., education, employment).

✓ Can you determine (1-year following school exit) the extent to which the student has been able to achieve what they set out to do and the extent to which the education system did a good job in preparing students for the next step in life (Indicator 14)?

IEP REVIEW
### QUESTIONS

<table>
<thead>
<tr>
<th>POSTSECONDARY GOALS</th>
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<tbody>
<tr>
<td>Education/Training</td>
</tr>
<tr>
<td>Employment</td>
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<tr>
<td>Independent Living</td>
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</table>

1. Are there measurable postsecondary goals in these areas?  

<table>
<thead>
<tr>
<th></th>
<th>Y</th>
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<td>N</td>
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Can the goal(s) be counted? Will the goal(s) occur after the student graduates from school?  

- If yes to both, then circle Y  
- If a postsecondary goal(s) is not stated, circle N

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### Measurable Postsecondary Goals =

**Employment**: “I will work part-time while in college” = YES  
**Education/Training**: “I will enroll in Ivy Tech and will take courses in Early Childhood Development” = YES  
**Independent Living**: N/A **HOWEVER, the evidence is insufficient.**
2. Is there evidence that the measurable postsecondary goals were based on an age appropriate transition assessment?

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Is the use of a transition assessment(s) for the postsecondary goal(s) mentioned in the Transition IEP or evident in the student's file? If yes, then circle Y.

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Evidence that Independent Living Goals – NA

- “Based on student and parent interviews and the Independent Living Postsecondary Goal Checklist, “NAME” does not need an ILS goal”.
- “Based on student and parent interviews current extracurricular activities such as , getting her driver’s license on her own, parent support, and the Independent Living Postsecondary Goal Checklist, “NAME” does not need an ILS goal”.
- Use the IL Postsecondary Goal Checklist to guide the conversation.
REMEMBER . . . Cite or Refer to Assessment Information

- Cite the actual assessment used or will be used. “Based on the self-determination web-based survey . . . “
- Refer to information in the file (e.g., teacher notes, data, classroom assignments, classroom units/projects, etc.)
- Does it help identify strengths, preferences, interests and needs?
3. Is there documentation regarding whether the student will pursue a high school diploma or certificate of completion?  

<table>
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Is the discussion documented in the Transition IEP or evident in the student’s file? If yes, then circle Y.
Annual goals are “statements that describe what a child with a disability can reasonably be expected to accomplish (e.g., master some skill or knowledge [not an activity]) within a twelve month period in the child’s special education program.”

Well-Written Annual Goal Components

- **WHO** – the student
- **DOES WHAT** – describes observable behavior that the student will do to complete the goal (or benchmark)
- **WHEN** – relates to a specific point in time or timeframe when something will have been learned or completed
- **GIVEN WHAT** – describes the conditions that will need to be in place for the goal (or benchmark) to be completed

Well-Written Annual Goal Components

- **HOW MUCH**
  - Mastery – describes the performance accuracy of the behavior to be considered completed
  - Criteria – describes how many times the behavior must be observed for the goal or objectives/benchmarks to be considered completed
- **HOW WILL IT BE MEASURED** – describes performance data

[www.calstate.org/iep]
Information Needed for Accountability

- What postsecondary goal(s) does this annual goal support? Have you documented or identified which postsecondary goal?

- Are there annual IEP goals that will reasonably enable the student to meet each measurable postsecondary goals?

Some things to remember . . .

- There must be one measurable annual goal for each of the postsecondary goals.
- One annual goal can support more than one postsecondary goal (e.g., social skills for education and employment).
Some things to remember . . .

- To pass a class with a “C” or better, participate in a program, or pass ISTEP is \textit{NOT} an annual goal.
- The question is “why is this student needing to receive special education services”? What do they need to learn (skills or knowledge) to be able to be more successful in the general education curriculum?
- If you said “NA” to Independent Living postsecondary goal, then you should not check ILS for annual goal.
4. Is (are) there annual Transition IEP goal(s) that reasonably enable the student to meet the postsecondary goal(s)?

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Is (are) an annual goal(s) included in the Transition IEP that will help the student make progress towards the stated postsecondary goal(s)? If yes, the circle Y
Annual Goal: Language Arts/Written Expression

“By Sept. 2009, ___ will use the 4-step writing progress (plan, proofread, revise and edit) in composing her reports, short stories, and other similar assignments in all appropriate classes (e.g., Social Studies, English) with 80% accuracy.

For Education/Training Postsecondary Goal

Career Training/Transition

Participating in the Career Center is not an annual goal—It is a Transition Service/Activity
Annual Goal: Self-Advocacy

- During her junior year, _____ will demonstrate self-advocacy skills by voicing her opinions with her guidance counselor and IEP meetings as measured by observations and charting.
- By May 2009, _____ will communicate her accommodation needs to her teachers independently at the beginning of the first week of each trimester as observed by her general education and special education teachers.

For Education/Training and Employment Goals
**Annual Transition Services and Activities**

*A coordinated set of activities . . .*

- What other services can the student access that are available within middle or high school?
- **How** will the student learn what he/she needs to learn this year?
- **What type** of instruction will occur to help the student attain the annual goals?
- What community experiences will be provided?
- What other services are needed from community agencies?

[Adapted from NSTTTAC]

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**Designated Responsibility**

- **Who** is responsible for doing/coordinating/implementing the activity or service?
- **Who** will be held accountable?
Information Needed for Accountability

- For each measurable postsecondary goal area, is there some type of instruction, related service, community experience, employment and other post-school living objective, daily living skills, functional vocational evaluation listed in association with meeting the measurable postsecondary goal?

### Transition Services and Activities

<table>
<thead>
<tr>
<th>Description</th>
<th>By Whom</th>
<th>To Support</th>
<th>Date of Completion</th>
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</thead>
<tbody>
<tr>
<td>Job Shadowing</td>
<td>Vocational IA</td>
<td>Employment Skills</td>
<td>3/18/2009</td>
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Please reference resources to determine school-based transition services and adult service linkages.
5. Are there transition services in the Transition IEP that focus on improving the academic and functional achievement of the student to facilitate their movement from school to post-school?

Is a type of instruction, related service, community experience, development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills, and provision of a functional vocational evaluation listed in association with meeting the post-secondary goal(s)? If yes, then circle Y
### Participating Agency

- To the extent appropriate, and **with the consent of the parent** (or student who is 18 and has not had a guardian appointed), a representative of any state or local agency (other than the public agency) likely to be responsible for providing or paying for transition services **must** be invited to the Case Conference Committee meeting.

- Examples: Vocational Rehabilitation Services, mental health services, developmental disabilities services, community employment providers, Medicaid

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6. For transition services that are likely to be provided or paid for by other agencies with parent (or student once the age of majority is reached) consent, is there evidence that representatives of the agency(ies) were invited to the Transition IEP meeting?

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<thead>
<tr>
<th></th>
<th>Y</th>
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<tbody>
<tr>
<td></td>
<td>Y</td>
<td>N</td>
<td>NA</td>
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<td>Y</td>
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<td>NA</td>
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<td></td>
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For the current year, is there evidence in the Transition IEP that representatives of any of the following agencies/services were invited to participate in the Transition IEP development: postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation for this post-secondary goal? Was consent obtained from the parent (or student, for a student of the age of majority)?

- If yes to both, then circle Y
- If it is too early to determine if the student will need outside agency involvement, or no agency is likely to provide or pay for transition services, circle NA
- If parent or individual student consent (when appropriate) was not provided, circle NA

If no invitation is evident and a participating agency is likely to be responsible for providing or paying for transition services and there was consent to invite them to the Transition IEP meeting, then circle N
7. Do the transition services include a course of study that focuses on improving the academic and functional achievement of the student to facilitate their movement from school to post-school?

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<thead>
<tr>
<th>Y</th>
<th>N</th>
<th>Y</th>
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<th>NA</th>
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</table>

Do the transition services include courses of study that align with the student’s postsecondary goal(s)? If yes, then circle Y
8. Does the Transition IEP meet the requirements of Indicator 13?

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</table>

If all Ys or NAs for each postsecondary goal included in the Transition IEP are circled, then circle **Yes**
If one or more Ns are circled, then circle **No**

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**Next Steps and Final Questions?**

- Did you analyze the data to determine professional development activities (e.g., annual goal writing; specific teachers).
- Go back and provide the training to colleagues.
- Call for support or technical assistance.
- We Now Have Compliant IEPs . . . What Does The Instruction and Services Look Like?
Contact Information
Teresa Grossi, Ph.D., Director
Center on Community Living and Careers
Indiana Institute On Disability and Community
Indiana University
2853 E. Tenth Street
Bloomington, IN 47408
(812) 855-4070
tgrossi@indiana.edu
www.iidc.indiana.edu/cclc

THANK YOU