

LOST IN TRANSITION

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Adapted from NTACT Transition Training

OUTLINE

- I-13 Compliance
- Transition Program Development
- Middle School Transition
- Graduation Options

SCORING CRITERIA FOR I-13

- Six of the 8 questions has three extended areas:
Education/Training, Employment, and Independent Living.
- Therefore, there are 16 questions possible (all 24 apply for students with more severe disabilities).
- For those students without Independent Living needs, then 16 answers are applicable per IEP.
- All IEPs must have 100% in order to pass.

IND. 13 CLARIFICATION

- Each of the first 6 questions include a “Yes”, “No” for each of the three areas:
 - Postsecondary Education
 - Postsecondary Employment
 - Postsecondary Independent Living
- Question 7 is a Yes/No and Question 8 is a Yes/NA

PLAAFP SECTION

- This section should drive your entire plan!
- Focus on data and affect as much as possible.
 - What is their strength and what is your measure.
- Honest conversations are best at this point!
- Any concerns should be addressed later in the IEP, either through goals, transition activities, accommodations, etc.

QUESTION # 1

Are there appropriate measurable postsecondary goals in this area (Educ./Training, Employment, Ind. Living)?

Guidance:

- Goals should be outcome-oriented and occur after the student leaves H.S.
- Goals must address education/training AND employment (for most students)
- Independent living goals required for students with more significant disabilities

P.S. GOAL GUIDANCE

- Goals MUST occur after high school.
- IEPs that missed this question contained goals that occurred during high school.
- Example: “Student will complete job application.”

VARIABILITY

- 7th - 9th grader: Andrea wants to attend college in New Mexico. (Fall IEP)
- 12th grader: Bill wants to go to community college.

Discussion: How strict to review?

MEASURABLE POST-SCHOOL GOALS — EXAMPLES

- Employment: After graduation, Jake will work with on his family farm growing corn.
- Education: Upon graduation, Janet will attend a community college and study nursing.
- Ind. Living: Upon completion of high school, Paul will play soccer in a recreational soccer league at the YMCA.

POSTSECONDARY GOALS

Education/Training:

- After graduation, Ben will participate in a center-based program with an adult curriculum focused on gaining maximum social communication, daily living, and vocational skills.

Employment:

- After graduation, Ben will participate in a center-based program with an adult curriculum, receiving services to increase his stamina and mobility to prepare him for work.

POSTSECONDARY GOALS

Independent Living:

- After graduation Ben will use an augmentative communication device at home and the center-based program to communicate his wants, needs, and desires and to interact with his environment more independently.

P.S. GOALS NON-EXAMPLES

- EDUCATION: “Will attend college.”
- EMPLOYMENT: “No idea.” or “Will visit 3 local colleges.”
- *Guidance: Include the Who, What, Where and When...*

QUESTION #2

Are the postsecondary goals updated annually?

Guidance:

- Goals should be updated annually and evidenced in updated goals and/or transition activities.
- Straight forward: if present, then “Yes”.

QUESTION #3

Is there evidence that the measurable postsecondary goals were based on an age-appropriate transition assessment?

Guidance:

- Provide name of transition assessment used, date administered and a summary of results.
- If missed, usually states:
 - Paycheck, transcripts, etc.

NON-EXAMPLE ASSESSMENTS FOUND

- “Postsecondary Outcomes Survey”
- “SOP/IEP Review”
- “Student interview/Transcripts”
- “See Results Attached”
- Directions read: “Assessments used to determine the goals.”

ASSESSMENT GUIDANCE

- Name the transition assessment used and date administered.
- Summarize the assessment results in the PLAAFP section.
- “Student Interview” without results will fail.

ADDITIONAL GUIDANCE FOR TRANSITION ASSESSMENTS

- Dr. Jim Martin, University of Oklahoma, stresses at least 4 important areas to assess:
- **Self-determination skills** – Self-awareness, Self-advocacy, Self-efficacy, Decision-making, Independent performance, Self-evaluation, Adjustment
- **Career/vocational interests** – reading, non-reading tools
- **Basic (overall) transition skills** – all relevant adult life domains
- **Functional vocational assessment** (when indicated)– much more in depth evaluation, as needed

SELF-DETERMINATION

- Self-awareness
- Self-advocacy
- Self-efficacy
- Decision-making
- Use of self-management
- Self-evaluation
- Adjustment

VOCATIONAL INTERESTS FOR STUDENTS WHO CAN READ

- Group Interest Inventories
 - ACT Discover and Explorer Tests
- Paper Individual Interest Inventories
 - COPS
 - Self-Directed Search
- Free On-Line Individual Interest Inventories
 - <http://www.myfuture.com/toolbox/workinterest.html>
 - (similar to Self-Directed Search, but free)
 - www.ioscar.org
 - www.careerclusters.org
 - <http://www.careerkey.org/cgi-bin/ck.pl?action=choices>
- U.S. Dept of Labor O*NET
 - www.onetcenter.org
 - Interest profiler, ability profiler

COMPREHENSIVE TRANSITION ASSESSMENT TOOLS

- *Transition Planning Inventory-Revised (TPI-R)*
 - ProEd, Austin Texas (www.proedinc.com)
- *Scales of Independent Behavior - R*
 - Riverside Publishing (<http://www.riverpub.com>)
- *Informal Assessments for Transition Planning*
 - ProEd, Austin Texas (www.proedinc.com)
- *Enderle-Severson Transition Rating Form*
 - www.estr.net
- *Casey Life Skills Assessment*
 - www.caseylifeskills.org

FREE RESOURCES FOR TRANSITION ASSESSMENT

- www.dws.state.nm.us – Job Seekers >> Career Prospects System Occupational Profiler
- U.S. Dept of Labor O*NET
 - www.onetcenter.org - Interest profiler, ability profiler
- Armed Services Vocational Aptitude Battery (ASVAB)
- www.nsttac.org – “Age Appropriate Transition Assessment Guide”
- www.dcdt.org – “Age Appropriate Transition Assessment” Fact Sheet

QUESTION #4

Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?

Guidance:

- Transition plan should include a list of activities and strategies designed to help student reach their post school goals.

EXAMPLE TRANSITION SERVICES/ LINKAGES PAGE

Activities/ Strategies: INSTRUCTION	Agency/ Responsib.	Timelines	Documented Completion or Other
<ul style="list-style-type: none"> -Teach Jeff the Paraphrasing Strategy -Provide needed modifications and accommodations in core academic classes -Research, identify, & visit at least 3 colleges of interest 	<ul style="list-style-type: none"> -School/special educator teacher -School/general ed teachers -Jeff (w/case mgr or transition specialist monitor) 	<ul style="list-style-type: none"> -2020-2021 -2020-2022 -Fall 2021 	<ul style="list-style-type: none"> ■ ■ ■

EXAMPLE TRANSITION SERVICES/ LINKAGES PAGE

Activities/ Strategies: EMPLOYMENT	Agency/ Responsib.	Timelines	Documented Completion or Other
<ul style="list-style-type: none"> - Research, select, & complete one unpaid and one paid (if possible) internships in law enforcement area of choice - Meet with DVR counselor for eligibility determination & possible college supports 	<ul style="list-style-type: none"> - (Case mgr monitors) -DVR counselor, Jeff, parents (case mgr monitors) 	<ul style="list-style-type: none"> - Fall 2020-Spring 2022 - Winter 2023 	<ul style="list-style-type: none"> ■ ■

HEALTH AND WELLNESS

- Mental/Emotional:
 - Stress management
 - Independent workloads
 - Problem-solving
 - Social Isolation

Signs of concern:

Attendance, change in work, deterioration in basic health, depression, etc.

HEALTH AND WELLNESS

- Physical Activity:
 - 75% of children do not get adequate exercise
 - Obesity in youth to increase 3% during quarantine
 - Metabolism rate is essential for brains to work optimally

Activities:

- ride bikes, scoots, skateboards, climb trees, jump rope, run, frisbee, basketball, soccer, walking, tennis, baseball, etc.

HEALTH AND WELLNESS

- Sleep (concentration/focus):
 - Limit the amount of screen time (contributes to decrease in neural plasticity).
 - Experts recommend 8-20 hours for youth ages 14 - 20 years old.
 - Lack of sleep decreases the immunity response in humans.
 - Simple breathing techniques can help with getting to sleep.
 - Sleep is tied directly to brain functioning and self-regulation

HEALTH AND WELLNESS

- Nutrition:
 - Focus is largely based on cellular health.
 - Limit sugar (25 grams per day).
 - Eliminate soda, juices, and energy drinks (often 30-60 grams per serving).
 - Limit carbohydrates (donuts, chips, sweets) – metabolizes as sugar.
 - Dehydration (around 100 oz. per day required).
 - Vitamins: Focus on C and D – increases immune responses.
 - Healthy snacks if possible (food journal)

TRANS. SERVICES/ACTIVITY PAGE RED FLAGS

If missed:

- Too few activities
- Similar or identical activities across sample
- Written as present levels

Discussion:

- Do similar activities mean “non-compliance”?
- Interpret few activities for a:
 - 9th grader
 - 12th grader

TRANSITION SERVICE AND LINKAGES PAGE

- Instruction: NON-EXAMPLES
 - “Continued support in math, science....”
 - “Continue Math/Reading instruction to address areas of need to prepare for college and career following college.”
- Independent Living: NON-EXAMPLES
 - “Adequate personal care”, “Will live in hometown or would like to live somewhere in the mountains.”
 - “Plans independent living and has age appropriate skills.”

TRANSITION LINKAGES PAGE (CONT.)

- Employment: NON-EXAMPLES
 - “Currently works at”, “He has learned....”, “Worked at....”,
 - “Intends to enlist in the army, then attend college to qualify for working game and fish department.”
 - “Develop job skills through cooperative training program to prepare for post school life”
- Community Experience: NON-EXAMPLES
 - “Family will seek to find areas of positive interaction for ...”

TRANSITION SERVICES/ACTIVITIES

Connections to:

- Outside resources
- Community resources
- Postsecondary Inst.
- Employment resources
- Independent living resources

TRANSITION SERVICES/ACTIVITIES

- Short-term activity – can be done in a session.
- An activity that promotes the annual goal.
- An activity that supports the postsecondary goal.

QUESTION #5

Do the transition services include a course of study that will reasonably enable the student to meet his or her postsecondary goals?

Guidance:

- Must specify electives.
- Lists courses/other experiences for all the remaining years of H.S.
- If missed – usually missing future years
- Provided a “weak yes” and make notes to district in certain cases.

EXAMPLE COURSE OF STUDY (PED IEP FORM)

School Year	Credits Earned	Courses Selected
2020-21		Skills for Success (reading, future planning, personal mgmt) English I, Algebra I, P.E./Girls Basketball, Physical Science, U.S. History
2021-22		English II, Applied Math I, P.E./Girls Basketball, Keyboarding/Computer Literacy, Biology Concepts/Biology, World Geography
2022-23		English III, Geometry, Basketball, Psychology/Sociology, Spanish I (1/2 cr.)/Government, Work Study (1/2 cr.)
2023-24		English IV, Algebra II, Culinary Essentials/Sewing, Clothing & Crafts, Public Speaking/Basketball, Spanish II (1 cr.), Work-Study (1 cr.)

QUESTION #6

Are there annual IEP goals related to the student's transition services needs?

Guidance:

- Must address what needs to be achieved *this* year to help the student move toward their postsecondary goals,
 - “In preparation to pursue college or on-the-job training....”
- Annual employment-related goals should be measurable (ideal), but present passes.

ANNUAL GOAL NON-EXAMPLES

- Annual Goals must address the transition needs of the student.
- One annual goal for each p.s. goal
 - One academic and one employment-related annual goal for each IEP.
- If written well and the p.s. goal is heavily academic-based, then a stand-alone academic annual goal could work for both the Academic and Employment related

ANNUAL GOALS

- Students on Modified Graduation Option will need four units of career development classes/ experiences AND must demonstrate competency in all Employability and Career Development Standards (Strand 9).
- If written as a goal, it must be completed, or documented that it was not completed.
- Even students on Standard Option **MUST** have an annual employment related goal! *(Think soft skills....and make the goal a skill-focused goal.)*

ANNUAL GOALS GUIDANCE

- **If missed** – no employment goal present.
- The PLAAFP hold many of the keys to where IEP teams should look for employment related competencies.
 - Self-regulation
 - Self-determination
 - Functional soft-skills
- Little subjectivity for criteria in most cases.
- I-13 does not examine the quality of annual academic goals.

HOW TO WRITE ANNUAL IEP GOALS

IEP Goals are written in terms of what the **student** will do:

- They state the **condition** under which the student will demonstrate the behavior.
- They define specific measurable **behavior** to be displayed by the student.
- They specify what **criteria** will be used to measure progress or mastery.
- They includes an **evaluation** procedure with an **expected timeframe** for the desired level of attainment to be reached.

MORE ANNUAL GOALS EXAMPLES

- Given direct instruction for completing a small business license application, guided practice, and personal information, Jeff will complete an application with 100% accuracy by the end of the 1st school semester.
- Given computer/video enacted role-plays of legal and illegal activities, Jeff will categorize activities with 80% accuracy by March of 2020.

ANNUAL GOAL (LOW INCIDENCE)

- Given physical prompts and picture schedule, Pat will manipulate a switch with her head to signal to staff it is time for her to eat lunch or snack with 80% accuracy by June 2020.

ANNUAL GOAL NON-EXAMPLES

- Ana will explore several colleges of choice on the internet.
- Once on the job, Rocky will maintain part time employment until the end of the school year.
- Emma will fill out three job applications with teacher assistance and interview for job before October.
- Jackson will attend classes daily and complete all homework assignments on time.
- During lunch in the school cafeteria, Marcia will make healthy food choices.

QUESTION #7

Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?

Guidance:

- Students **must** receive an invitation to their IEPs (best practice is an *individualized* invitation).
- However, student's name on Parent Notification of IEP will meet compliance for PED review (i.e. "Dear Parent and Student").
- Simply having student box checked or signature on signature page **will no longer meet compliance.**

QUESTION #8

If appropriate, is there evidence that 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?

- “Is there evidence”
 - Meeting notes
 - PWN
 - Actual invitation
- What if agency was listed on Parent Notification of IEP meeting?
 - Will this meet SEB compliance?

QUESTION #8

If appropriate, is there evidence that a representative of any participating agency that is likely to be responsible for providing or paying for transition services, including, if appropriate, pre-employment 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?

- “....prior consent from the parent or student who has reached the age of majority.”
- In past, agency signature on IEP counted as passing (SEB guidance).

Question #8 (State Guidance)

- Invitations to outside agencies will be accepted as documentation the agency was invited.
- Consent for participation of the outside agency, from the parent or student (if age of majority), must be noted in the PWN or IEP meeting invitation.

IEP FORM CLARIFICATION

- Transition Services/Activities page:
 - “Will the student need involvement from any outside agencies in order to make a successful transition?”
 - “If yes, list of agencies to contact.”
 - Who contacts agencies and when?
- The IEP form question asks nothing about *attending the IEP meeting*.

MIDDLE SCHOOL TRANSITION

- NM Spec. Ed. Bureau began checking any IEP that included a student turning 14 years old (NM State law) within the IEP year. Federal law states 16 years old.
- Details can be vague – Annual academic goals should be tied to p.s. goal by, “In preparation for _____, Juan will....”
- Must have a transition assessment (name and results).

MIDDLE SCHOOL TRANSITION

- Transitions at middle school should focus on exploration.
 - Career interests
 - Understanding requirements for high school (including credits, classes, expectations, visits, etc.)
 - Exploring requirements of interests.

SOCIAL EMOTIONAL FACTORS

- Discipline
- Attendance
- Anxiety
- Depression
- Social network
- Grades
- Activity
- Health factors

QUESTIONS ?

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