

## THE TRANSITION PROCESS: MEASURABLE POST-SECONDARY GOALS AND IEP ANNUAL GOALS

### AGENDA

- Laws, rules, regulations, and requirements
- Postsecondary Goals
- Transition in the IEP
- Case studies
- Self Determination

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### TRAINING GOALS

Understand	Understand the transition process as preparation for successful attainment of postsecondary goals
Understand	Understand the critical components of transition planning in the IEP
Recognize	Recognize the importance of interagency collaboration

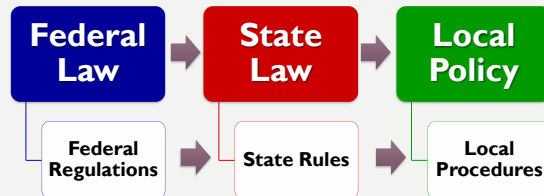
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### HOW DO YOU DEFINE TRANSITION?

- Write a few key words of transition
- How would you define transition to school personnel, parents, students and/or other stakeholders



## FEDERAL ★ STATE ★ LOCAL



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## STATE PERFORMANCE PLAN INDICATOR 13



“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 services needs.”

State Performance Plan 2005-2012

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## STATE PERFORMANCE PLAN INDICATOR 13, CONT.

“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.”

State Performance Plan 2005-2012

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## TRANSITION ASSESSMENTS

“The IEP must include appropriate measurable postsecondary goals based upon **age appropriate transition assessments** related to **training, education, employment**, and where appropriate, **independent living skills**”

IDEA §300.320



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## TRANSITION ASSESSMENTS



- Assessments should be age appropriate
- Assessments should provide information about the student's:
  - Academic achievement
  - Functional performance (behavior, daily living skills, relationships, personal responsibility)
  - Career and leisure interests and pursuits
  - Physical/mental health
  - Community participation
  - Communication
  - Self-determination/advocacy
- National Technical Assistance Center on Transition (NTACT)  
<https://transitionta.org/toolkitassessment>



## ASSESSMENTS



### Self Determination

- AIR SD Assessment <http://www.ou.edu/education/centers-and-partnerships/zarrow/self-determination-assessment-tools/air-self-determination-assessment>
- ARC Self Determination: <http://www.ou.edu/content/dam/Education/documents/miscellaneous/the-arc-self-determination-scale.pdf>
- ChoiceMaker Self Determination Assessment: <http://www.ou.edu/content/education/centers-and-partnerships/zarrow/self-determination-assessment-tools/choicemaker-self-determination-assessment.html>
- "I'm Determined": <http://www.imdetermined.org>
- Dream Sheet: <https://transitionta.org/sites/default/files/dreamsheet.pdf>

## TRANSITION ASSESSMENTS BASIC ELEMENTS

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Student characteristics               <ul style="list-style-type: none"> <li>– Needs</li> <li>– Strengths</li> <li>– Interests</li> <li>– Preferences</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Functional performance data               <ul style="list-style-type: none"> <li>– Education/Training</li> <li>– Employment</li> <li>– Independent living skills, when appropriate</li> </ul> </li> </ul> |
|---|--|

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## TRANSITION ASSESSMENTS WHAT DO WE DO WITH THE RESULTS?

- Use the information to help the student
  - Develop postsecondary goals *(required by law)*
  - Learn more about themselves
  - Become their own advocate
  - Learn about careers
  - Choose a course of study

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## TRANSITION ASSESSMENTS WHAT DO WE DO WITH THE RESULTS?

- Use the information to help the ARD committee
  - Draft annual goals in the student's IEP
  - Develop the summary of performance
  - Identify linkages/interagency collaborations
  - Identify any need for further transition assessments

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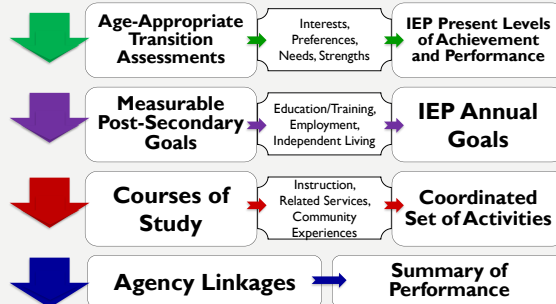
## TRANSITION ASSESSMENTS DATA FOR PLAAFP

- **PLAAFP (Present Levels of Academic Achievement and Functional Performance)**
  - Includes transition assessment data, both academic and functional information, to determine the student's present levels of performance related to transition needs



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### The Transition Process



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## WHAT IS A POSTSECONDARY GOAL?



## WHAT IS A POSTSECONDARY GOAL?

A postsecondary goal is generally understood to refer to those goals that a child hopes to achieve after leaving high school.



## POST-SECONDARY GOALS

Beginning not later than the first IEP to be in effect when the child is 16, and updated annually thereafter—

- appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills

IDEA § 300.320

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## MEASURABLE POST-SECONDARY GOALS

- Based on needs, strengths, interests and preferences
- Based on age-appropriate transition assessments
- Student identified goals in the following areas:
  - Education/training
  - Employment
  - Independent living, where appropriate

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## POST-SECONDARY GOALS GUIDE THE STUDENT'S DESIRED OUTCOMES

- Student demonstrates self-determination by sharing their vision with the IEP team
- IEP includes measurable annual goals that will lead to the attainment of postsecondary goals
- Course of study is aligned to postsecondary goals
- Transition assessment and evaluation data is continually revisited to affirm postsecondary goals
- Student attains postsecondary goals by creating a high school plan/IEPs that are relevant
- Have the opportunity to gain knowledge and skills that form the foundation for postsecondary activities

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## MEASURABLE POST-SECONDARY GOALS GUIDING QUESTIONS

- Is the goal meaningful to the student?
  - Does the goal reflect the student's interests and preferences?
  - Was information from age-appropriate transition assessments used to determine the goal?

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## MEASURABLE POST-SECONDARY GOALS GUIDING QUESTIONS

- Is the goal observable and measurable?
  - Is the goal challenging yet attainable?
  - Is the goal based on the student's strengths?
  - Does the goal require the student to apply knowledge and skills gained during high school?

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## MEASURABLE POST-SECONDARY GOALS GUIDING QUESTIONS

- Is the goal focused on future results and outcomes?
  - Are there goals for each of the required areas: education/training, employment, independent living?
  - Does the goal occur after high school?
  - Can the goal be measured one year after the student exits high school?

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## THE BIG 3 GOALS

1. Post Secondary Education and Training
2. Employment
3. Independent living



## 1. POST-SECONDARY EDUCATION AND TRAINING

- The IEP team must goal-plan for the post-secondary and/or training that is needed in order for the student to achieve their identified life goals

- Could include:

- Postsecondary Education
- Vocational Education
- Continuing and Adult Education
- A military training program
- Job-specific courses/training
- On-the-job training
- Short-term education or employment training program (e.g. Job Corps, Vocational Rehabilitation)
- Vocational Technical School (less than 2 year program)
- Adult Program
- Related training on Independent Living and Community Participation

NSTAC <http://www.nstac.org/>



## MEASURABLE POST-SECONDARY GOALS



- Must be written in measurable terms but do not require the same four elements as annual goals in the IEP

– Observable, effectiveness, completion

– Formula for writing post-secondary goal:

**Upon completion of high school, [name of student] will [behavior] where/ how**

EX: Upon completion of high school, Samantha will attend STC to earn an Associate of Arts in Teaching.

- Should be written so that they can be measured one year after exiting

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## POST-SECONDARY GOALS EDUCATION/TRAINING

EXAMPLE?

*After high school, Jeremy will improve his social, self-advocacy, and self-care skills by attending instruction at a center-based adult program.*

**YES**, because...

- Focused on training
- Improving skills is an explicit outcome
- 'Attending program' and 'improving skills' are observable

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## POST-SECONDARY GOALS EDUCATION/TRAINING

EXAMPLE?

*After high school, Jeremy will need to continue to work on his self-care skills.*

**NO**, because...

- Not a goal, but a need that should probably be addressed
- Does not explicitly address education or training

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## 2. EMPLOYMENT

- The IEP team must goal-plan for the student's identified employment interest/preference.
- Could include:
  - Competitive/Integrated employment
  - Supported/Sheltered employment



## EMPLOYMENT DEFINITIONS COMPETITIVE EMPLOYMENT

- Work in the competitive labor market that is performed on a full-time or part-time basis in an integrated setting;
  - at or above the minimum wage
  - not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by individuals who are not disabled.

NSTTAC <http://www.nsttac.org/>

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## EMPLOYMENT DEFINITIONS SUPPORTED EMPLOYMENT

- For individuals with the most significant disabilities
  - for whom competitive employment has not traditionally occurred; or
  - for whom competitive employment has been interrupted or intermittent as a result of a significant disability; and
  - who, because of the nature and severity of their disability, need intensive supported employment services.

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## EMPLOYMENT DEFINITIONS SUPPORTED EMPLOYMENT

- Competitive work in integrated work settings, or employment in integrated work settings
  - in which individuals are working toward competitive work
  - consistent with the strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice of the individuals,

NSTTAC <http://www.nsttac.org/>

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## POST-SECONDARY GOALS EMPLOYMENT

### EXAMPLE?

*After high school, Jason will enroll in a four-year college to obtain his undergraduate degree in history and education, to become a high school social studies teacher.*

**YES**, because...

- Enrolling is observable
- Obtaining a degree is measurable
- Becoming teacher is observable
- Jason's expectations for employment are explicit
- Occurs after high school

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## POST-SECONDARY GOALS EMPLOYMENT

### EXAMPLE?

*Jason will meet the criteria for passing Spanish II, so that he can apply to college where he wants to major in education.*

**NO**, because...

- Activity occurs during high school
- "Apply" is an activity or process, not an outcome
- Does not address employment

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## POST-SECONDARY GOALS EMPLOYMENT

### EXAMPLE?

*After high school, Sally will participate in the hiring and firing of her personal attendants.*

**YES**, because...

- Focuses on employment
- Is observable
- Occurs after high school

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## 3. INDEPENDENT LIVING

- The IEP team must goal-plan for the student's future living arrangements.

- Could include:
  - Independent living
  - Living w/parents/guardians
  - A foster home
  - A skill-development home
  - Supervised group living
  - Institution



## INDEPENDENT LIVING SKILLS DEFINITION

- Those skills or tasks that contribute to the successful independent functioning of an individual in adulthood (Cronin, 1996) in the following domains: leisure/recreation, home maintenance and personal care, and community participation.

NSTTAC Indicator 13 Training materials

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## POST-SECONDARY GOALS INDEPENDENT LIVING

### EXAMPLE?

*After high school, Paulo will assume responsibility for a share of living expenses by saving money earned at work and following a budget set by Paulo and his parents.*

**YES**, because...

- Focuses on application of independent living skills
- Is observable
- Occurs after high school

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## POST-SECONDARY GOALS INDEPENDENT LIVING

### EXAMPLE?

*Paulo will write a budget for living expenses.*

**NO**, because...

- The expectation for application of independent skills is not explicitly stated
- Activity occurs during high school

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### Case Study Roland

Roland is a 15 year-old freshman with a learning disability in reading comprehension and written expression. Teacher reports indicate that Roland reads at an eighth grade level with fluency, but struggles with oral reading comprehension and written expression. When provided with a graphic organizer, Roland's comprehension of printed text increases to 70%.

Roland participates in the general curriculum in an inclusive setting with accommodations and supports from the special education teacher. Roland currently uses the following accommodations: extended-time on tests, oral administration, and computer software resources that support listening comprehension and writing. He also attends a locally developed study skills course with a special education teacher who works on independent study skills, note taking, and organizational skills.

Around his friends and family, Roland is outgoing and witty. However, he tends to be fairly quiet when he is in new situations and when he is around people he doesn't know. Recently, he told his mother that he is embarrassed by his disability. His mother expressed at his last ARD meeting that these feelings deter Roland from discussing his disability with his teachers or from asking for additional help.

Roland plays soccer on the Junior Varsity team at his high school. He hopes to make the varsity team next year. He spends time with his friends on weekends or during school sponsored events. This summer, Roland plans to get a job at the YMCA as a scorekeeper for soccer and baseball.

Roland is diligent about completing his assignments in class. However, when he is asked to complete projects at home or to do homework, Roland either forgets to turn in the project or will put off the task until the last minute. This issue affects Roland's overall grade in his classes and jeopardizes his opportunity to participate in Junior Varsity soccer games.

Roland plans to attend Popular Community College (PCC) when he graduates. Many of the students from his high school attend PCC, and it is the closest community college to Roland's house. He intends to live at home and work part-time on campus until he finishes an associate's degree. At that point, Roland plans to transfer to a four-year state college to continue his degree. Informal career cluster inventories reveal that Roland is most interested in careers related to medical data processing.

## CASE STUDY: ROLAND

- 15 YO Freshman with a learning disability in reading comprehension and written expression
- Reads at eighth grade with fluency.
- Struggles with reading comprehension and written expression
- When provided with a graphic organizer, comprehension increases to 70%
- Mainstreamed into general education with accommodations and support from the special education teacher

## ROLAND AGE 15 – GRADE 9

### • Transition Assessments

- Education/Training
- Employment
- Independent Living

### • PLAAFP - Present levels of academic achievement and functional performance

- Needs and strengths
- Interests and preferences

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## ROLAND'S TRANSITION ASSESSMENTS

### EDUCATION AND TRAINING

- Flynt-Cooter Comprehensive Reading Inventory
- Observations
- Task Analysis
- AIR Self Determination Assessment
- Transition Planning Inventory (Student, Home, School Survey)
- Interviews/Observations

### EMPLOYMENT ASSESSMENTS

- AIR Self Determination Assessments
- Transition Planning Inventory (Student, Home, School Survey)
- Interviews/Observations

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<b>Needs</b>	<ul style="list-style-type: none"> <li>• Struggles with oral reading comprehension/written expression</li> <li>• Using graphic organizer, comprehension of materials read increases to 70%</li> <li>• Accommodations include: extended-time on tests; oral administration; computer software resources that support listening comprehension and writing</li> <li>• Independent study, note taking, and organizational skills</li> </ul>
<b>Strengths</b>	<ul style="list-style-type: none"> <li>• Reads at 8<sup>th</sup> grade level with fluency</li> <li>• Outgoing and witty around friends and family</li> </ul>
<b>Interests</b>	<ul style="list-style-type: none"> <li>• Soccer and baseball</li> <li>• Friends</li> </ul>
<b>Preferences</b>	<ul style="list-style-type: none"> <li>• Attend college</li> <li>• Careers related to medical data processing</li> </ul>

## ROLAND'S PLAAFP

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## ROLAND'S POSTSECONDARY GOALS

### Education and Training

- Upon graduation, Roland will attend Poplar Community College to earn an associates degree in data processing with an emphasis on health care.

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## ROLAND'S POSTSECONDARY GOALS

### Employment

- Upon graduation, Roland will obtain a job in the work study program at Poplar Community College.

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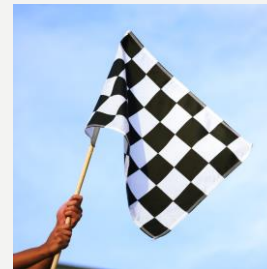
## ROLAND'S POSTSECONDARY GOALS

### Independent Living

- Upon graduation, Roland will request needed accommodations from state and/or community service providers, including office of disability services at college.

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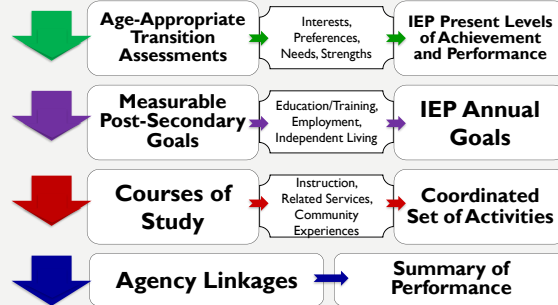
## POST-SECONDARY GOALS



**Are your  
student's  
goals  
results  
oriented?**

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### The Transition Process



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## MEASURABLE ANNUAL GOALS

- Facilitate movement toward postsecondary goals
- May be academic and/or functional goals
- Must contain four elements
  - Timelines: When (Within 36 weeks....., By the end of.....)
  - Conditions: How (Using....., With.....)
  - Behavior: Will
  - Criterion: Accuracy

Individualized Education Program (IEP) Annual Goal Development Question & Answer Document  
<http://portal.esc20.net/portal/page/portal/esc20public/SpecialEducation/AGCHome/AGCStatewideLeadership>

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## SPP INDICATOR 13 CHECKLIST

**#6.** Is (are) there annual IEP goal(s) related to the student's transition services needs?

Yes / No

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## ROLAND'S IEP – ANNUAL GOALS

### Postsecondary Goal: Education/Training

Upon graduation, Roland will attend Poplar Community College to earn an associates degree in data processing with an emphasis on health care.



### IEP Annual Goals - Academic

Within 36 instructional weeks, using a graphic organizer, Roland will make logical connections between ideas and details in several texts and support those findings with textual evidence with 85% accuracy.

By the end of the current school year, using a word processor, Roland will paraphrase, summarize, quote, and accurately cite researched information according to a standard format with 80% accuracy.

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## ROLAND'S IEP – ANNUAL GOALS

Postsecondary Goal: Employment	IEP Annual Goals - Functional
Upon graduation, Roland will obtain a job in the work study program at Poplar Community College.	During the instructional school year, using an academic planner to record assignments when directed by classroom teachers, Roland will complete planner entries in core content areas correctly and on time in 3 out of 5 class periods.



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## ROLAND'S IEP – ANNUAL GOALS

Postsecondary Goal: Independent Living	IEP Annual Goals - Functional
Upon graduation, Roland will request needed accommodations from state and/or community service providers, including office of disability services at college.	Within 36 instructional weeks, Roland will seek and request adult assistance when he needs extended time, oral administration, or note taking assistance in 4 out of 5 opportunities.



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## POSTSECONDARY GOALS AND ANNUAL IEP GOALS

POSTSECONDARY GOAL	ANNUAL IEP GOAL
<u>Education and Training:</u> Upon completion of high school, Cindy will enroll at South Texas College (STC) to earn a Welding Certificate.	Given South Texas College information, Cindy will demonstrate knowledge of the college's admission requirements by verbally describing these requirements and identifying admission deadlines with 90% accuracy by November 2018.



## POSTSECONDARY GOALS AND ANNUAL IEP GOALS

POSTSECONDARY GOALS	ANNUAL IEP GOAL
<u>Employment:</u> After graduation from STC, Cindy will be a self-employed welder at her uncle's mechanic shop.	At the end of 36 instructional weeks, given explicit instruction on entrepreneurial traits and behaviors, applying problem-solving skills, Cindy will list 4:5 personal traits/behaviors associated with successful entrepreneurial performance.



## POSTSECONDARY GOALS AND ANNUAL IEP GOALS

### POSTSECONDARY GOAL

#### Independent Living:

After high school, Cindy will independently prepare for work each day by making her lunch and accessing transportation.



### ANNUAL IEP GOAL

During the instructional school year, given a bus schedule, Cindy will select the correct time and stop for five scenarios of activities presented to her with 95% or better accuracy.



## CASE STUDIES

### POST-SECONDARY GOAL

- Employment
- Education/Training
- Independent Living



After graduation, student, will, behavior, when/how.

### ANNUAL GOAL

- Soft Skills
- Academic Skills
- Employability Skills



Within #weeks (when), using/with (how), student, will (behavior), 4:5 times/45% accuracy (criterion)



## KEVIN'S POSTSECONDARY AND IEP ANNUAL GOALS

### POSTSECONDARY GOAL: EDUCATION/TRAINING

Upon graduation from high school, Kevin will participate in habilitative and functional skills training through Anchor Habilitation Services and will attend courses designed to provide specialized academic, functional, and occupational preparation 2 times per week at the community college.

### ANNUAL IEP GOAL:

With in 36 instructional weeks, using his AAC device to communicate, Kevin will independently and accurately use the device to communicate his needs and wants in the school and community setting.



## KEVIN'S POSTSECONDARY AND IEP ANNUAL GOALS

### POSTSECONDARY GOAL: EMPLOYMENT

Upon graduation from high school, Kevin will obtain a supported employment position that allows him to work to his maximum stamina and incorporate the use of assistive technology.

### ANNUAL IEP GOAL:

With in 36 instructional weeks, Kevin will participate in the on-campus vocational preparation program with a minimum of two sessions per week and session duration of one hour per session.



## KEVIN'S POSTSECONDARY AND IEP ANNUAL GOALS

### POSTSECONDARY GOAL: INDEPENDENT LIVING

Upon graduation from high school, Kevin will continue to live with his parents and will participate in his daily care routines to the maximum extent possible.

### ANNUAL IEP GOAL:

With in 36 instructional weeks, given picture symbols with Velcro, Kevin will utilize a schedule to plan self-care, employment, and recreational activities five days each week.

## TEKS CAREER & TECHNICAL EDUCATION

- <http://ritter.tea.state.tx.us/rules/tac/chapter130/index.html>
- Review TEKS in Career and Technical Education cluster
- Locate employability and/or self help skills to maintain employment
- Write a post-secondary goal and annual IEP goal

## SOFT SKILLS

- Interpersonal (people) Skills-How a person interacts in their relationship with others

- |                    |                      |
|--------------------|----------------------|
| -Attitude          | -Positivity          |
| -Communication     | -Time management     |
| -Creative thinking | -Motivation          |
| -Work ethic        | -Flexibility         |
| -Team work         | -Problem solving     |
| -Networking        | -Critical thinking   |
| -Decision making   | -Conflict resolution |

## WHY DO EMPLOYERS CARE ABOUT SOFT SKILLS

- Being able to interact well with others makes a business succeed
- Soft skills are transferable skills
- Important in customer based jobs



## JOB OFFER OF A LIFE TIME!

<https://youtu.be/uftkRErGuHU>



Insert the Presentation Title Here



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## WHAT IS SELF-DETERMINATION?

- Knowledge, skills, attitudes and beliefs a student acquires throughout his or her educational experience (K-12) that enables the student to plan and pursue his or her postsecondary goals.

**Self-determination is the  
“ultimate goal of education.”**

*Halloran, 1993*

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## WHAT IS SELF-DETERMINATION?

The attitudes, abilities, and skills that  
lead people to define goals for  
themselves and to take the initiative  
to reach these goals

*Ward, 1988*

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## COMPONENT ELEMENTS OF SELF-DETERMINATION

- Decision-making
- Choice-making
- Problem solving
- Independent living, risk taking, and safety skills
- Self-observation, evaluation, and reinforcement skills
- Self-awareness
- Goal-setting and attainment skills
- Self-instruction skills
- Self-advocacy and leadership skills
- Positive self-efficacy and outcome expectancy
- Self-understanding

Wehmeyer, 1999

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## INSTRUCTIONAL BENEFITS OF SELF-DETERMINED STUDENTS

- Leads to improved learning
- Enhanced community participation
- Increased personal responsibility
- Higher self-awareness and self-esteem
- Leads to positive post-school results

Abery, 1999

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## SELF-DETERMINATION AND CULTURAL DIVERSITY



- Individualized approach to each family
- Consider hopes, dreams, strengths, and challenges
- Consider the student's place within the family and community

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## THE NEXT STEP VIDEO



- Five Texans with disabilities who enrolled in colleges, universities or technical schools
- Available from the **Texas Council for Developmental Disabilities** (Online DVD)
- <https://www.youtube.com/watch?v=CjQHCKsBmk4>
- <http://www.tcdd.texas.gov/>

## RESOURCES

- Secondary Transition/Post-School Results Network 2014
- The Balanced Careers
- National Secondary Transition Technical Assistance Center (nstattac)

## THANK YOU



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