

Creating Effective Transition Plans

Session 3

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Today's Schedule



2:00–3:30 p.m. Session 3: Creating Effective Transition Plans

Engagement Tools



**Engagement
Guide**



Discussion



**Post-It
Activity**

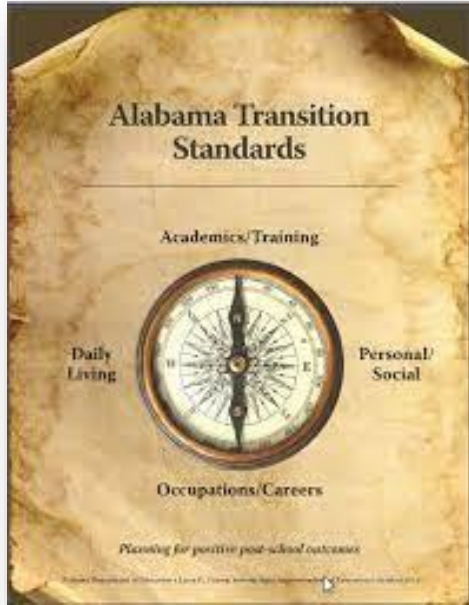


**Drop-Down
Menu**

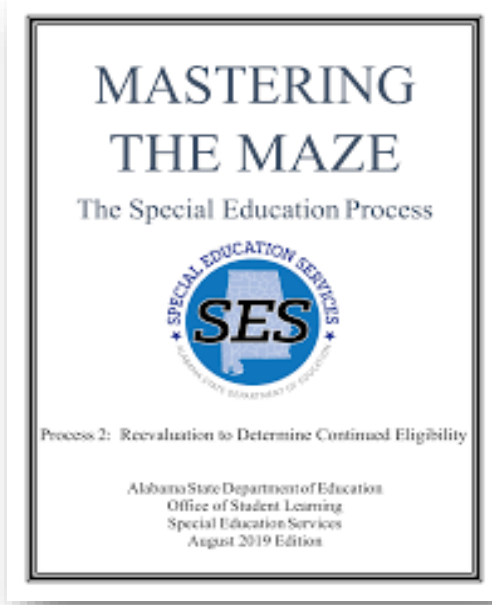
Session Objectives

- Understand how to write effective transition goals.
 - Addressing the three goals.
 - Utilizing transition assessments based on individual preferences and needs.
- Learn how the transition components align and work together to create an effective IEP.
- Determine how to select tools to effectively collect data for transition planning.
 - Who is collecting?
 - What are they looking for?
 - How is data collected?

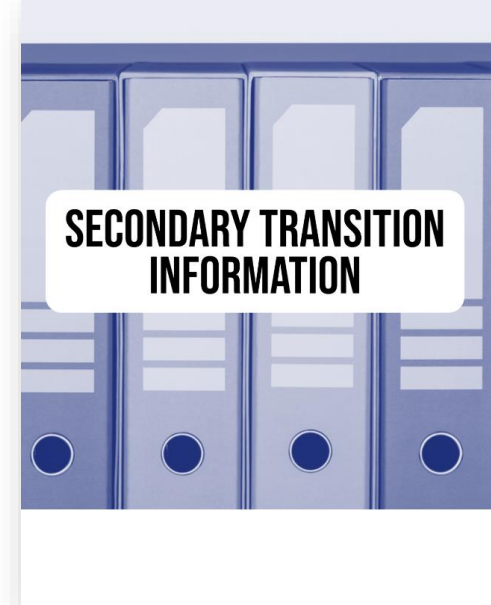
Resources



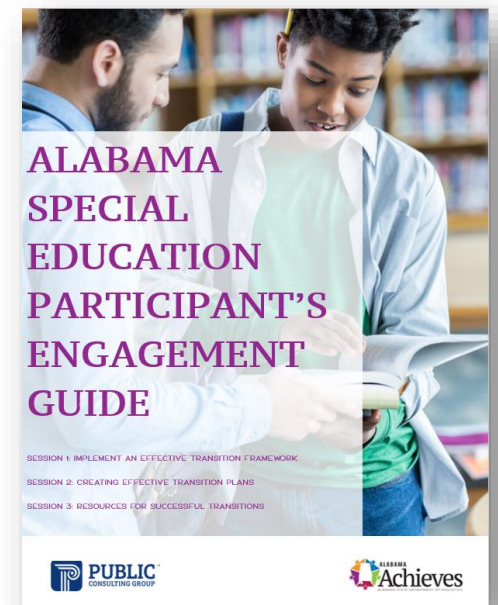
Alabama Transition Standards



Mastering the Maze



Secondary Transition Live Binder



Alabama Special Education Participant's Engagement Guide

Long-Term Transition Goals

Long-Term Transition Goals

- A transition IEP needs a goal for each area: Postsecondary Education and Training, Employment, and Independent Living.
- The goals must be written in measurable terms but do not require the same four elements of the annual goals in the IEP.
- Identify an outcome, not a process.
- Be future-based, looking ahead to after the student earns and receives their diploma.

Long-Term Transition Goals

Postsecondary
Education/
Training

Employment/
Occupation/
Career

Community/
Independent
Living

Note: All goals should be based on the student's progress toward the Alabama Transition Standards.

Postsecondary Education/ Training Goal

- Developed by **using data from transition assessments** that identify a student's **strengths, needs, interests, and preferences**.
- Describe the student's **plans** for education and training **after high school**.
- **Connect** to the student's Employment/Occupational/Career Postsecondary Goal **by identifying the education and training** the student would require to reach his or her chosen career.
- Capture a student's vision of adult life and the desired outcomes one year after graduation or exiting services.

Postsecondary Education/ Training Goal



Select or write the most appropriate goal for the student.

Student will be prepared to participant in a:

- Two- to four-year postsecondary education program based on completion of graduation requirements and meeting college admission requirements.
- Long-term certificate pathway or long-term apprenticeship program based on completion of graduation requirements and meeting certificate program requirements and/or apprenticeship requirements.
- Short-term certificate pathway program or pre-apprenticeship program based on completion of graduation requirements and meeting certificate program requirements and/or pre-apprenticeship requirements.

Postsecondary Education/ Training Goal



Student will be prepared to participate in:

- On-the-job training based on completion of IEP goals, high school program, and submission of application for supported employment.
- Time-limited, pre-employment services in order to prepare student to participate in supported employment services.

Employment/Occupation/ Career Goal

- Goal should be directed toward the student's interests and plans for employment in the future.
- Goal should also be aligned toward the career the student plans to have, not the job they will have immediately following high school or while they are in college.
- Goal can include supports the student may have in their chosen career.
- Goal can be toward a full- or part-time job.
- Goal may include developing employment skills, exploring career options, and gaining community experience.

Employment/Occupation/ Career Goal



Select or write the most appropriate goal for the student.

Student will:

- Reach college and career readiness by potentially earning an industry career credential.
- Be prepared to participate in competitive integrated employment with no need for support based on successful completion of career exploration, community-based work, and/or cooperative education experience.
- Be prepared to participate in competitive integrated employment with time-limited support based on successful completion of career exploration, community-based work experience, and/or cooperative education experience.

Employment/Occupation/ Career Goal



Student will be prepared to participate in:

- Supported employment, which will include community-based assessment, job development, job coaching, and extended support needed to meet his/her employment needs based on successful completion of school-based work experiences, community-based career exploration, and application for supported employment services.
- Pre-employment services to increase the likelihood for community-based integrated employment based on IEP goals and individual or parental choice (requires application for adult services) in order to acquire skills needed for competitive integrated employment through supported employment services.

Community/Independent Living Goal

- Goals in the area of independent living skills should be developed based on results of the most current age-appropriate transition assessment.
- It is important that the entire IEP team has input in determining if the child needs independent living goals.

When discussing potential independent living goals and needs during IEP team meetings, consider the following:

- Navigating the Community
- Healthy Lifestyle Choices
- Safety and Proactive Decision Making
- Communication Skills
- Transportation Plan
- Personal Finance
- Housing
- Taking Charge of Health Care

Community/Independent Living Goal



Select or write the most appropriate goal for the student.

Student will be prepared to participate in:

- Community activities and live independently based on independent living skill level achieved and identification of community/living options
- Activities and live independently based on independent living skill level achieved and identification of community/living options and support options.

Community/Independent Living Goal



Student will:

- Be prepared to participate in community activities and live semi-independently with ongoing infrequent support based on independent living skill level achieved, identification of options, and/or application for adult services.
- Be prepared to live in a group home or other supported environment with full-time support based on independent living skill level achieved and application for adult services.
- Be prepared to live with parents, guardian, or relatives based on parental preference and independent living skill level achieved.

Long-Term Goal Snapshot

Enter the assessment(s) used to determine the student's selected long-term postsecondary transition goals

Postsecondary Education/Training Goal

Assessment: Interviews and Observations

Date: 07/07/2022

Assessment: O'Net Career Interest Inventory

Date: 07/19/2022

Long-Term Goal: Student will be prepared to participate in a 2- to 4-year postsecondary education program based on completion of graduation requirements and meeting college admission requirements.

If Other is selected, specify:

Employment/Occupation/Career Goal

Assessment: Kuder Interest Inventory

Date: 05/19/2022

Assessment: Survey

Date: 04/14/2022

Long-Term Goal: Student will reach college and career readiness by potentially earning an industry career credential.

If Other is selected, specify:

Community/Independent Living Goal

Assessment: Interviews and Observation

Date: 07/07/2022

Assessment: Casey Life Skills (CLS)

Date: 05/19/2022

Long-Term Goal: Student will be prepared to participate in community activities and live independently based on independent living skill level achieved and identification of community/living options.

If Other is selected, specify:

This student is in a middle school course of study that will help prepare him/her for transition.

Annual Transition Goals

Annual Transition IEP Goals

Annual transition IEP goals clearly and directly relate to the student's postsecondary goals and transition services.

- Annual goals are like a road map.
- They must be appropriate, observable, measurable, and meaningful to the student.
- They need to address the general curriculum or a functional objective.
- They must target useful skills/concepts (a prerequisite skill) to reach postsecondary goals.
- Target skills for an IEP goal are chosen based on the areas of need/deficits described in the student's present levels of performance in their IEP.
- They must be age-appropriate (their chronological age, not their developmental age).

Annual Transition IEP Goals

Annual Goals map out the plan for the student's educational year.

They answer the following questions:

- Where is the student heading this year?
- What will he or she work on, both academically and in terms of functional development?
- Who will be involved in transition activities?
- What does the IEP team feel the student can achieve by the end of the year?

Annual Transition Goal Formula



You can use the formula below as a template for writing students' goals.

Given _____, _____ will _____
(condition) (teaching strategy) (student) (behavior related to standard)

_____ by _____ . (TS. _____)
(criteria) (time frame) (Transition standard citation)

(Example: 3 out of four times,
or 80%)

Annual Transition Goal Examples

Education and Training

Given instruction in organizational skills and study skill strategies, Jack will enhance his study habits and support his postsecondary education/training by earning classroom-based assessments of at least 80% by the end of 36 weeks. (TS.AT.10.3B)

Employment

Given direct instruction and practice on how to make currency bank deposits, the student will demonstrate currency bank deposits with 100% accuracy by the end of 36 weeks. (TS.OC10.4b)

Independent Living

Given direct instruction on budgeting, the student will develop a post-school plan including a budget based upon his projected income and possible living arrangements by the end of 36 weeks. (TS.DL11.2.B)

Quick Review

- Long-Term Postsecondary goals are those goals that a student hopes to achieve after exiting high school.

- Annual Transition goal formula:

Given _____, _____ will _____
(condition) (Teaching strategy) (student) (behavior related to standard)

_____, by _____ (TS. _____)
(criteria) (time frame) (Transition standard citation)

(Example: 3 out of four times,
or 80%)

- Annual Transition IEP goals clearly and directly relate to the student's postsecondary goals and transition services.

Let's Practice



- Participants split into partners.
- Each group is assigned a Case Study to complete the Transition Goal Practice Activity. You will write a Postsecondary Transition goal and an aligned annual IEP Goal for each selected student.

Transition Services



Transition Services

A coordinated set of activities that the school or participating transition agency provide that prepare students with disabilities to move from school to postsecondary life.

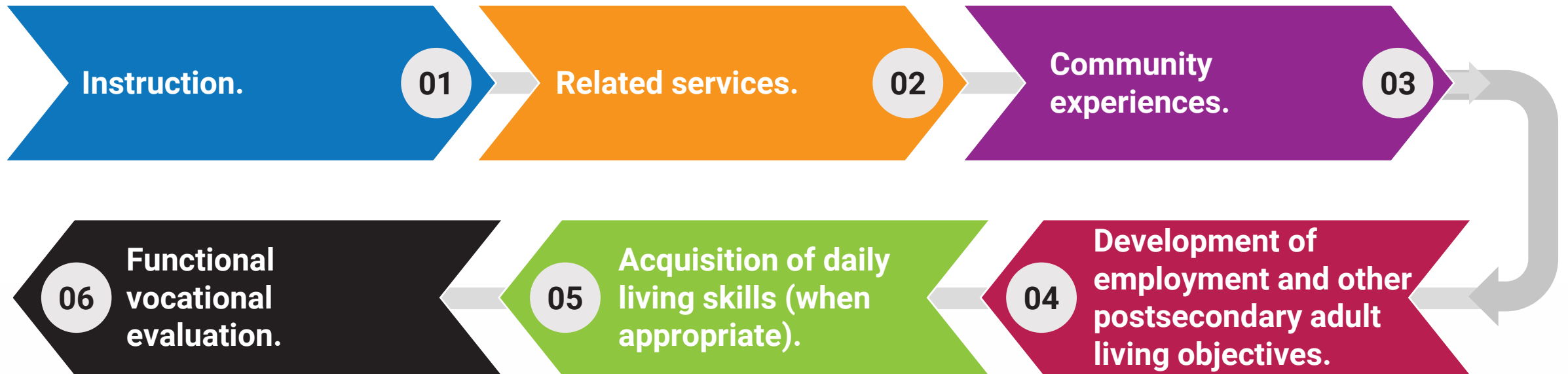
Services are designed to be within a results-oriented process, movement from school to postsecondary activities, based on the individual student's needs, taking into account the student's strengths, preferences, and interest.

All services must be aligned and directly connected to the Present Levels of Performance, including the student's needs, strengths, preferences and interests, Measurable Postsecondary Goals, and vocational assessments.

Transition Services

Activities that prepare students with disabilities to move from school to postsecondary life. The activities must be based on the student's needs, preferences, and interests and shall include needed activities in the following areas.

Take a moment to jot down six crucial transition activities areas:



Data Collection

Data Collection



Why is collecting data important?

What types of data should be collected?

Who can collect data?

Collecting Data



Frequently and systematically collecting and monitoring student data allows the IEP team to evaluate the appropriateness of the student's IEP. It allows the team time to adjust, if necessary, when the student is not making progress.

Types of data collection

- Anecdotal notes.
- Behavior checklists.
- Permanent product samples.
- Frequency data.
- Percentage data.
- Rate data.
- Duration data.
- Latency data.
- Interval data.

Activity: Collecting Data



- Use the goals developed during the Transition Goal Practice Activity to select the appropriate data-collection method for each goal.
- Complete the Data Collection Chart.

Assessment and Goals: Putting It All Together



Assessments and Goals: Putting It All Together

Let's practice. With a partner, use the Putting It All Together Example and Template. Complete the following:

1. Select a case study.
2. Complete the planning template using the data from the case study to develop an effective Transition Plan.

Review



Respond on sticky notes and post on the gallery walk chart paper:

Sticky Note 1

Write down one thing you learned that you didn't already know.

Sticky Note 2

Write down the most important piece of information from the content we just covered.

Sticky Note 3

Write down one question or something you still hope to learn.

Questions

“

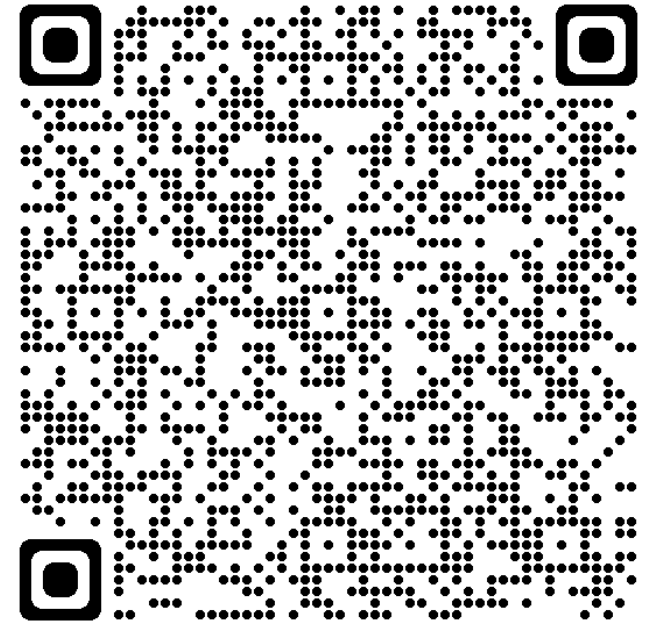
What additional questions do you have about transition goals, activities, services, or data collection?

”

Exit Slip

Thank you for attending today's session! We value your feedback, please complete the following:

- Today's Exit Slip.



Thank You