Welcome!
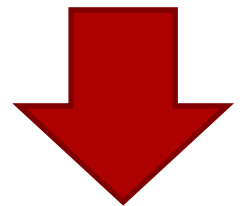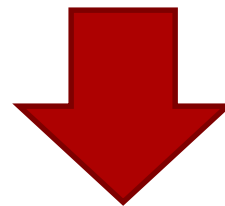# 2019 Regional Transition IEP Training Webinar

Everything Counts!

- Mary Held INSTRC
- Anne Higley CCLC
- Mike Nevins INSTRC
- Michelle Oja IDOE

October 16, 2019

Housekeeping

- Mute your microphone

- Use chat for questions

- Participate in anonymous polls

- Check out Padlet!

- **Padlet –**
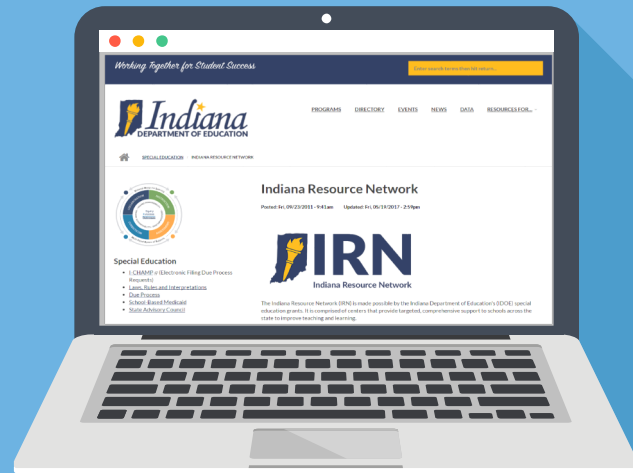**https://padlet.com/writz/9n351idx434c or QR Code**

Poll # 1 Everyone Counts!

- What is your role/title?
- How many years have you been in the field?

Indiana Resource Network

www.doe.in.gov/specialed/indiana-resource-network

Indiana Secondary Transition Resource Center (INSTRC)

Work to build the capacity of transition leaders and improve the quality of transition services by working closely with transition-focused educators and teams throughout Indiana.

- Judith Gross, Center Director
- Cathlene Hardy Hansen, Project Director
- Mary Held, Research Associate
- Anne Higley, Outreach Specialist
- Mike Nevins, Research Associate
- Wendy Ritz, Research Associate

https://instrc.indiana.edu/training/index.html

Agenda

❑ **Transition Updates**

❑ **IEP Monitoring Process**

❑ **Tiered Technical Assistance for Non-compliance**

❑ **Transition Portfolio**

❑ **Overview of Transition IEP**

❑ **Monitoring: Trends Across the State**

STATE TRANSITION UPDATES

Positive Happenings in Transition

- Certificate of Completion
- Graduation pathways
- Alternate Diploma
- Governor's Work Ethic Certificate
- Employability Skills Standards
- Pre-ETS
- Career and Technical Education
- FINDER from the AWS Foundation
- Family Employment Awareness Training (FEAT) ABC's of Self-employment - statewide

IEP MONITORING PROCESS

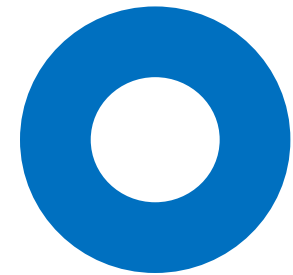# The Process
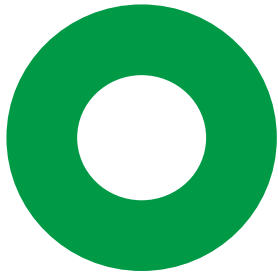
**Year 1
Self-monitoring**
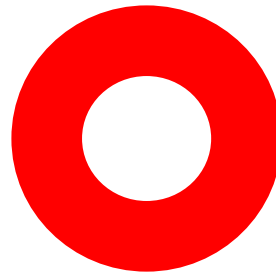
**Year 2
Proactive**

**Year 3
Federal**

Year 1 – Develop and use a self-monitoring system

- **Google Form – http://bit.ly/selfmonitor13**

- **Peer review**

- **Internal IEP review**

- **Indicator 13 Checklist / Indiana IEP Rubric**

Year 2 – Proactive Monitoring
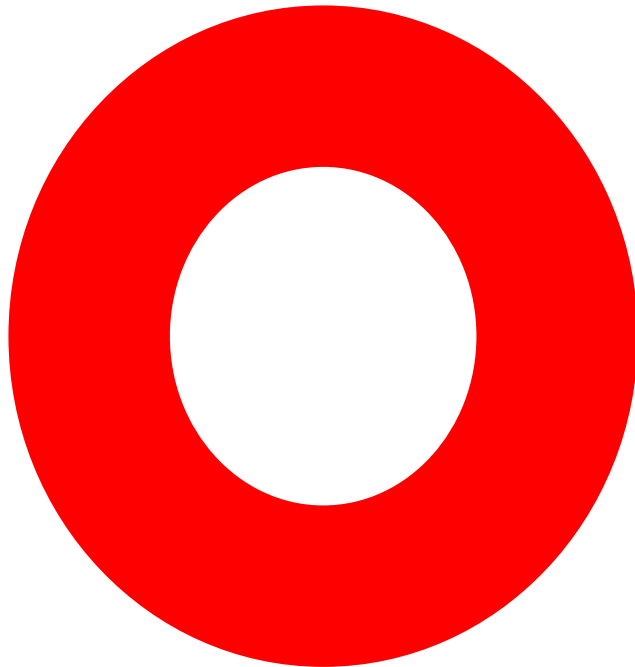
- **December-January**
  - o STNs requested and randomized
  - o Consensus building

- **Jan-March**
  - o IEPs reviewed for compliance

- **April**
  - o Indicator 13 reports submitted to LEAs/districts

- **May – June** (of the following year)
  - o **Free INSTRC Technical Assistance**

Year 3 – Federal Monitoring
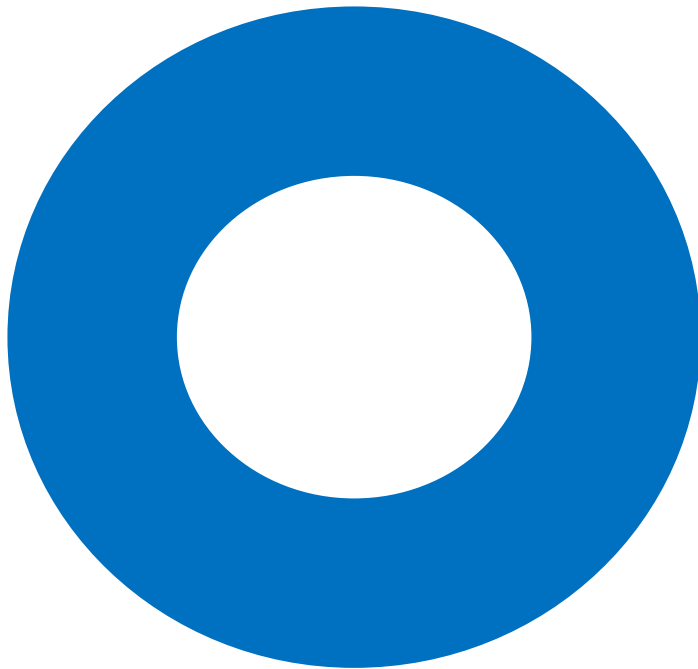
- **May**
  - o Consensus building
- **June-August**
  - o IEPs reviewed for compliance
- **September/October**
  - o Quick Fixes
- **November - November (**of the following year)
  - o IDOE tiered technical assistance
- **February**
  - o IDOE submits final state compliance data to OSEP

Review Team's Guiding Principles

- IEP need to only meet minimum federal compliance

  - For example, to meet compliance on annual goals, only one annual goal must (a) address a postsecondary goal, (b) be skill-based and (c) measurable.

- Look for responses in other sections (e.g., present levels of performance, notes)

- IDOE focus on Results Driven Accountability (RDA) includes looking at quality

  - Skill-based annual goals
  - Quality comments in monitoring reports

TIERED TECHNICAL ASSISTANCE FOR NON-COMPLIANCE

I'm out of compliance for Indicator 13! Now what?

- Technical assistance, in order to bring school corporations into compliance, is now tiered, based on the percentage of non-compliance

- The main focus of the technical assistance is to make sure there is a mutual understanding (consensus) between IDOE and the LEA in order to be able to better prevent future non-compliance

Tiered Technical Assistance

Indicator 13 Compliance Tiers

Tier 3
0 - 49%

Tier 2
74 - 50%

Tier 1
75 - 99%

Those with 100% compliance are not issued a finding
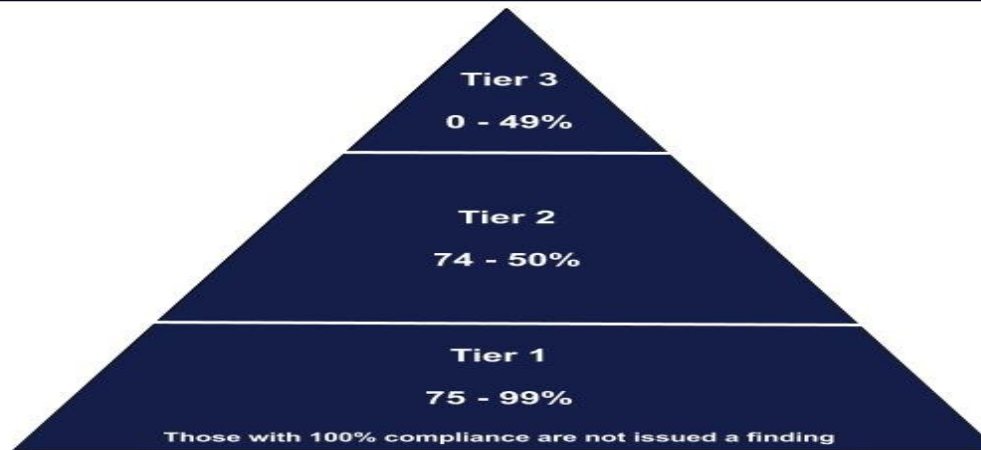
Tier 1
School Corporations must complete the following:

- A Corrective Action Plan (CAP)
- All non-compliant IEPs found in the Federal pull must be revised to be made complaint

May also include a Professional Development Plan, an on-site visit, a phone call with an Education Specialist, or Technical Assistance plan with capacity building.

Tier 2
School Corporations must complete the following:

- A Corrective Action Plan (CAP)
- All non-compliant IEPs found in the Federal pull must be revised to be made complaint
- Professional Development Plan/ On-site visit or phone call with an Education Specialist

May also include a Technical Assistance plan with capacity building.

Tier 3
School Corporations must complete the following:

- A Corrective Action Plan (CAP)
- All non-compliant IEPs found in the Federal pull must be revised to be made complaint
- Professional Development Plan/ On-site visit or phone call with an Education Specialist
- Technical Assistance Plan including capacity building

PORTFOLIOS

Transition Portfolios
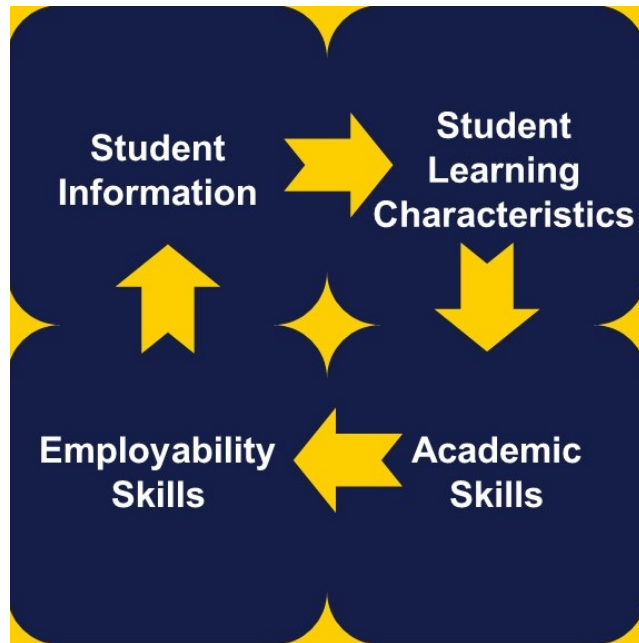
- Portfolios are for all students with IEPs

- Beginning with the class of 2023

- Michelle Oja – moja@doe.in.gov

Portfolio Archived Webinar

https://www.youtube.com/watch?v=i3-Hxn9NEYk

Resources available at:
http://bit.ly/transition port

Questions?

THE TRANSITION IEP – EVERYTHING COUNTS!

Focus on Quality Outcomes for Students

- The IEP is designed to help the student make a connection between what is happening in school and what the student wants to do after high school.

- The IEP should include annual goals and transition services that will support the student in reaching their long-term postsecondary goals.

Connecting Quality Planning with Quality Teaching

- **A compliant IEP does not mean that outstanding teaching is happening.**

- **Outstanding teaching does not mean that there is a compliant IEP.**

- **A quality transition IEP is the blueprint for educators to carry out outstanding teaching.**

What do we already know? (**Present Levels**)

What do we need to know? (**Age-Appropriate Transition Assessments**)

What are the student's long-term goals? (**Post-secondary Goals**)

What will help the student get to their long-term goals? (**Annual Measurable Goals**)

What can we do to help the student make informed decisions based upon what they want to do? (**Activities and Services**)

REVIEW OF THE PROCESS

The Transition IEP - Monitoring Information

Quality Component of the IEP to Consider

Monitoring Information

Present Levels of Academic and Functional Performance

? Enter Progress Monitoring Data

body p

abc✓

Characters remaining: 20,000 / 20,000

Please note: The counter above includes letters, numbers, spaces, and punctuation.

? Based on evaluation data, provide a statement of the student's present levels of academic achievement and functional performance, including how the student's disability/suspected disability affects the student's involvement and progress in the general education curriculum or for children in early childhood, participation in appropriate activities

abc✓

Present Levels of Academic and Functional Performance

A thorough description in the Present Levels provides the information needed to create quality Annual Goals and Transition Services.

Present Levels should include more than test and grade level equivalency scores.

Present Levels of Academic and Functional Performance

A description of how the student's disability affects their involvement in general education should be included.

IEPs without a thorough description in present levels often had non-compliant Annual Goals and Transition Services.

What Counts When Developing Quality Present Levels?

- ✓ **Using Headings**

- ✓ **Having Co-workers Evaluate for Complete Information**

- ✓ **Use the Stranger Test**

Poll # 2 Present Levels Count!

What strategies do you use in your school or district to ensure quality Present Levels?

Transition Assessments

Transition Assessments

Del	Pos	New Pos	Date Completed	Assessment
☐	1	☐	04/26/2019 📅	Career Technical Education Report - Authentic Assessment (Employment & Education and Training)
☐	2	☐	01/25/2019 📅	Kuder Career Interests Assessment (Employment)
☐	3	☐	03/11/2019 📅	College Campus Visit Reflection - Authentic Assessment (Employment, Education and Training)
☐	4	☐	04/30/2018 📅	Kuder Skills Confidence Assessments (Employment & Education and Training)
☐	5	☐	01/23/2018 📅	Super's Work Values Inventory - Revised (Employment)
☐	6	☐	05/05/2017 📅	Person Centered Plan (Employment, Education and Training, Independent Living Skills)
☐	7	☐	02/14/2017 📅	This is What I Know: Career in the Military (Employment, Education and Training)
☐	8	☐	11/07/2016 📅	Student Dream Sheet (Employment, Education and Training, Independent Living Skills)
☐	9	☐	08/16/2016 📅	Parental Interview - Independent Living Skills
☐	10	☐	08/10/2016 📅	Self-Determination Self Advocacy Checklist (Education and Training, Independent Living Skills)

Add Transition Assessment

Transition Assessments

- **Are done annually**

- **Must always address Employment and Education/Training**

- **Must include an initial assessment for Independent Living**

- **Should be "real" and useful**

- **Should help a student find a path, stay on a path, or find a new path.**

Transition Assessments

Address the student's strengths, preferences, interests, and needs (SPIN) in the areas of:

- **Employment**
- **Education & Training**
- **Independent Living**

Transition assessments that did not target the student's strengths, preferences, interest, and/or needs had no connection to their Postsecondary Goals.

Transition Assessments

Transition Assessments should be ongoing (conducted annually) and varied.

Some IEPs had repeated assessments and/or relied on old information instead of using new Transition Assessments.

Transition Assessments

If the case conference committee has determined the student does not require an Independent Living Postsecondary goal, the initial assessment for Independent Living must still be included in the IEP.

Monitoring showed that some teachers did not understand that the original independent living assessment must be cited in cite evidence box.

Transition Assessments

Should help a student find a path, stay on a path, or find a new path. Transition assessments should include a thorough Summary of Findings.

Some Summary of Findings from Age-Appropriate Transition Assessments included little information that led to the student's postsecondary goals.

What Counts When Completing Transition Assessments?

✓ **Conducting Assessments Annually**

✓ **Using Multiple and a Variety of Transition Assessments**

✓ **Using Authentic Assessments**

Summary of Findings from Age-Appropriate Transition Assessments

☐	9	☐	08/16/2016 📅	Parental Interview - Independent Living Skills
☐	10	☐	08/10/2016 📅	Self-Determination Self Advocacy Checklist (Education and Training, Independent Living Skills)

Add Transition Assessment

❓ **Discuss the findings of age-appropriate transition assessments that have been conducted, the indication of need for future transition assessments, and any curricular connections that support that development of transition skills. Summarize these discussion points.**

Employment - On 04/26/2019 a Career Technical Education Report was completed by Brian's CTE instructor. Brian scored a 5 (Excellent) or 4 (Good) in most sections. He is always on time and follows the program routine. He demonstrates initiative and handles idel time well. Brian scored average on handeling critisism and getting along with his peers. The CTE instructor indicated in the notes of the assessment that Brian shows great potential in the Building Trades area. Brian continues to indicate that he would like a career in this area in the future.

On 1/25/2019 the Kuder Career Interest Assessment was completed. Brian shows interest in jobs that are active and involve working some of the day outside. He also has interest in jobs that involve working with others and creating things.

Education and Training - On 3/11/2019 Brian completed the College Camus Visit Reflection over a college visit he participated in to the local community college. Things that Brian liked about the college included the location to his home, the choices in daily shcedule, and the ability to start taking classess

body p.

Summary of Findings from Age-Appropriate Transition Assessments

- **Name of Assessment**

- **Date of Assessment**

- **Strengths, Preferences, Interest, and Needs (SPIN)**

- **Lead Directly to the Student's Postsecondary Goals**

Summary of Findings from Age-Appropriate Transition Assessments

The summary of findings should include the strengths, preferences, interest, and needs (SPIN) related to each Postsecondary Goal.

There should be a description of the results of the assessment, not a description of the assessment.

Summary of Findings from Age-Appropriate Transition Assessments

There should be a thorough Summary of Findings from Age-Appropriate Transition Assessments.

Summary of Findings that did not include adequate information showed poor alignment from Postsecondary Goals to Transition Services and Annual Goals.

What Counts When Developing Quality Summary of Findings from Age-Appropriate Transition Assessments?

✓ **Use headings, assessment titles, and dates to organize summaries**

✓ **Describe what was learned about the student from the assessments**

✓ **Retain the information from the original independent living transition assessments**

Poll # 3 Transition Assessments Count!

What strategies do you use in your school or district to ensure quality Transition Assessments?

✂ ▢ ▢ ▢ ▢ ↶ ↷ **B** *I* U ▦ ⤢	
❓ Discuss the findings of age-appropriate transition assessments that have been conducted, the indication of need for future transition assessments, and any curricular connections that support that development of transition skills. **S**ummarize these discussion points.	
❓ Is there evidence that this student has achieved sufficient skills for independent living?	Yes ▾
Cite evidence to support the decision that an Independent Living Skills goal is not applicable	
Regarding Employment after high school, I will ▾	
Regarding Education and Training after high school, I will ▾	

Postsecondary Goals

- **Postsecondary Goal statements must come directly from the Age-Appropriate Transition Assessments.**

- **There must be employment and education/training Postsecondary Goals that are aligned with the student's preferences.**

Postsecondary Goals

Postsecondary Goals must be long-term and should come directly from the Summary of Findings from Age-appropriate Transition Assessments.

Phrases like "the student thinks he might" or "the student will investigate jobs" are not compliant postsecondary employment goals.

What Counts When Developing Postsecondary Goals?

✓ **Linking the postsecondary goals to a quality Summary of Findings from Age-Appropriate Transition Assessments**

✓ **Postsecondary Goals should be student-driven**

✓ **Keep it simple**

Transition Services and Activities

Individualized Activity or Service Description

Must Include School Personnel, Other: student, parent, outside agency, general education, school counselor

Transition Services

Del	Description	Frequency	By Whom	Date of Completion	To Support
☐		per day ▼		05/31/2020 📅	☐ Employment Skills
		Narrative:			☐ Education /Training Skills
					☐ Independent Living Skills

An explanation of what will help the student in making informed decisions about their postsecondary goals

Transition Services must take place during the year of the IEP.

There must be a service written to support each of the student's postsecondary goals.

Transition Services and Activities

- **Support each Postsecondary Goal**

- **Be supported by school personnel**

- **Help the student: choose a path, find a new path, or stay on the path**

- **Must be:**

  - **Individualized**
  - **Aligned to Postsecondary Goals**
  - **Meaningful**

Transition Services and Activities

Transition Services and Activities are individualized and aligned to the student's specific Postsecondary Goals.

Some IEPs included special education services and transition assessments in the Transition Services and Activities section.

Transition Services and Activities

Transition Services must be individualized and aligned to the student's Postsecondary Goals.

The most common non-compliant services either:

- **included no information in the narrative about how the service was connected to a Postsecondary Goal**

- **were not an activity that was for the specific student**

Transition Services and Activities

The purpose of Transition Services and Activities are to help lead the student through the discovery process.

IEPs included services and activities that did not enable the student to find path, stay on the path, or create a new path.

What Counts When Developing Transition Services and Activities?

- ✓ **Writing a thorough narrative for each service and activity**

- ✓ **Identifying school personnel for each service and activity**

- ✓ **Being inventive when thinking of services and activities for specific students**

Annual Goals

Goal Details

Goal #:	1
Goal Title:	
Present Level:	
Standards:	Add Standard(s)

Describe specially designed instruction addressing the unique needs of the student that minimizes the impact of the student's disability on learning and access to the General Education Curriculum.

? Specially Designed Instruction:	
Goal Statement:	

Annual Goals

- **Must address the (current) most significant barrier to the student being successful in the indicated area**

- **Must identify a need indicated in the Present Levels of Performance, and include the current (baseline) level the student is performing the skill.**

Note: Multiple evaluators should be able to agree on whether the student has reached the goal.

Well-Written Annual Goal Components

✓ **GIVEN WHAT? – describes the conditions that will need to be in place for the goal (or benchmark) to be completed**

✓ **WHO? – the student**

✓ **DOES WHAT? – describes observable behavior (specific action or target behavior) that the student will do to complete the goal (or benchmark)**

✓ **WHEN? (for benchmarks specifically) – relates to a specific point in time or timeframe when something will have been learned or completed–this relates to the life of the IEP.**

Annual Goals

To be measurable, annual goal statements must measure the skill identified.

- **There has been a noted improvement in identifying a skill in annual goal statements.**

- **Some annual goals were skill-based but not measurable.**

Skill-Based but not Measurable

When upset, frustrated, or angry, Jenny will request a quiet space break to decrease the number of office referrals from 5 a month to 3 a month.

When upset, frustrated, or angry, Jenny will request a quiet space break with one reminder or fewer in four of five observed opportunities.

Annual Goals

Annual goal statements should be written to address the student's specific needs and abilities.

There was an increase in annual goal statements that were simply a copy of a standard without identifying one specific skill.

Annual Goal Statements not Individualized

Josiah will cite strong and thorough textual evidence, support analysis of what a text says explicitly, and make inferences and interpretations drawn from the text on 4 out of 5 trials.

Given a reading passage and a graphic organizer, Josiah will identify 3 supporting details related to the main idea on 4 out 5 trials.

Annual Goals

Annual Goal statements should be clear, concise, skill-based, and measurable.

Some of the most egregious non-compliant Annual Goal statements were examples that were not clear and/or the exact skill was not evident.

Unclear Annual Goal Statement with Too Much Information

Currently, Ryan reads at a 6th grade level. Ryan will continue to work through practice and instruction to improve his reading level from a 6th grade level to a 7th grade level or better of grade level skills as measured by district approved reading assessments. This will also help to improve his overall reading abilities and overall grade level of achievement.

What Counts When Developing Annual Goals?

✓ **Addressing one skill**

✓ **Measuring the skill being taught**

✓ **Clear and concise**

✓ **Use the Well-Written Annual Goal Statements Template**

✓ **Use the Goals Development Checklist**

What do we already know? (**Present Levels**)

What do we need to know? (**Age-Appropriate Transition Assessments**)

What are the student's long-term goals? (**Post-secondary Goals**)

What will help the student get to their long-term goals? (**Annual Measurable Goals**)

What can we do to help the student make informed decisions based upon what they want to do? (**Activities and Services**)

REVIEW OF THE PROCESS

Questions?

Padlet:

https://padlet.com/writz/9n351idx434c

- **Transition IEP Stations with Resources**

  - o **Assessment Resources for Students with High Support Needs**
  - o **Authentic Assessments**
  - o **Transition Assessments / Postsecondary Goals**
  - o **Transition Services and Activities**
  - o **Specially Designed Instruction**
  - o **Skill-based Annual Goals**
  - o **Measurable Annual Goals**

Thank You!

- **Send INSTRC any questions you may have.**

instrc@indiana.edu

- **Please complete the evaluation.**

- https://iu.co1.qualtrics.com/jfe/form/SV_0SWoHEmidyvjPI9