WAYNE RESA'S QUICK REFERENCE GUIDE:

Tips for Developing a Quality and Compliant Transition IEP

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The Student-Perspective Agenda

What: We should assure that the IEPT meeting has value for our students and families and assure it is not centered on filling out forms; and the transition-focused IEP should be aligned with the student's vision for post-school life.

Do this: Propose to the IEPT members that an agenda can be used to structure the discussion at the meeting, and provide a means to develop relevant information. The IEP forms are used for developing and documenting the student's IEP-specified supports. (New 2007 forms are aligned with the agenda)

The Agenda:

1. What is *my vision* for *my life* when I am done with school?

- Where/how am I going to live?
- What job or career am I going to have?
- How will I become part of my community?
- Will I need additional school or training?

2. Where am I now, relative to *my vision* of *my life* after I leave school?

- What are my strengths related to my post-school vision?
- How are my current academics going?
- How are my functional/vocational skills?
- Do I have the accommodations I need?
- How can I make my vision of post-school life clearer?

3. What Course of Study should I take in school that will move me closer to *my vision?*

- Are my school programs aligned with my vision of my post-school life?
- Do my IEP goals help me reach my vision?
- Do we know what *transition services* will help me reach my vision?
- Have we identified the point I leave school?
- ***How will we know I am ready?***

1. Developing the Student's Vision for Post-school life:

This is the first step towards understanding the Interests and Preferences of the student. Using the IEP agenda can assist the IEP Team in developing a clear view of the student's direction. The intent here is to achieve some stability in the student's direction, rather than specify unmanageable detail.

To consider the student's long range interests and preferences for discussion and documentation, focus on these four areas:
> Adult living
> Career
> Community involvement
> Post-secondary education/training

Remember:

The student's **interests** are future-oriented activities or areas that particularly capture the student's attention.

The student's **preferences** are what student would choose, given a range of choices.

The **post-secondary vision** is a starting point for determining present level of functioning.

Do this: Start getting answers to the agenda questions prior to the IEPT meeting, using career development activities, academic records, exploration and ESTR-J or ESTR-III and continue to update the information needed to develop the student's IEP.

2. Writing Present Level Statements (PLAAFP)

What: The description of the starting point for instruction is now called the Present Level of Academic Achievement and Functional Performance (PLAAFP), and clearly provides a direction to include transition areas in the assessment of the student's present level of performance, together with academic achievement. But we need to make sure that the present level is calibrated toward assessing 'where the student is functioning' relative to 'where they want to go' identified in their post-school vision. More PLAAFP discussion follows.

Remember: Strengths and concerns in functional areas can be assessed using the ESTR-J or ESTR-III, and citing that data for the student meets the requirement for data citation!

Choose several ESTR-identified areas of functioning to work on for each student, based on their vision.

Do this: Get to know the student, and their 'inner movie' of the vision of their post-school life, then document that vision in the IEP, within the four areas of function listed there. Remember that an unclear or missing vision is OK, but should trigger some exploratory activities to allow the student to develop a rational vision for their life. The next step is to choose and implement adequate assessment and data to determine their readiness (or PLAAFP) to achieve their vision.

POINTS TO CONSIDER IN PLAAFP DEVELOPMENT:

- Start with the student's vision.
- Address current functioning in the area of difficulty using current assessment data, observation and classroom performance data.
- Identify academic/educational needs and strengths.
- Describe performance in areas of education that are affected by the disability.
- Use data to support the need for supplementary aids/services.
- Address functional performance and areas of need using transition assessment data (ESTR, etc).
- Accurately describe performance in areas affected, including academic and non-academic.
- There should be a direct relationship between evaluation information and PLAAFP statements.
- Use objective terms that are measurable, to the extent possible.
- Where scores are used, ensure they are self-explanatory or an explanation is included.

POTENTIAL STRENGTHS/CONCERNS/NEED AREAS TO CONSIDER:

- Health consideration
- Communication
- Motor
- Social or emotional
- Assistive devices
- Academic
- Accommodations/Modifications
- Least Restrictive Environment
- Recreation & Leisure
- Community Participation
- Adult Living
- Career and Employment
- Post-Secondary Training or Learning
- Mobility
- Work experience
- Critical thinking/problem solving

TOOLS FOR ASSESSING AREAS OF CURRENT FUNCTION:

- Criterion referenced test (measured against defined and objective criteria)
- Standardized achievement test
- Curriculum based assessment
- Diagnostic test
- Outside evaluator results
- Transition assessment (ESTR-J and ESTR-III)
- Medical/Health information
- Behavior Intervention Plan results
- Most recent state or district wide assessment results
- Grades & comments from report cards
- Progress Reports on previous goals and objectives
- General curriculum progress
- Classroom performance
- Systematic observations of student behavior
- Attendance records
- Disciplinary records

Sample Strength Statements

- Demonstrates organization in work behavior.
- Completes tasks within allotted time.
- Initiates interaction with adults and peers.
- Takes part in extra-curricular activities.
- Communicates personal information.
- Understands saving accounts.
- Demonstrates good attendance.
- Understands factors which influence job retention, dismissal, and promotion.
- Responds appropriately to authority figures.
- Responds to verbal correction.
- Adapts to change in routine or schedule.
- Makes effort to do his/her best.

Sample Concern Statements

- Has difficulty adjusting to changes in routine.
- Struggles with making appropriate decisions regarding work related tasks.
- Does not initiate involvement in rec/leisure activities.
- Unable to complete job application form independently.
- Does not maintain appropriate work habits when supervisor is not present.
- Negatively responds to verbal correction.
- Exhibits difficulty with fine motor skills.
- Needs to learn how to access community resources.
- Needs to improve understanding of community signs.

Sample Portions of Present Level (PLAAFP) Statements

- Based on the ESTR J and teacher observations STUDENT is able to deposit and withdraw money from the bank. She does not participate in the following money management tasks: managing checkbook/savings account, paying bills on time, making large purchases, performing simple budgeting. This impacts her ability to independently manage her money and pay her monthly bills which could also lead to bouncing checks and an insufficient bank account.

- Based on the ESTR J, STUDENT has exhibited excellent attendance and demonstrates skills related to school citizenship. STUDENT lacks the knowledge to access various resources for assistance with job searches. He does not understand the factors that influence job retention, dismissal and promotion. He needs to improve the quality of filling out job application forms. This impacts his ability to attain and maintain a job within his interest level.

SOME POINTS TO CONSIDER IN PLAAFP DEVELOPMENT

- Start with the student's vision.

- Remember: There is only one curriculum, the general education curriculum (think GLCE, EGLCE, HSCE, EHSCE).

- Address current functioning in the area/s of difficulty using current assessment data, observation, classroom performance data, etc.

- Identify academic/non-academic needs and strengths (include course of study, MMC, diploma, certificate, etc).

- Be sure to describe performance in all areas that are affected by the disability.

- Describe specific learning accommodations, modifications, learning strategies, level of independence, and general need for assistance based on current data

- There should be a direct relationship between evaluation information and PLAAFP statements.

- Use understandable language

- Be sure scores are self-explanatory or an explanation is included.

- Address functional performance as evident in the child's daily environment, such as classroom, lunchroom, the community, bus, etc.

- Describe current performance, not past performance

- Health, motor skills, mobility, assistive technology, communication

- Critical thinking/problem solving

- Social Emotional issues

- Inclusion in the least restrictive environment (LRE).

- Using transition assessment data, consider recreation, leisure, community participation, work experience, postsecondary training/learning, adult living skills

PLAAFP CHECKLIST

☐ **Does the PLAAFP address all areas affected by the student's disability?**

☐ **Is the PLAAFP stated in terms that are understandable, specific, measurable and objective?**

☐ **Does the PLAAFP describe current performance, including functional performance?**

☐ **Have transition assessment results been included?**

☐ **Does the PLAAFP describe how the student's disability affects the child's performance in the general curriculum?**

☐ **Are the present levels understandable, so that goals, services, assessments, educational environment, etc. may easily be developed?**

☐ **Does the PLAAFP provide a "snapshot" of the student?**

☐ **Does the PLAAFP provide baseline information for each need?**

☐ **Does the PLAAFP use information from a variety of sources in a comprehensive statement?**

☐ **Would anyone be able to begin instruction or intervention?**

3. Determining Student's Course(s) of Study, Transition Services and Activities:

What: A student who reaches age 16 is considered a 'transition aged youth' who is entitled to have transition-related needs assessed and addressed in their IEP. Stuff that is provided that help the student achieve their adult-life vision is collectively called 'transition services'. Those transition services that are provided by the school are generally considered the student's 'course(s) of study'.

Do This: After identifying a need area in the PLAAFP, there needs to be a distinction between two categories of need: Does the student have a learning need (typically met within the student's course of study), or a planning/community service/activity-related need? We can make a decision about what type of support the student is provided by using the following decision steps:

A. Is the need identified in the PLAAFP a learning-oriented need?

If yes, ask:
Is the need covered in the student's general or special education studies? Are there supports needed by the student to assure achievement? Document yes answers for a learning need or support in the IEP using a goals page, within supplementary aids and supports or in related services areas.

B. Is the need identified in the PLAAFP a planning/community service or activity-oriented need?

If yes, document the needed activity or service in the transition service/activity section of the IEP form. Be sure that any student initiated activity is adequately supported and monitored.

Sample Transition Activities

1. Getting Ready for Employment
   - Compile a job application form with references without assistance.
   - Conduct 2 practice interviews with potential employers and listen to the constructive criticism.
   - Prepare a resume and cover letter using a software program.
   - Learn necessary internet job searching skills to access internet listed jobs, career information and specific labor market information.
2. Daily Living Skills
   - Create a monthly expense sheet and a budget to match.
   - Take a more advanced cooking class to learn the importance of nutrition and to practice food preparation skills.
   - Prepare nutritional meals at home.
3. Employment
   - Job shadowing with an electrician.
   - Continue part-time work (after school, weekends) and identify a full-time position for the summer.
4. Instruction
   - Follow the general education curriculum and earn credits toward graduation. Access special support for transition related issues.
   - Take electronic courses to become an electrician after graduation from school.
5. Community
   - Visit community agencies to develop an understanding of the location of services and their functions.
   - Parents will provide opportunity to participate in the community.
   - Seek and identify 3 extra-curricular activities at school or within the community to participate in.
   - Participate in at least 1 of these activities: (list)

BRINGING IT ALL TOGETHER
For graduating students or reaching age 26:
- Assure the student has a current IEP until graduation   date.
- Meet with student and review the student's Summary of Performance form (SOP).
- During the exit interview, gather contact information for State Performance Plan Indicator #14 purposes.

<u>Student Post-Secondary Contact Form- Sample</u>

Student Name:
_____Date_____

During the next year, you may receive a short survey in the mail. This survey is a part of our effort to assess how well you were prepared for your post-school life.

Since your address may be different than where you currently live, we would like to keep two contacts in your file, for people who will know where you may be living in a year, and may be able to forward the survey to you.

Please fill out the following, and return to your teacher. Thank you for your help.

Contact #1:
Name_____ Relationship to you: _____

Street Address:
_____

Town/City: _____State:_____ZIP:__

Phone: _____E-Mail:
_____

Contact #2:
Name_____ Relationship to you: _____

Street Address:
_____

Town/City: _____State:_____ZIP:__

Phone: _____ E- Mail:
_____

Keep a copy of this form in the student file.

<h1 style="text-align:center">Wayne RESA TRANSITION IEP COMPLIANCE CHECKLIST</h1>

- o **The IEP, which includes transition planning, is conducted on an annual basis.**

- o **Prior to the IEP meeting, consent is obtained from the parents or the student (at age of majority), to invite participating agencies that are likely to be responsible for providing or paying for transition services.**

- o **The student was invited (and documented).**

- o **Agencies likely to provide or pay for transition services were invited.**

- o **The IEP invitation (notice of meeting) is attached to the IEP.**

- o **The student's age of majority is considered and documented.**

- o **Transition assessments and EDP results are included as data sources.**

- o **Postsecondary goals (vision) identified, measurable and updated annually.**

- o **Student strengths are identified and documented.**

- o **Student interests are identified (activities/areas student likes).**

- o **Student preferences are identified (what the student would choose).**

- o **Student needs are identified and addressed by the IEP.**

- o **Academic Achievement and Functional Performance (including baseline data from transition assessments related to training, education, employment, and, if appropriate, daily living skills).**

- o **At least one annual IEP goal is documented, is measurable, and related to the student's postsecondary goals (vision).   (e.g., a reading goal that will eventually help the student read a technical manual).**

- o **There should be a description of how the child's progress toward meeting the annual goals will be measured and when progress reports toward meeting the annual goals will be provided.**

- o **Transition services and activities, including course (s) of study, are identified and aligned with postsecondary goals (vision).**

- o **There should be evidence that the student's postsecondary goals (vision) are aligned with assessments, PLAAFP, goals, course of study, transition activities, and services.**

- o **Anticipated graduation or exit date is specified.**