

Long Island Regional Partnership Center & Family and Community Engagement Centers



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Long Island Regional Level Team

Regional Teams:
 Supporting students from early childhood through high school (birth-21)

Regional Partnership Center

12 Centers will:

- promote meaningful change within the educational system
- build collaborative school/community relationships
- provide information and training in the areas of literacy, behavior, transition, specially designed instruction, and equity

Early Childhood Family and Community Engagement Center

14 Centers will:

- promote meaningful family involvement within the educational system
- build collaborative community relationships
- provide information and training about available service options and delivery systems for children from birth-5

School-age Family and Community Engagement Center

14 Centers will:

- promote meaningful family involvement within the educational system
- build collaborative community relationships
- provide information and training about available service options and delivery systems for school-age children

Utilizing a team approach and data-based decision-making, the regional teams will provide professional development and support to a variety of stakeholders, including families, preschools, schools, districts, and community partners.

<http://www.p12.nysed.gov/specialed/techassist/ed-partnership/ose-ed-partnership-brochure-fact-sheet.pdf>

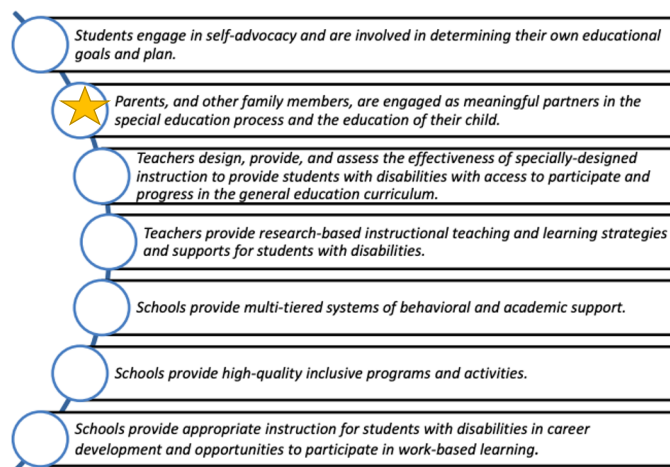
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Training Opportunities for Professionals, Families & Community Members

- Topics Related to Special Education and Family Engagement
- Topics Related to Transition
- Topics Related to Challenging Behavior
- Topics Related to Academic Instruction
- Topics Related to Cultural Responsiveness

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OSE Blueprint for Improved Results for Students with Disabilities



<http://www.p12.nysed.gov/specialed/publications/2015-memos/blueprint-for-improved-results-for-students-with-disabilities.html>

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Transition in the IEP



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When Does Transition Planning Start?

NY State regulations require transition planning be in a student's IEP beginning not later than the first IEP to be in effect when the student is age 15.

However, transition planning can start at an earlier age if determined appropriate.

NY State regulations require students age 12, and those referred to special education for the first time who are age 12 and over, to receive an assessment to determine vocational skills, aptitudes, and interests.

Students are at the center of transition planning.

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Research Shows...

Students who are engaged in the Transition Planning Process

- Are more likely to perform required tasks and meet their own goals in school (Benz, Linstrom, & Yovanoff, 2000).
- Are more likely to stay in school because they are engaged in planning their education, so it is meaningful (Covington-Smith, 2008).
- Have higher levels of self-determination and are more likely to be engaged in employment and independent living after graduation (Morningstar et al., 2010; Wehmeyer & Schwartz, 1997).

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High Expectations

Students with families who have high expectations for their future and are involved in transition planning are more likely to graduate, have better employment outcomes, and be enrolled in postsecondary educational settings.

(Newman, 2004)

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Transition Planning Reflected in the IEP

- Age-appropriate Transition Assessments
- Present Levels of Performance
- Student's Strengths, Preferences, and Interests
- Parent/Guardian Concerns
- Measurable Postsecondary Goals
- Course of Study and Transition Needs
- Annual Goals
- Coordinated Set of Activities

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Where Does It Go?

Transition Planning

IEP Location

- | | |
|---|---|
| 1. Strengths, Interests, and Preferences | 1. Present Levels of Performance |
| 2. Future Goals (Post High School) | 2. Measurable Postsecondary Goals |
| 3. Transition needs (what is needed to achieve Measurable Postsecondary Goals?) | 3. Present Levels of performance and Transition needs |

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Where Does It Go? (continued)

Transition Planning

4. Address student's needs (what can the district do to help the student achieve Measurable Postsecondary Goals?)
5. Reference Transition Assessments

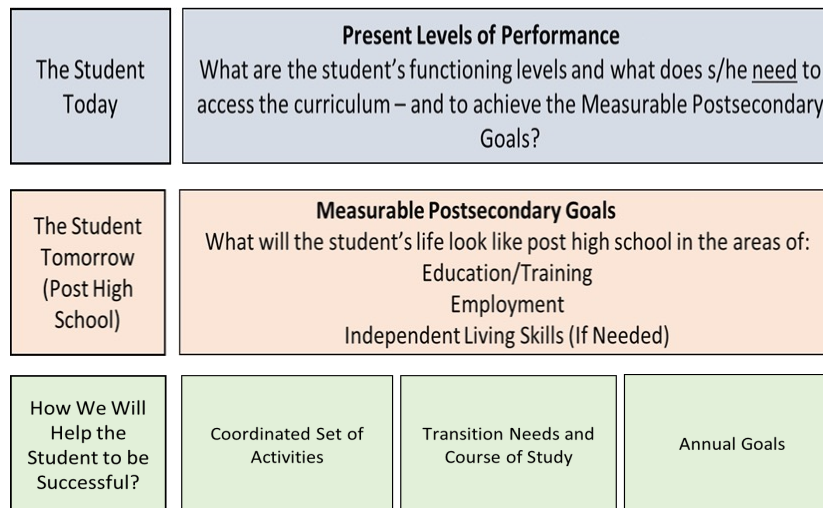
IEP Location

4. Annual goals and Coordinated Set of Activities
5. In evaluative results, and areas of Present Levels of Performance

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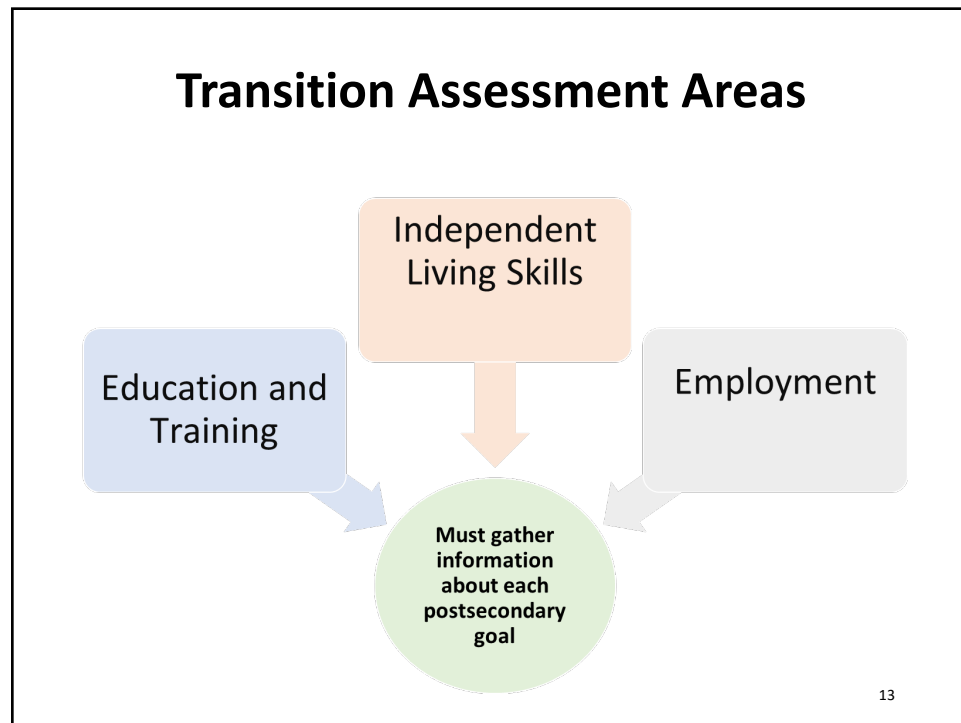
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Transition Planning Reflected in the IEP

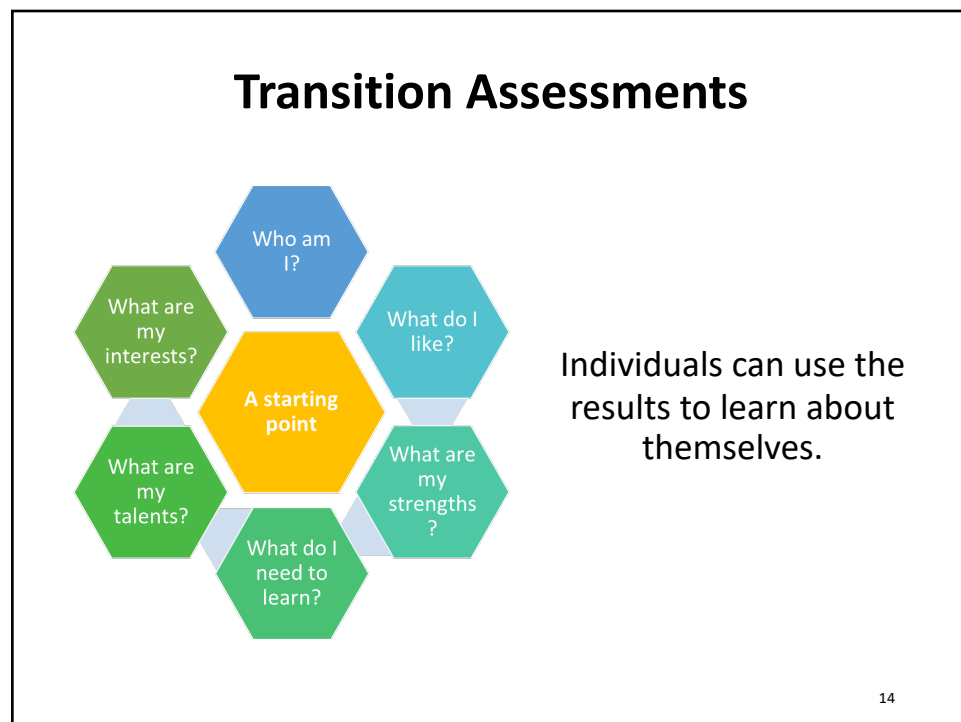


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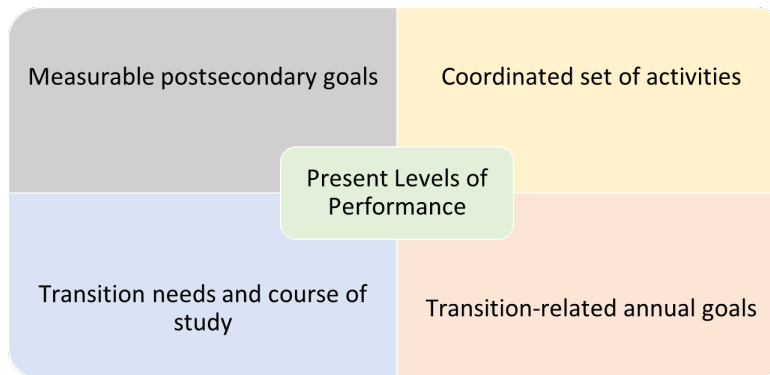


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Present Levels of Performance Support IEP Alignment



Present levels of academic and functional performance are directly linked to other components of the IEP.

(Bateman & Herr, 2006)

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Measurable Postsecondary Goals Defined

Individuals with Disabilities Education Act (IDEA) is very clear that the transition plan must facilitate movement toward the measurable postsecondary goals.

Postsecondary goals refer to goals that the student hopes to achieve **after** graduating or exiting school.

Must be **measurable and observable**.

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Measurable Postsecondary Goal: Education and/or Training

- What do you want to do when you finish high school?
- If you go to college, what do you want to study?
- What do you want to learn more about?
- What skills do you want to improve or develop?



- After high school, Lisa will attend a two-year college to take courses in animal care.
- After graduation, Alonso will complete a training course as a Certified Nursing Assistant.
- After high school, Jack will participate in on-the-job training as a painter and decorator.

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Measurable Postsecondary Goal: Employment

- Where would you like to work after you finish high school?
- What kind of work do you want to do?
- What skills and strengths do you have to work at this type of job?
- What type of support will you need to be successful?
- What do you want to learn more about when working?



- After high school, Lisa will work as a dog groomer as she pursues courses in veterinary science.
- After graduation, Jose will become employed as an apprentice carpenter.
- After high school, Ashanti will work for at least one year as a trainee veterinary technician in order to gain relevant employment experience.

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Measurable Postsecondary Goal: Independent Living

- Where do you plan on living?
- What skills will you need when you live independently?
- What community services will you need when you finish high school?
- What type of supports will you need to live independently?
- In what recreation or leisure activities will you participate?



- After graduation, Lisa will obtain her driver's license. She will live in an apartment assisted by friends and family.
- After high school, Ashanti will live in a group home in her community.
- After graduation, Jose will use the transportation system to travel from home to work, and in his community.

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What Do Students Need to Develop Their Measurable Postsecondary Goals?



Transition assessments to identify their strengths, preferences, and interests, as well as transition needs.



Self-determination skills to identify their adult outcomes and plans beyond graduation and/or aging-out of school.



Self-advocacy skills to navigate and access community and adult services to achieve their postsecondary goals.

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Now That we Know the Student's Measurable Postsecondary Goals...

In addition, the IEPs of students who are transition age must include a statement of the transition service needs of the student that focuses on the student's courses of study, considering the student's strengths, preferences, and interests as they relate to transition from school to post-school activities.



Course of Study: Example

Lisa plans to go to college for animal care. Beyond the required curriculum for a regular diploma, she needs to take courses that include animal biology and computer word processing. To provide job exploration and skill development, her courses of study should include career and technical education courses in veterinary science.

Transition Needs: Example

Lisa needs to:

- Develop self-advocacy, time management, computer, and independent travel skills
- Be able to complete job application forms independently
- Learn appropriate work habits when supervisor is not present
- Develop community leisure skills

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Annual Goals

Annual Goals – What should your child learn this year to meet long term goals in the years to come?

The CSE develops IEP that contains measurable annual goals consistent with the your child's needs and abilities.

Annual Goals are the building blocks that will:

- Help your child move step by step toward their post-secondary goals;
- Build useful knowledge, skills and behaviors.

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Measurable Annual Goals

Understand the difference between measurable postsecondary goals and annual goals



Measurable Postsecondary Goals

- Adult outcomes, goals for after high school

Annual Goals

- Focus on skills to improve or develop during this IEP, to address student's needs

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Coordinated Set of Transition Activities

- Needed activities to facilitate movement from school to post-school activities.
- Describes what the district will do to help the student reach their Measurable Postsecondary Goals.

Activities in the following areas:

- Instruction
- Related services
- Community experiences
- Development of employment and other post-school adult living objectives
- When appropriate:
 - Acquisition of daily living skills
 - Functional vocational evaluation

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Coordinated Set of Activities

Coordinated Set of Activities

How do we identify in-school and community activities that will support your child's MPSGs and Annual Goals?

Activities should be:

- Developed with you, the CSE, and your child
- Based on transition assessments
- Focused on your child's strengths, interests and abilities

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Invitation vs. Participation

Student Invitation

Notification or invitation to CSE meeting

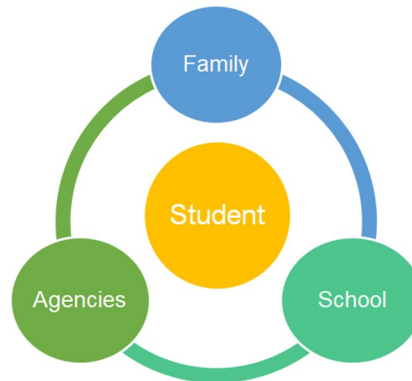
Preparation for the meeting

Student-Directed IEP

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Agency Collaboration and Family Engagement



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Evidence of Transition in the IEP

Transition is evident throughout the IEP, specifically in the areas of

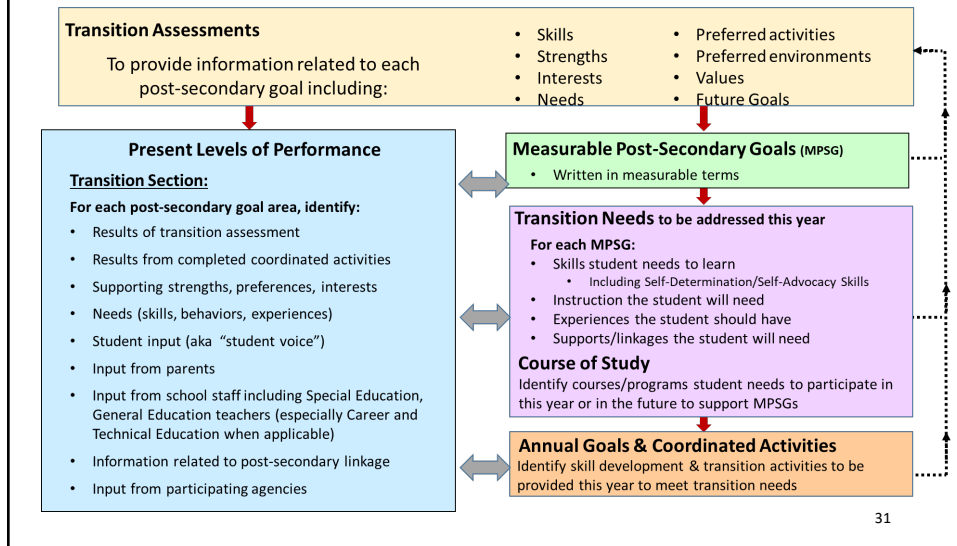
- Present Levels of Performance
- Measurable Postsecondary Goals
- Transition Services, Course of Study
- Annual Goals
- Coordinated Set of Activities
- Special Education Programs and Services

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Transition Planning Across the IEP

CONNECTED TRANSITION PLAN IN THE IEP



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<https://www.instagram.com/ccipost/>



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Flyers for all of our trainings are posted here*

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How to Register

Register through My Learning Plan (CTLE credits Available)
<https://www.mylearningplan.com/webreg/catalog.asp?H=1&D=16666>

OR

You can register via **email: post-CCI@liu.edu**

How to Contact Us

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