



NTACT

National Technical Assistance Center on Transition

Improving the Compliance and Quality of Transition IEPs

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Beginning with the End in Mind



Postsecondary Education



Postsecondary Training



Postsecondary Employment



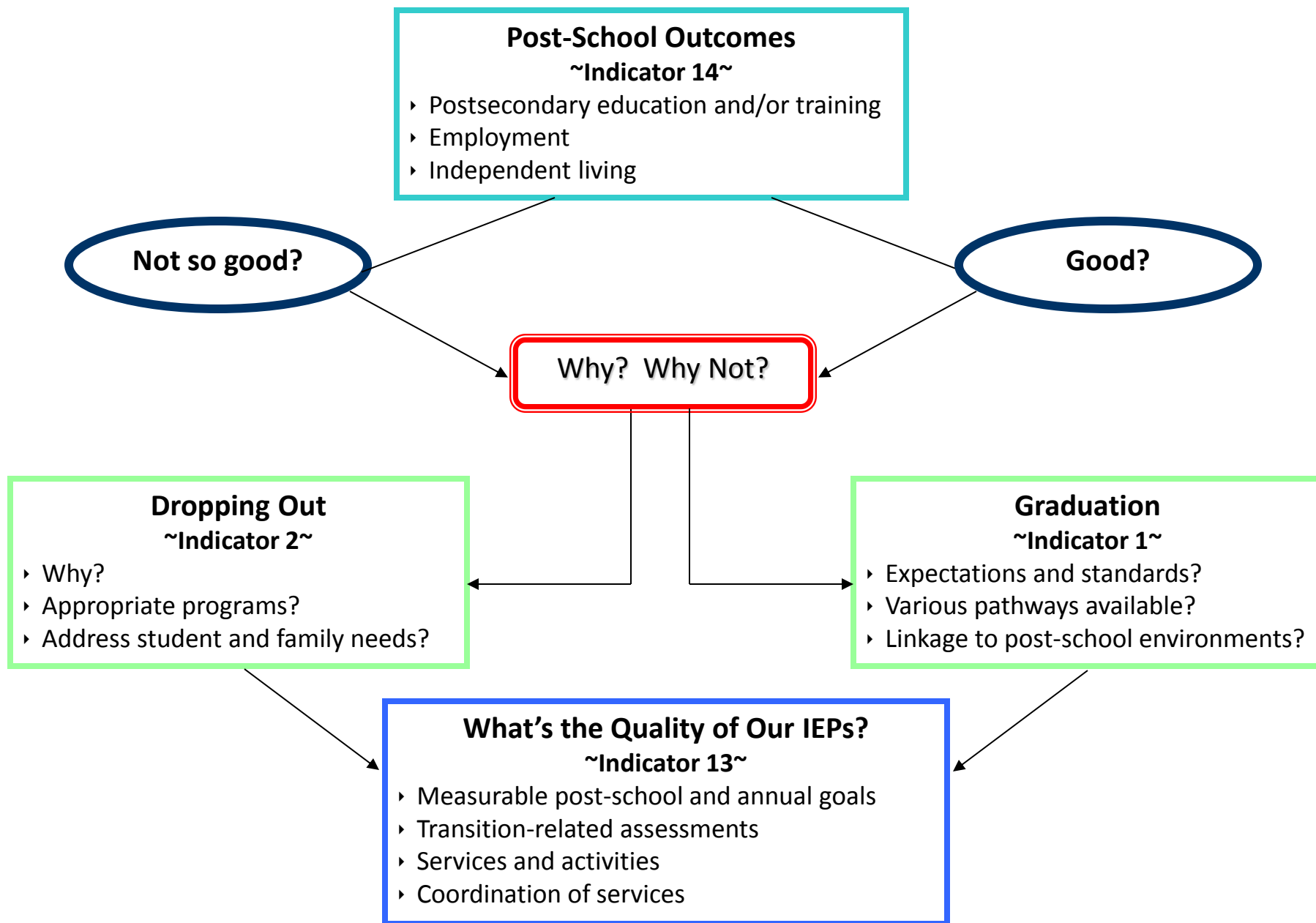
Independent Living



How Do We Get There?

- Committed, caring adults
- Persistent students and families
- Supportive systems and services
- High quality transition planning
- Utilizing research-based practices
- Mandates and requirements

Using transition indicators to improve what we do




Build the Foundation



Indicator
B-13

What About Our IEPs?

**QUIET
PLEASE
*TESTING***

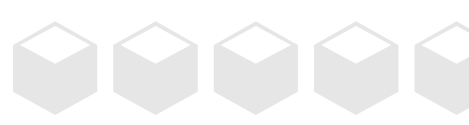


What is Required for Compliant IEPs

Eight things are required by law for compliant IEPs – can you name them?

What is Required for Compliant IEPs

Cat + Ketchup = CAAAT-UPS



What is Required for Compliant IEPs

Course of study

Annual goals

Agency connection

Assessment

Transition services

Updated annually

Postsecondary goals

Student invitation



What is Required for Compliant IEPs

1. There are appropriate, measureable postsecondary goals (PSGs) in the areas of training, education, employment, and where appropriate independent living
2. PSGs are updated annually
3. Evidence that PSGs are based on age appropriate transition assessment
4. Transition services are in the IEP that will reasonably enable the student to meet the PSGs
5. Transition services include a course of study that will reasonably enable the student to meet the PSGs
6. There are annual goals related to the students transition service needs
7. Evidence the student was invited to the IEP
8. If appropriate, evidence that a representative of any participating agency was invited to the IEP meeting with prior consent

Age Appropriate Transition Assessment

Present Level of Performance

Needs

Strengths

Preferences

Interests

Write Measurable Postsecondary Goals

Education

Training

Employment

Independent Living

Identify Transition Services

Instruction

Related
Services

Community
Experiences

Adult Living

Write the Course of Study

Coordinate Services with Adult Agencies

Write the Annual IEP Goals

Today's Focus

- Student invitation
- Writing compliant postsecondary goals
- Writing compliant annual goals
- Writing the course of study

Student Invitation

- Why is it so important to not only invite but include the student in the IEP transition planning process?
- Switch to “It’s Not Easy” presentation

Compliant IEPs- Postsecondary Goals (PSGs)

- Does the goal occur after the student exits high school?
- Measureable – can you measure it?
- Appropriate – based on current information on the student is the goal appropriate? (i.e., if the PSG requires a college degree is the student on a diploma track)

Compliant IEPs- Postsecondary Goals (PSGs)

- Updated annually?
- Include at least one goal for each adult outcome area?
 - Education (required)
 - Training (required)
 - Employment (required)
 - Independent living (if appropriate)

Compliant Postsecondary Goals (PSGs)

- Updated annually?
- Include at least one goal for each adult outcome area?
 - Education (required)
 - Training (required)
 - Employment (required)
 - Independent living (if appropriate)

Formula for Writing Compliant Postsecondary Goals (PSGs)

_____ will _____

• After high school The Student Behavior (Where and how)

• After graduation

• Upon completion of high school

Case Study - Jason

- 11th grade student diagnosed with SLD in reading and reading comprehension
- Passing all classes with accommodations
- Worked part-time
- Wants to attend college to become a teacher
- Hesitant to disclose his disability

Case Study - Jason

Compliant or not compliant

Employment:

Jason wants to be a teacher after high school.

Case Study - Jason

Compliant or not compliant

Education:

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

Case Study - Jason

Compliant or not compliant

Employment:

After graduation, Jason will continue to work part-time as a math tutor at Great Success Tutoring to obtain further skills at teaching math.

Case Study - Jason

Compliant or not compliant

Education:

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

Compliant IEPs – PSGs

You try one...

Formula for Writing Compliant Postsecondary Goals (PSGs)

_____ will _____

• After high school The Student Behavior (Where and how)

• After graduation

• Upon completion of high school

Compliant IEPs – PSGs

For more like this...

<http://nstattac.org/content/nstattac-i-13-checklist>

Go to I-13 Examples and Non-examples

Click on “the document”

IDEA 2004 Subpart A of the Part B Regulations

§300 Purposes.--The purposes of this title are--
1 (a) to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and **prepare** them for further education, employment, and independent living;...

Compliant IEPs – Annual Goals

- Annual goals address the skills the student needs to “**prepare** them for further education, employment, and independent living”.
- Annual goals that fully address transition services needs
 - create legally defensible IEPs
 - increase positive post-school outcomes.

Compliant IEPs – Annual Goals

What does Part B, Indicator 13 require for annual goals?

Compliant IEPs – Annual Goals

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. 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. (20 U.S.C. 1416(a)(3)(B))

Compliant IEPs – Annual Goals

NSTTAC guidance:

“For each postsecondary goal, there must be an annual goal or goals included in the IEP that will help the student make progress towards the stated postsecondary goals.”

Compliant IEPs – Annual Goals

NSTTAC template for writing annual goals:

Given _____ will _____
 condition student behavior criteria time frame

Compliant IEPs – Annual Goals

Compliant or not compliant

[CCSS.ELA-LITERACY.W.11-12.4](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Compliant IEPs – Annual Goals

Compliant or not compliant

To prepare for employment, given direct instruction for completing an online job application, Jason will *produce clear and coherent written information* in the form of a completed job application with 100% accuracy by the end of the 1st school semester.

Compliant IEPs – Annual Goals

You try one...

Compliant IEPs – Annual Goals

You try one...

Given _____ will _____
 condition student behavior criteria time frame



NTACT

National Technical Assistance Center on Transition

Thank you!

Please contact me at:

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Our resource-rich website is:

www.transitionta.org