



New York State Education Department
Office of Special Education
Educational Partnership





Overview of Transition in the Individualized Education Program (IEP) Series

Case Study Application

Produced by the Technical Assistance Partnership for Transition at Cornell University.

Last updated on December 6, 2022



Disclaimer

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Blueprint for Improved Results for Students with Disabilities



Self-Advocacy

Students engage in self-advocacy and are involved in determining their own educational goals and plan.



Family Partnership

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.



Specially-Designed Instruction

Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.



Research-Based Instruction

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.



Multi-Tiered Support

Schools provide multi-tiered systems of behavioral and academic support.



Inclusive Activities

Schools provide high-quality inclusive programs and activities.



Transition Support

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

Meeting Norms

- Take care of your needs (water, food, restroom, etc.)
- Speak your truth—Use “I” statements
- Ask what you need to understand and contribute
- Listen with respect
- Push your growing edge
- Participate and struggle together
- Expect a lack of closure
- Respect each others’ needs and learning styles

Training Objectives

Participants will:

- Identify and understand key components of high-quality Transition IEPs and understand the transition planning process
- Utilize available case study to apply concepts
- Utilize optional IEP mapping templates to use in tandem with their own active student IEP
- Be able to directly apply and implement today's concepts into practice with an increased understanding of high-quality transition-focused IEP development

Training Materials



- Transition Planning Across the IEP
- Transition Age Case Study—Allison (adapted from National Technical Assistance Center on Transition [NTACT])
- Career Development and Occupational Studies (CDOS) Standard 3A—Universal Foundation Skills
- Work Readiness Credential Profile
- Transition Age Case Study—Allison—IEP Mapping Template Example
- Transition IEP Mapping Template (optional)
- Transition IEP Mapping Template (color coded symbol) (optional)

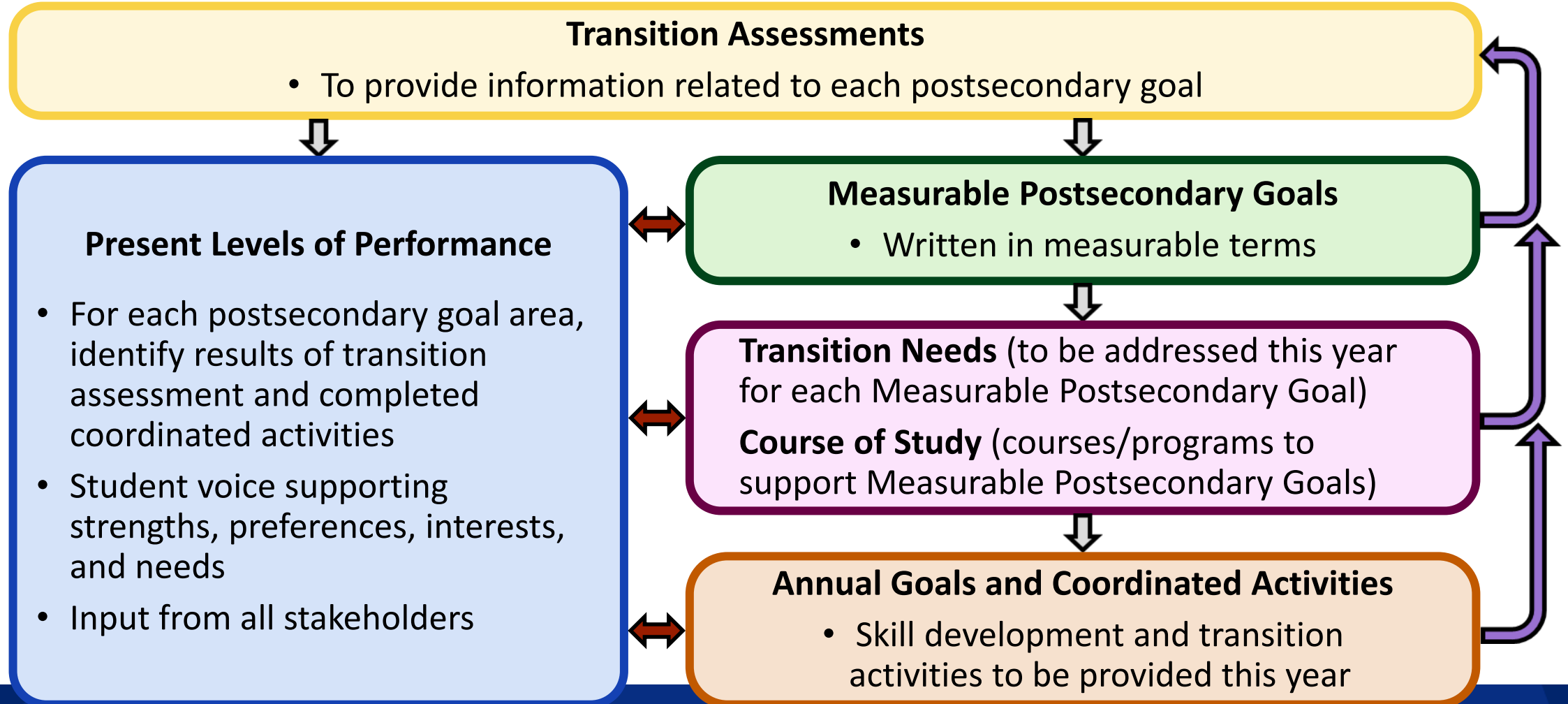
Transition in the IEP



Transition Planning Across the IEP



Connected Transition Plan in the IEP



Where Does It Go?

Transition Planning

1. Strengths, Interests, and Preferences
2. Future Goals (Post-High School)
3. Transition needs (what is needed to achieve Measurable Postsecondary Goals?)
4. Address student's needs (what can the district do to help the student achieve Measurable Postsecondary Goals?)
5. Reference Transition Assessments

IEP Location

1. Present Levels of Performance
2. Measurable Postsecondary Goals
3. Present Levels of Performance and Transition Needs
4. Annual Goals and Coordinated Set of Activities
5. In Evaluative Results, and areas of Present Levels of Performance

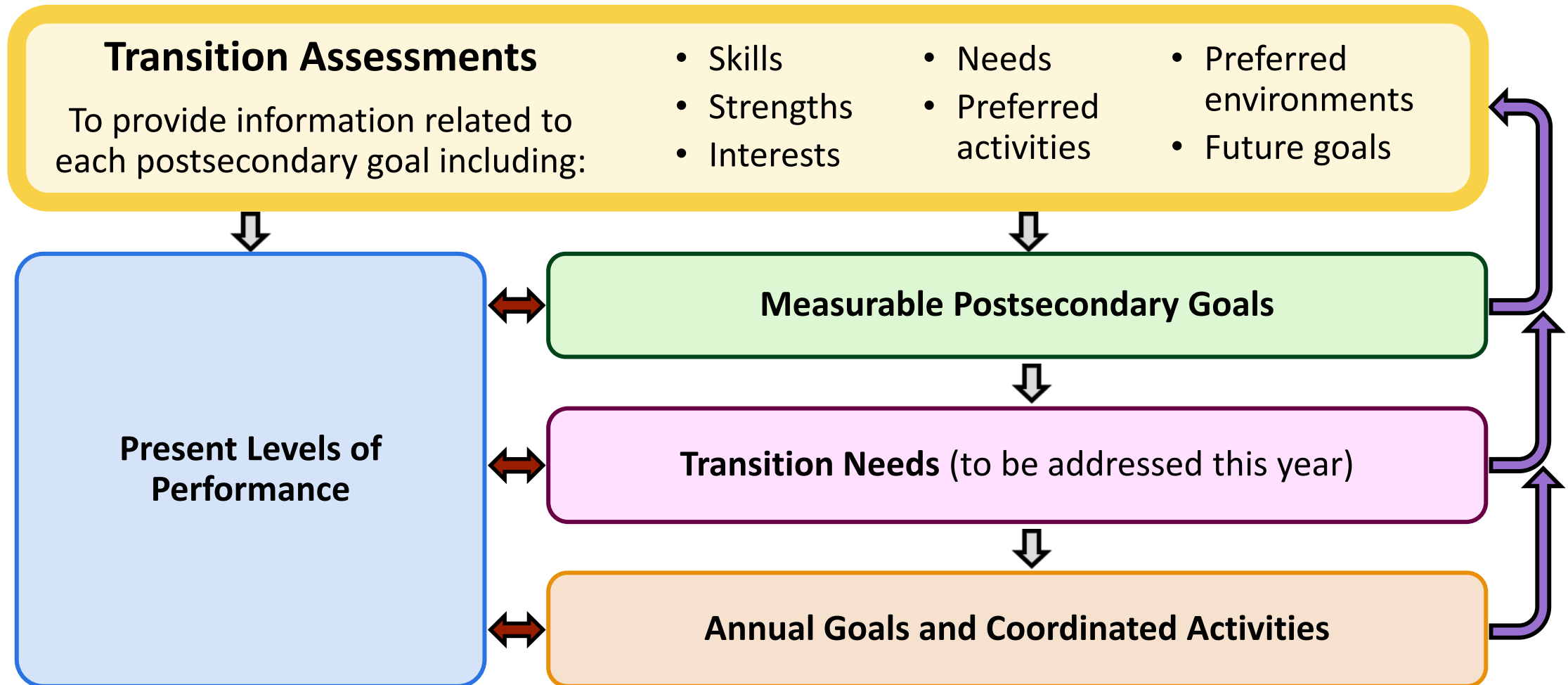
Allison Case Study

- Junior in high school
- 18 years old
- Learning disability in reading and writing



Transition Planning Across the IEP (2)

Connected Transition Plan in the IEP





Activity: What Age-Appropriate Assessments Are You Using?



List the types of transition assessments that your students and/or staff currently complete.

Transition Assessments

- Individualized to each student
- Identify student preference, interest, needs, and strengths
- Use results to form Measurable Postsecondary Goals
- Plan for parent/family input or interviews
- Share results with student and family
- Information gathered from transition assessments should be used to assist individuals with disabilities in making informed choices

Allison's Transition Assessments

Postsecondary Vision Transition Assessment Documentation



Student	Postsecondary Vision	Transition Assessment Documentation
Allison	<ul style="list-style-type: none">• Be more organized• Go to a four-year college and succeed• Work with young children	<ul style="list-style-type: none">• AIR Self-Determination Assessment• Informal interviews• Career Employment Education Checklist• School career planning survey for juniors
Allison's Parents	<ul style="list-style-type: none">• Enroll in a college program that will help her achieve her career goals• Find a school and social life balance	<ul style="list-style-type: none">• School Parent Survey• Parent interviews

Additional Assessment Data: Met college entrance and state testing requirements (to date)

Transition Assessment Results in the IEP

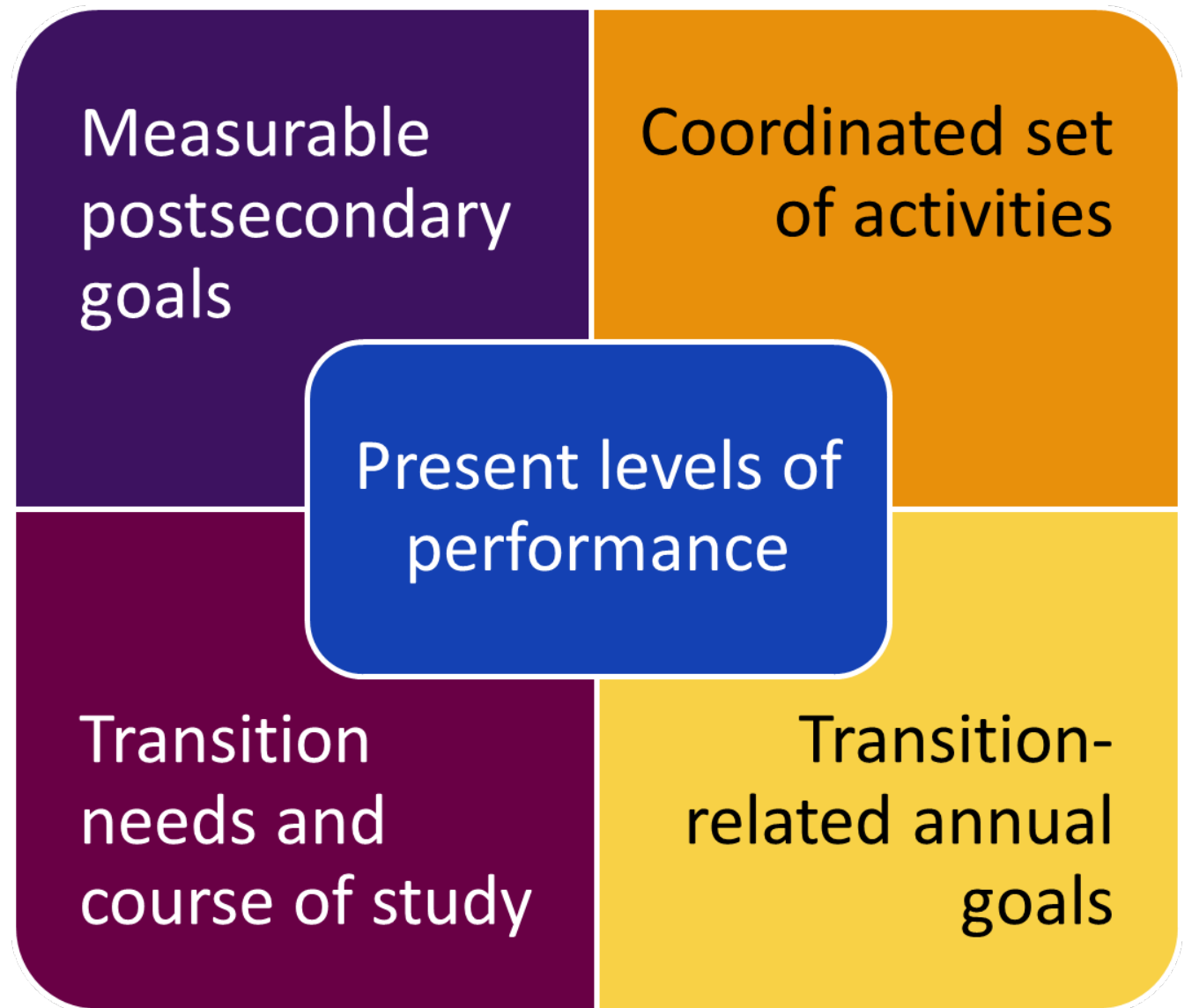
Transition Assessment Results	IEP Location
Name of the Transition Assessment and date of completion	Evaluation results section
Transition Assessment Results	Present Levels of Performance
Any needs or areas of support identified in the assessment results	<ul style="list-style-type: none">• Transition needs section• Present Levels of Performance areas• Annual Goals

Any Questions About Transition Assessment?



Present Levels of Performance Support IEP Alignment

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

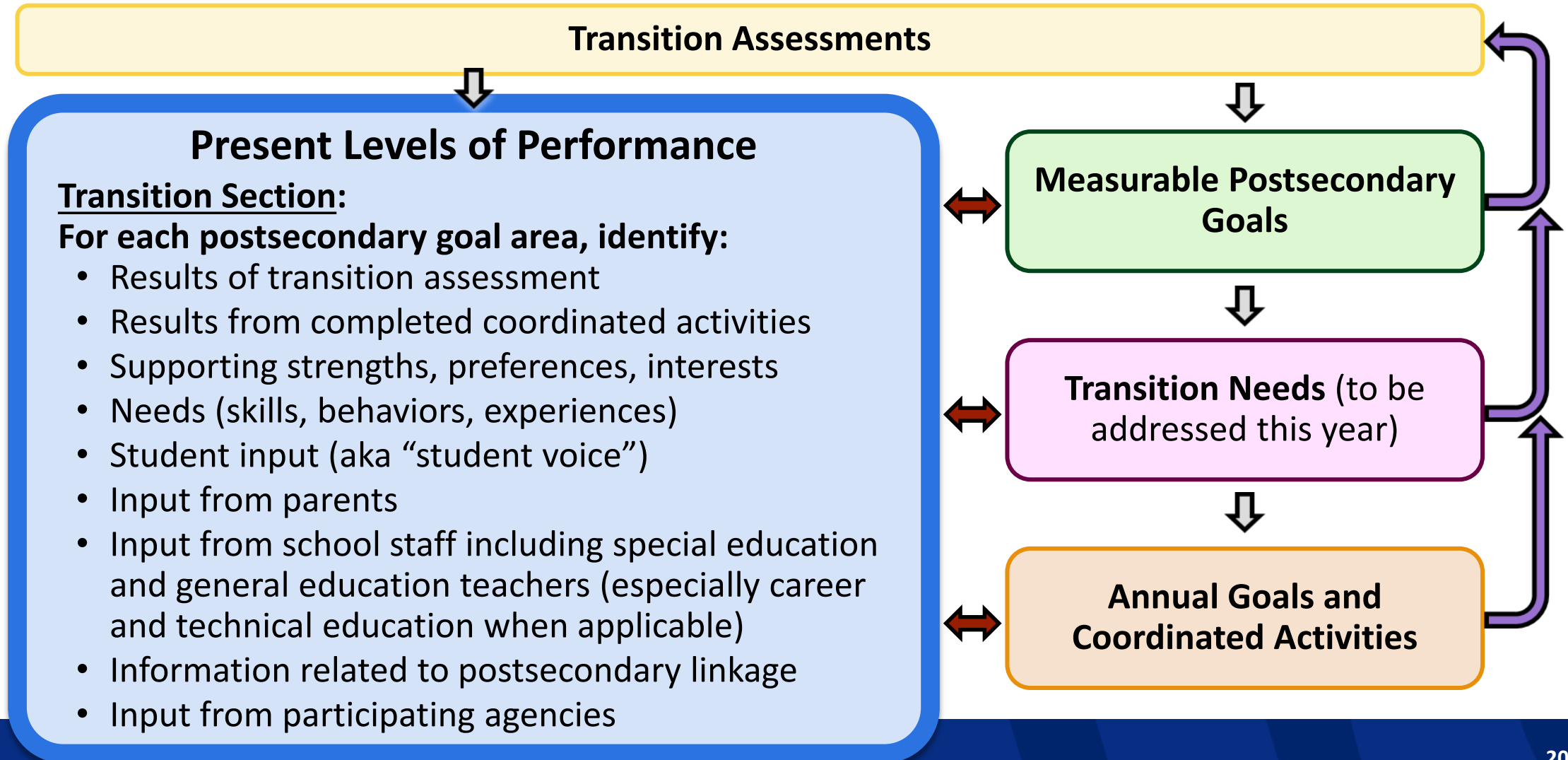


Present Levels of Performance: Comprehensive Profile

- Describes the needs of the student to be addressed through the provision of special education services, including a student's strengths, interests, and preferences and concerns of the parents.
- Identifies the current level of functioning, including the strengths of the student, related to those areas.
- The foundation on which the Committee builds to identify goals and services to address the student's individual needs.

Transition Planning Across the IEP (3)

Connected Transition Plan in the IEP



Universal Foundation Skills



Basic Skills:

- Can read
- Can write
- Perform math functions
- Listens effectively
- Speaks clearly

Personal Qualities:

- Responsibility
- Ability to plan
- Ability to take independent action
- Integrity/honesty
- Self-determination and ability to self-evaluate knowledge, skills and abilities

Thinking Skills:

- Can think creatively
- Uses decision-making skills
- Thinking leads to problem solving
- Knows how to learn
- Applies knowledge to new situations

Systems:

- Improves and designs systems
- Monitors and corrects performances
- Understands how systems perform related to goals, resources and organizational function

Career Development and Occupational Studies—Standard 3A

Universal Foundation Skills (continued)



Managing Resources:

- Understands how to use materials, facilities, time, money, human resources, networking

Managing Information:

- Acquires and evaluates information
- Organizes/maintains Information
- Interprets/communicated information
- Uses computers to enter, modify, retrieve and store data

Technology:

- Selects/applies technology
- Maintains equipment
- Designs and creates to meet needs

Interpersonal Skills:

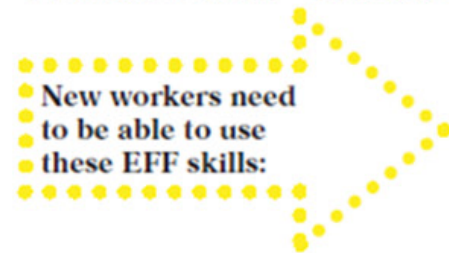
- Teaches others
- Serves clients
- Exercises leadership
- Negotiates/communicates
- Works as a member of a team
- Works with diversity

The Work Readiness Profile



Handout

What New Workers in Entry-level Jobs Need to Be Able to Do



New workers need to be able to use these EFF skills:

Communication Skills

- 1 Speak so others can understand
- 2 Listen actively
- 3 Read with understanding
- 4 Observe critically

Interpersonal Skills

- ▲ Cooperate with others
- ▲ Resolve conflict and negotiate

Decisionmaking Skills

- 1 Use math to solve problems and communicate
- 2 Solve problems and make decisions

Lifelong Learning Skills

- ◆ Take responsibility for learning
- ◆ Use information and communications technology*

* Skill not currently tested in WRC.

...well enough to successfully carry out these critical entry-level tasks:

Acquire and Use Information

- › Acquire, use, and share information accurately and in a timely manner in order to:
 - › Get work done
 - › Identify appropriate procedures
 - › Respond to requests from internal and external customers
- 1 2 3 4 ▲ 1 ◆ 2
- › Read and understand information presented in written form well enough to get the job done
- 2 3
- › Communicate in spoken English well enough to get the job done
- 1 2 3
- › Ask for clarification or help from supervisor or appropriate others when needed
- 1 2 4 ▲ 1

Use Systems

UNDERSTAND SYSTEMS

- › Understand how one's own performance can impact the success of the organization
- 1 2 4 ▲ 1
- › Comply with organizational policies and procedures in a consistent manner
- 2 3 4 ▲ 1
- › Pay attention to company guidelines regarding:
 - › Personal and professional interactions
 - › Appropriate dress
 - › Health and safety
- 1 2 3 4 ▲ 1
- › Follow established procedures for handling urgent situations or emergencies
- 1 2 3 4 2
- › Keep informed about quality and health standards set by external sources, including unions

Work with Others

DIVERSITY

- › Work as part of a team to develop and achieve mutual goals and objectives
- 1 2 4 ▲ 2
- › Develop and maintain good working relationships with coworkers, supervisors, and others throughout the organization, regardless of background or position:
 - › Be respectful and open to the thoughts, opinions, and contributions of others
 - › Avoid use of language or comments that stereotype others
- 1 2 4 ▲ 1

NEGOTIATE

- › Work through conflict constructively
- 1 2 4 ▲ 2

SERVE CLIENTS

Know How to Learn

- › Accept help from supervisors and coworkers
- 1 2 4 ▲ 1
- › Learn new/additional skills related to your job
- 2 3 4 ▲ 2 1
- › Learn about the products/services of the organization
- 2 3 4 1 2

Responsibility

- › Demonstrate willingness to work
- 1 2 ▲ 1
- › Take responsibility for completing one's own work assignments:
 - › Accurately
 - › On time
 - › To a high standard of quality
 - › Even when the work is physically or mentally challenging
- › As efficiently as possible, to minimize costs, rework, and

Solve Problems

- › Cope with a work situation or tasks that change frequently:
 - › Demonstrate flexibility
 - › Accept new or changed work responsibilities with a positive attitude
 - › Adjust to unexpected problems and situations by seeking advice from a supervisor or appropriate others
- 1 4 ▲ 2 2 1
- › Identify actual or potential problems related to one's own work:
 - › Report them in a timely manner, according to company policy
 - › Help to fix them
- 1 2 4 ▲ 2 1 2

Self-management

- › Display responsible behaviors

Allison's Example IEP (1 of 3)



ALLISON'S EXAMPLE IEP
FOR TRAINING PURPOSES ONLY
EXAMPLE, NOT EXEMPLAR

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

STUDENT NAME: Allison	DISABILITY CLASSIFICATION: Learning Disability
DATE OF BIRTH:	LOCAL ID #: 123456
PROJECTED DATE IEP IS TO BE IMPLEMENTED:	PROJECTED DATE OF ANNUAL REVIEW:

PRESENT LEVELS OF PERFORMANCE AND INDIVIDUAL NEEDS

DOCUMENTATION OF STUDENT'S CURRENT PERFORMANCE AND ACADEMIC, DEVELOPMENTAL AND FUNCTIONAL NEEDS

EVALUATION RESULTS (INCLUDING FOR SCHOOL-AGE STUDENTS, PERFORMANCE ON STATE AND DISTRICT-WIDE ASSESSMENTS)

Transition Assessment: AIR Self-Determination Assessment, October 2019, Informal interview, November, 2019, Career Employment Education Checklist, January 2020, School career planning survey for Juniors, March 2020

ACADEMIC ACHIEVEMENT, FUNCTIONAL PERFORMANCE AND LEARNING CHARACTERISTICS

LEVELS OF KNOWLEDGE AND DEVELOPMENT IN SUBJECT AND SKILL AREAS INCLUDING ACTIVITIES OF DAILY LIVING, LEVEL OF INTELLECTUAL FUNCTIONING, ADAPTIVE BEHAVIOR, EXPECTED RATE OF PROGRESS IN ACQUIRING SKILLS AND INFORMATION, AND LEARNING STYLE:

Allison qualifies for special education services for her specific learning disability, which affects her reading comprehension and written expression. Allison spends most of her school day in general education classes, maintains a B average, and utilizes accommodations (i.e., extended time for essays and tests, word processing, and audio texts). Allison needs additional support with writing organization, writing mechanics, and reading comprehension, which she receives in a co-taught English Language Arts classroom and in a resource room program.

Reading: When given extended reading assignments, Allison has difficulty with identifying the main idea and relevant details to summarize and organize written responses. The use of digital/audio formats in all content areas has increased her overall performance. Allison will use highlighting and notes to capture the key points and relevant details to increase the information and accuracy of her responses across content areas.

Writing: Allison uses a graphic organizer to develop extended writing responses/essays and a word processor to complete the writing task. Although she is able to verbally summarize her ideas and key points, Allison continues to have difficulty with organizing her written responses into a comprehensive essay, including relevant details with accuracy. The use of a word processor has been effective with improving her writing mechanics (spelling/grammar). With the consistent use of these supports, Allison has maintained a B in English Language Arts, which indicates college readiness. To date, Allison has also met state testing requirements.



Organization: As noted in her writing skills, Allison demonstrates difficulty with organizing materials and information (cognitive/visual), often requiring more time to complete activities requested of her. The use of a graphic organizer, schedule/planner and daily routine to follow have been incorporated into her daily schedule at both home and school. Classroom and homework assignments are submitted late on a weekly basis due to her inability to organize and locate materials/worksheets completed at school or home. An assignment binder has been developed to organize weekly assignments by content area. Allison does not manage her time or pace her work/assignments by prioritizing tasks by due date which will impact her success in a college setting.

Transition: Based on transition assessments, Allison has stated that she wants to work with children after obtaining a four-year degree (junior year survey). Allison reported on her school's career planning survey administered to all juniors that her responsibilities at home include caring for younger siblings and doing light household chores. Her older sister, Jessie, graduated from college and is finishing up her first year of teaching at an elementary school, which is near the family home. For fun, Allison visits her sister's classroom and helps make materials for lessons. She has decided that she wants to work with preschoolers or kindergarteners, but she is not sure if she wants to be a classroom teacher. Although she needs to explore other career options (student interview), she has identified strengths for working in educational instruction and community and social service occupations and interpersonal communication (Career Employment Education Checklist).

STUDENT STRENGTHS, PREFERENCES, INTERESTS:

Allison is:

- very responsible and determined to be successful - maintains B average and has met previous IEP annual goals.
- able to orally express her ideas and relevant information to teacher questions with comprehensive responses.
- responsive to adult feedback and guidance or recommendations to improve her skills and quality of her work.
- describes her disability and accommodation needs to teachers (teacher reports, informal interviews).
- self-advocates for support or assistance when needed and will request changes to her current accommodations and use of technology across content areas.
- planning to work with children after obtaining a four-year degree (junior year survey).
- willing to explore career options (student interview).
- able to identify her strengths for working in educational instruction and community and social service occupations and interpersonal communication (Career Employment Education Checklist).

ACADEMIC, DEVELOPMENTAL AND FUNCTIONAL NEEDS OF THE STUDENT, INCLUDING CONSIDERATION OF STUDENT NEEDS THAT ARE OF CONCERN TO THE PARENT:

Allison needs to:

- manage her time (use planner/calendar) to meet assignment deadlines.
- plan and prioritize tasks/activities to complete assignments in a timely manner.
- improve organizational skills - manage time and materials to complete classroom activities/assignments and to prepare for college expectations (teacher reports, parent interview, student interview).
- Increase reading comprehension skills using a variety of strategies to identify main idea and key points (digital/audio text, highlighting, notes).
- Improve writing - mechanics (spelling/grammar) and organization and development of comprehensive essay, using a variety of strategies (graphic organizer, word processor).

On the school's parent survey, Allison's parents indicated that they are concerned about how her lack of homework completion will affect her in college. They also reported that Allison has not been managing her time well this year. They are concerned that Allison does not have the organizational skills to effectively manage her study time and social life.



SOCIAL DEVELOPMENT

THE DEGREE (EXTENT) AND QUALITY OF THE STUDENT'S RELATIONSHIPS WITH PEERS AND ADULTS; FEELINGS ABOUT SELF; AND SOCIAL ADJUSTMENT TO SCHOOL AND COMMUNITY ENVIRONMENTS:

Allison is very social and has strong interpersonal skills. She communicates her strengths and needs in regard to her learning disability and ability to be successful in a variety of situations, both social and academic. Allison gets along with her classmates and is a productive team member in small group activities. She is very dependable and caring toward others.

STUDENT STRENGTHS:

Allison:

- demonstrates strong interpersonal skills.
- loves movies and shopping with her sisters.
- enjoys spending time with friends during and after school and states that her favorite classes are ones with her friends.

SOCIAL DEVELOPMENT NEEDS OF THE STUDENT, INCLUDING CONSIDERATION OF STUDENT NEEDS THAT ARE OF CONCERN TO THE PARENT:

Allison needs to effectively manage her study time and social life (as per parent interview).

PHYSICAL DEVELOPMENT

THE DEGREE (EXTENT) AND QUALITY OF THE STUDENT'S MOTOR AND SENSORY DEVELOPMENT, HEALTH, VITALITY AND PHYSICAL SKILLS OR LIMITATIONS WHICH PERTAIN TO THE LEARNING PROCESS:

Allison attends school regularly. Health and physical status (hearing/vision) are normal. Allison enjoys participating in physical education and school sports. She states that she monitors her nutrition and sleep habits to maintain her health on a daily basis.

STUDENT STRENGTHS:

Allison:

- maintains good health and nutritional habits
- likes to work out at the gym with friends
- plays softball on a county league team.

PHYSICAL DEVELOPMENT NEEDS OF THE STUDENT, INCLUDING CONSIDERATION OF STUDENT NEEDS THAT ARE OF CONCERN TO THE PARENT:

None identified at this time.

MANAGEMENT NEEDS

THE NATURE (TYPE) AND DEGREE (EXTENT) TO WHICH ENVIRONMENTAL AND HUMAN OR MATERIAL RESOURCES ARE NEEDED TO ADDRESS NEEDS IDENTIFIED ABOVE:

Allison needs:

- Planner/agenda to prioritize assignments/academic tasks
- Assignment organizational binder to organize materials and assignments
- Extended time for extended writing tasks (essay formats)
- Word processor for writing
- Graphic organizer to improve written responses
- Digital/audio format for text-materials across all content areas
- Use of highlighter
- Organizational strategies to organize materials/activities

Any Questions About Present Levels of Performance?



Allison: Transition Planning IEP Mapping Template (1)



Handout

Transition Planning IEP Mapping Template

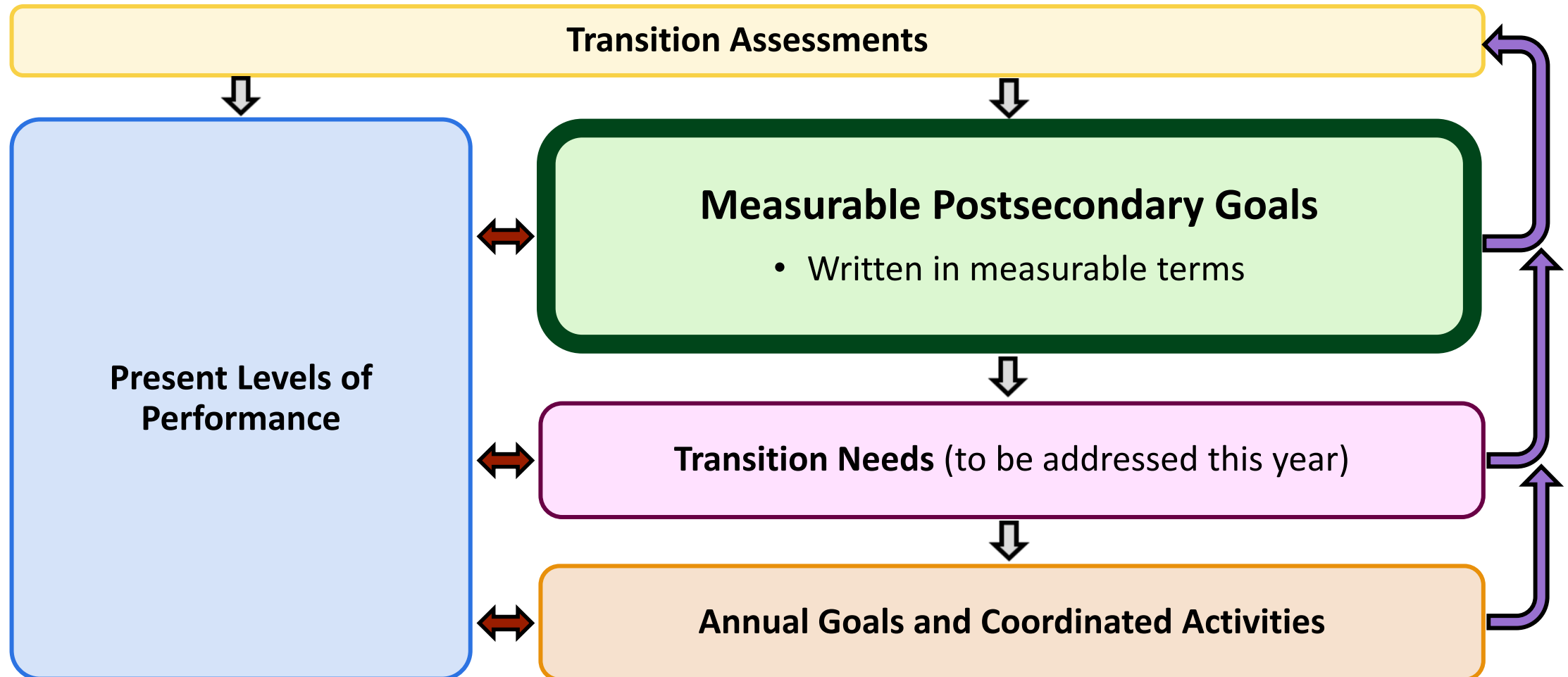
Date _____

Student Name Allison

Evaluative Results	Present Levels of Performance	Needs	Measurable Postsecondary Goals	Annual Goals	Coordinated Set of Activities
<p><u>Transition Assessments:</u> Career Planning Survey: Responsibilities at home include caring for younger siblings and doing light household chores. She is planning to go to a four-year university. Career Employment Education Checklist: Allison indicated a preference for educational</p>	<p><u>Strengths:</u></p> <ul style="list-style-type: none"> • Oral expression skills • Interpersonal skills • Productive team member • Maintained a B average • Participates in all general education courses • Met all IEP annual goals • Gained an understanding about her disability • Reports to each of 	<p><u>Transition Needs:</u></p> <ul style="list-style-type: none"> • Specific learning disability—reading comprehension and written expression • Organizational skills • Time management • Use planner to meet assignment and project deadlines • Meet with Disability Services at the universities to determine the accommodations and supports available 	<p><u>Education/Training:</u> After graduation from high school, Allison will attend a four-year college and take courses in Child Development. The summer after high school, Allison will take a course in first aid and CPR to obtain certification through the local Red Cross. <u>Employment:</u></p>	<p>Given a graphic organizer for prewriting expository essays, Allison will complete the graphic organizer, including the main idea and relevant details with 80 percent accuracy across content areas. Given explicit instruction on organization strategies, Allison will use her assignment notebook to record</p>	<p><u>Instruction:</u></p> <ul style="list-style-type: none"> • Develop weekly schedule to prioritize and complete projects and assignments by due dates (Education/Training) <p><u>Related Services:</u></p> <ul style="list-style-type: none"> • Not Applicable <p><u>Community Experiences:</u></p> <ul style="list-style-type: none"> • Attend college fair at local college to explore programs

Transition Planning Across the IEP (4)

Connected Transition Plan in the IEP



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***.

Measurable Postsecondary Goals— Questions

- Where and how is the student going to continue to learn and/or develop skills after graduation?
- Where is the student going to work or engage in productive activities after graduation?
- Where is the student going to live and how are they going to access adult services, participate in the community, and have fun after graduation?

Allison's Measurable Postsecondary Goal: Education and/or Training

After graduation from high school, Allison will attend a four-year college and take courses in Child Development.

The summer after high school, Allison will take a course in first aid and CPR to obtain certification through the local Red Cross.

Non-example: The fall after graduation from high school, Allison plans to enroll in a four-year university in the Southeast. Allison wants to take a CPR/first aid class after high school.

Allison's Measurable Postsecondary Goal: Employment

After graduation from high school, Allison will work part-time in a child-care center while attending college.

The summer after graduation from high school, Allison will work part-time at the child development center near her home.

Non-example: Allison hopes to work with young children someday. Allison is thinking about applying for a job at a daycare.

Allison's Measurable Postsecondary Goal: Independent Living

After high school, Allison will use strategies to effectively manage her time, so that she successfully meets her deadlines for college.

After high school, Allison will self-advocate for accommodations in college.

Non-example: Allison hopes she can manage the demands of college. Allison will access disability supports to assist with college.

Any Questions About Measurable Postsecondary Goals?



Allison: Transition Planning IEP Mapping Template (2)



Transition Planning IEP Mapping Template

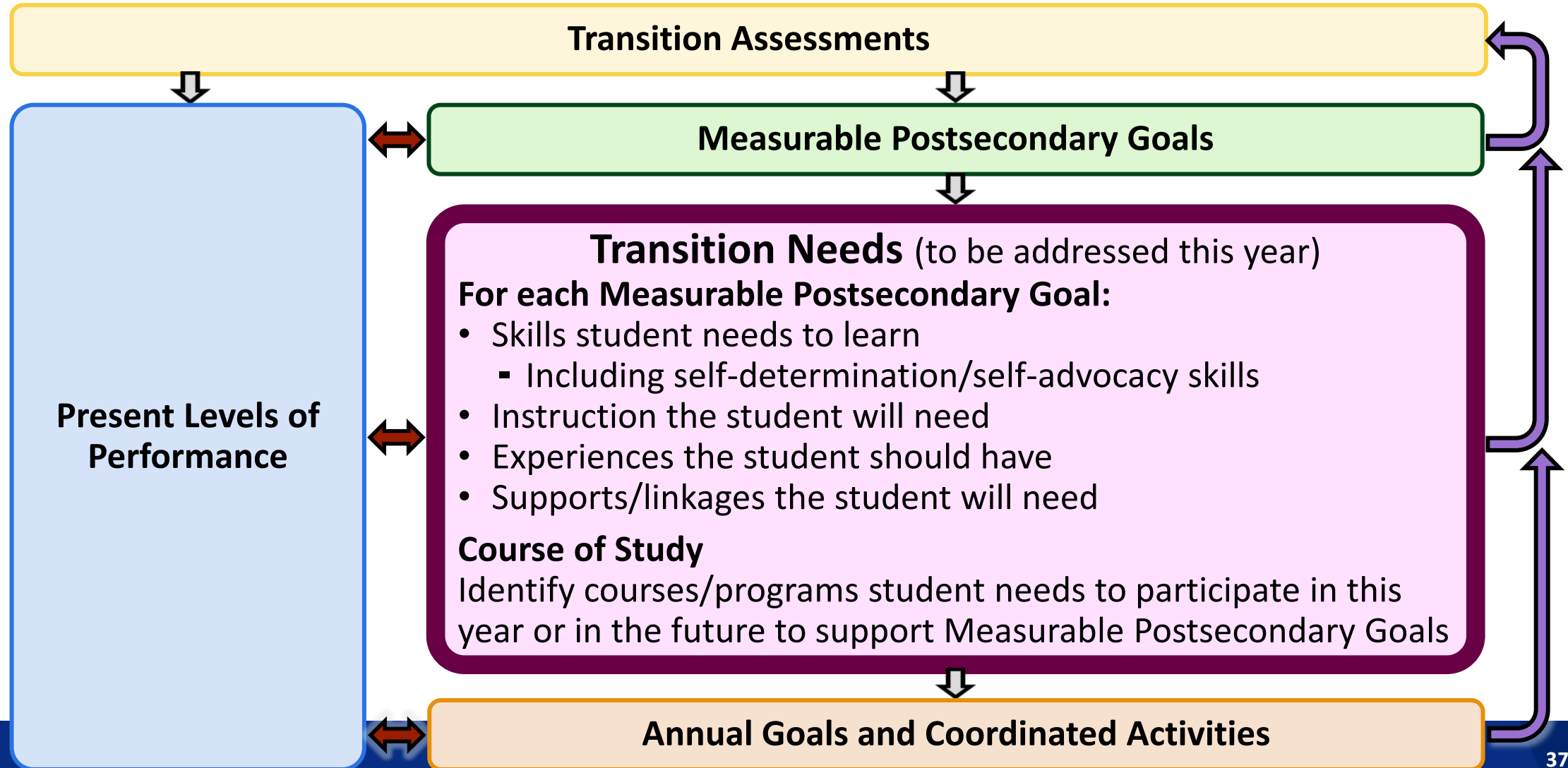
Date _____

Student Name Allison

Evaluative Results	Present Levels of Performance	Needs	Measurable Postsecondary Goals	Annual Goals	Coordinated Set of Activities
<p><u>Transition Assessments:</u> Career Planning Survey: Responsibilities at home include caring for younger siblings and doing light household chores. She is planning to go to a four-year university.</p> <p>Career Employment Education Checklist: Allison indicated a preference for educational</p>	<p><u>Strengths:</u></p> <ul style="list-style-type: none"> • Oral expression skills • Interpersonal skills • Productive team member • Maintained a B average • Participates in all general education courses • Met all IEP annual goals • Gained an understanding about her disability • Reports to each of 	<p><u>Transition Needs:</u></p> <ul style="list-style-type: none"> • Specific learning disability—reading comprehension and written expression • Organizational skills • Time management • Use planner to meet assignment and project deadlines • Meet with Disability Services at the universities to determine the accommodations and supports available 	<p><u>Education/Training:</u> After graduation from high school, Allison will attend a four-year college and take courses in Child Development.</p> <p>The summer after high school, Allison will take a course in first aid and CPR to obtain certification through the local Red Cross.</p> <p><u>Employment:</u></p>	<p>Given a graphic organizer for prewriting expository essays, Allison will complete the graphic organizer, including the main idea and relevant details with 80 percent accuracy across content areas.</p> <p>Given explicit instruction on organization strategies, Allison will use her assignment notebook to record</p>	<p><u>Instruction:</u></p> <ul style="list-style-type: none"> • Develop weekly schedule to prioritize and complete projects and assignments by due dates (Education/Training) <p><u>Related Services:</u></p> <ul style="list-style-type: none"> • Not Applicable <p><u>Community Experiences:</u></p> <ul style="list-style-type: none"> • Attend college fair at local college to explore programs

Transition Planning Across the IEP (5)

Connected Transition Plan in the IEP





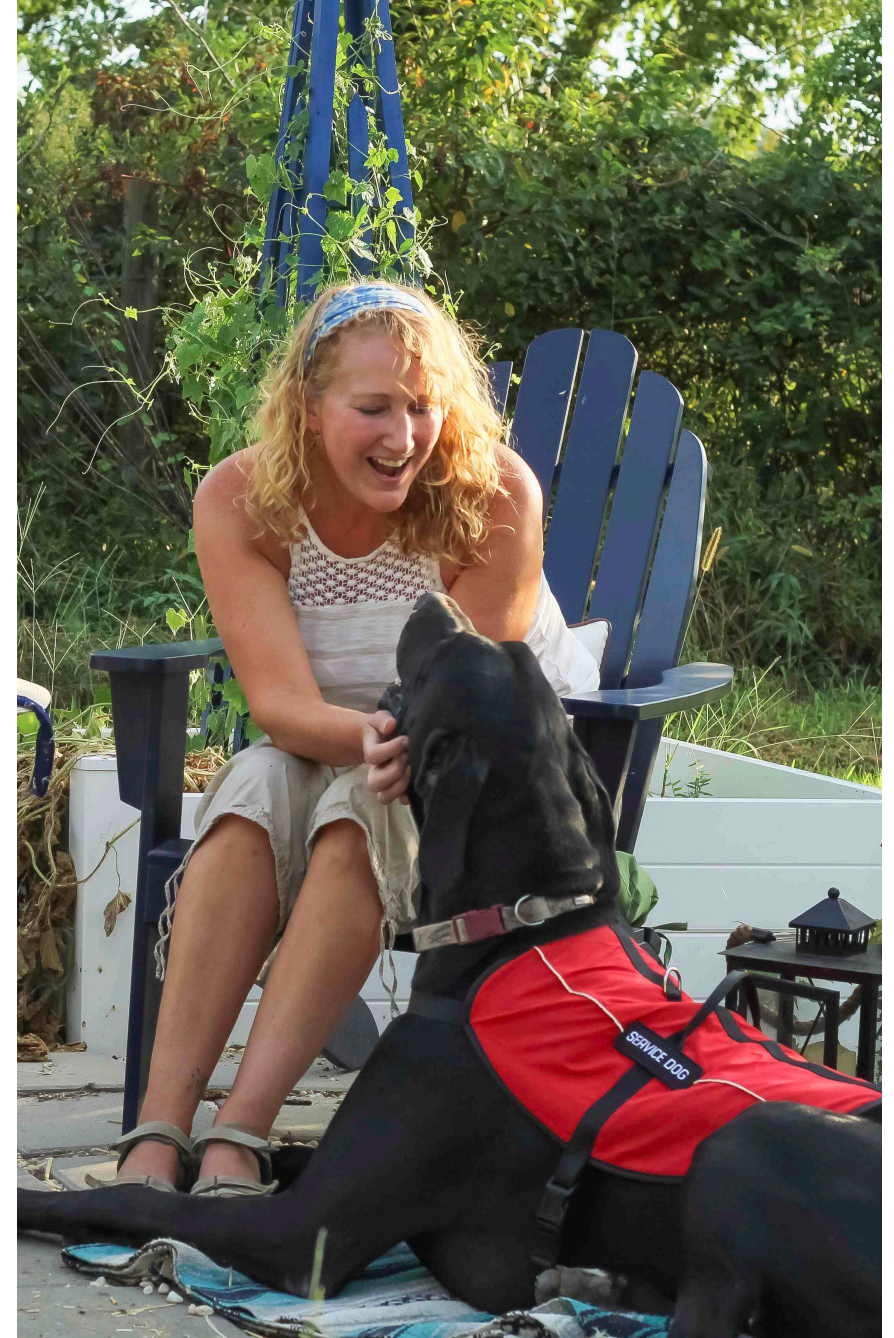
Now That we Know the Student's Measurable Postsecondary Goals...



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



Allison's Quality Course of Study



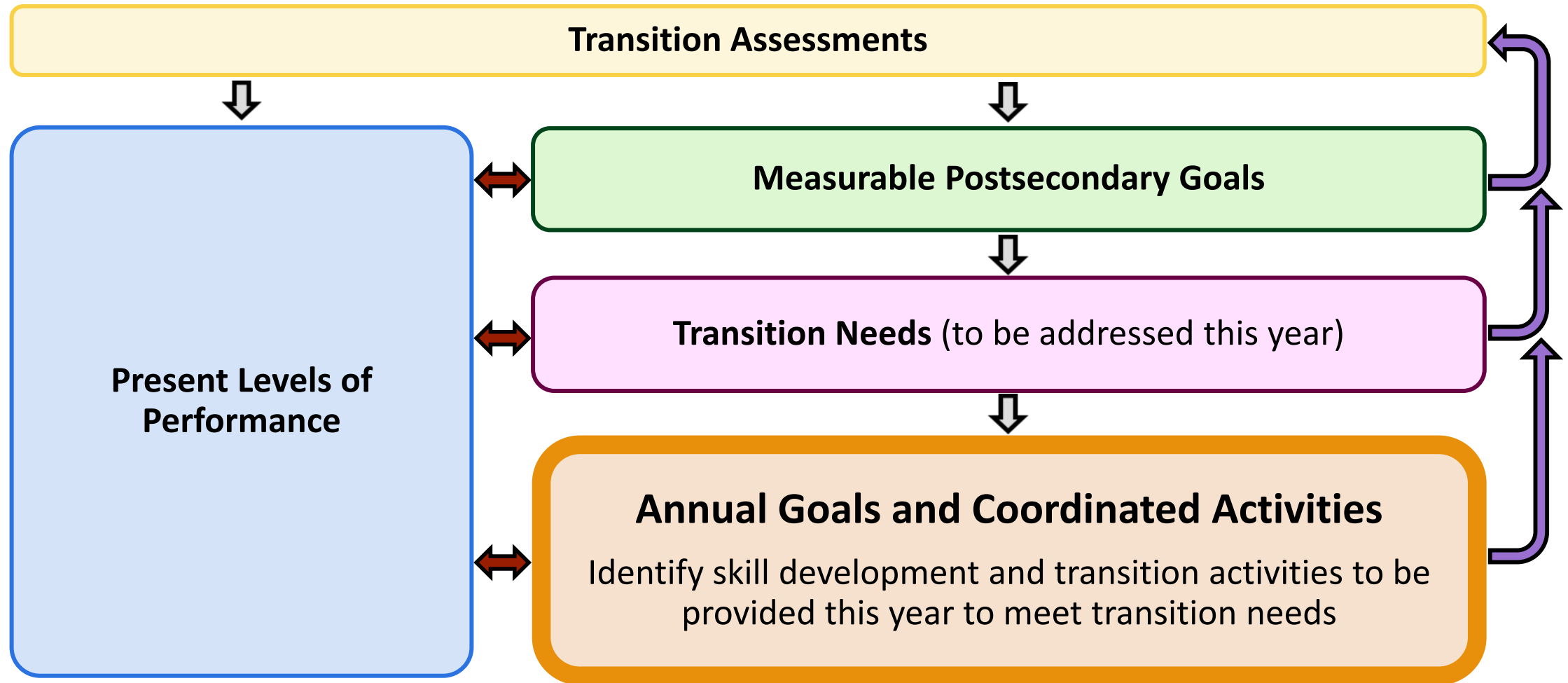
Beyond the required curriculum for a (Regents/Local) diploma, Allison needs to take programs/courses that include Child Development, Psychology, Economics and Financial Management, and Technology, as well as specialized instruction in Resource Room to support the achievement of her postsecondary goals.

Any Questions About Transition Needs?



Transition Planning Across the IEP (6)

Connected Transition Plan in the IEP



Measurable Postsecondary Goals Correspond to Annual Goals

For each of the measurable postsecondary goal areas identified in the student's IEP, there is an annual goal or short-term objective included in the IEP related to the student's transition services/needs.

- Consider what skills and knowledge will be required for the student to achieve the postsecondary goal.
- One annual goal may link to more than one postsecondary goal.

Allison's Annual Goal: Education and Training



- **Postsecondary Education and Training Goal:**

- After graduation from high school, Allison will attend a four-year college and take courses in Child Development.

- **Transition Need:**

- Writing comprehensive paragraphs, including specific details for essay responses.

- **Annual Goal:**

- Given a graphic organizer for prewriting essays, Allison will complete the graphic organizer, including the main idea and relevant details with 80% accuracy across content areas.
 - Criteria: 3 out of 4 trials, over 4 weeks
 - Method: work sample/teacher rubric
 - Schedule: weekly

Allison's Annual Goal: Employment



- **Employment:**

- After graduation from high school, Allison will work part time in a childcare center while attending college.

- **Transition Needs:**

- Time management skills (being on-time, completing tasks).
- Self-advocacy (requesting clarification/assistance with completing activities).
- Develop understanding of postsecondary options that match interests and skills.

- **Annual Goal:**

- Given two job shadowing experiences, one in each of the following: early childhood education and elementary education, Allison will identify her likes and dislikes of the experiences in each setting by completing a job site interest survey and verbally describing her preferences with the support of her work coordinator.
 - Criteria: 2 consecutive trials, over 4 weeks
 - Method: interest survey/checklist
 - Schedule: every 2 weeks

Allison's Annual Goal: Independent Living



- **Independent Living:**

- After high school, Allison will use strategies to effectively manage her time, so she successfully meets her deadlines for college.

- **Transition Needs:**

- Improve organizational skills—manage time and materials to complete classroom activities/ assignments and to prepare for college expectations (teacher reports, parent interview, student interview).

- **Annual Goal:**

- Given strategies to manage time, Allison will complete and hand in assignments in a timely manner, as requested across all academic settings.
 - Criteria: 3 out of 4 trials per week, over 4 weeks
 - Method: assignment notebook
 - Schedule: weekly

Coordinated Set of Activities

- The Coordinated Set of Activities are aligned with:
 - Present levels of performance
 - Transition needs
 - Courses of study
 - Annual goals
- Activities are clearly stated in areas as needed.
- The district or agency responsible for each activity must be noted.
- Identify the role/title of the person responsible for coordinating the activity.

Coordinated Set of Activities—a Few More Things...

- Activities align with measurable postsecondary goals.
- Related services are reflected in programs/services.
- All areas within the Coordinated Set of Activities must be considered with at least one activity as needed.
- Use a null statement if there are no activities listed in a specific section:
 - “Considered, but not needed.”
 - “No needs at this time.”

Examples: Transition Services and Activities to Address Measurable Postsecondary Goals



- **Education/Training:**

- Explore college programs related to childcare and development (school counselor/school district)
- Complete college applications (school counselor/school district)

- **Employment:**

- Job shadow experience with children (work program coordinator/school district)

- Explore part-time employment in a position related to working with children (work program coordinator/school district)

- **Independent Living:**

- Use strategies to improve time management and organizational skills. (special education teacher/school district)

Meeting Transition Needs in Coordinated Set of Transition Activities

- Instruction
- Related Services
- Community Experience
- Development of Employment and other adult living objectives
- Activities of Daily Living
- Functional Vocational Assessment

Allison needs to:

- Improve time management and organizational skills (education/training, employment, independent living)
- Complete test and get her driver's permit to attend driver's education (independent living/employment)
- Improve reading skills to read and understand text and manuals (education/training, employment, independent living)
- Utilize Assistive Technology to support reading and writing (education/training, employment, independent living)
- Research colleges with childcare/ development programs (education/training)

Any Questions About Annual Goals and Coordinated Activities?



Allison: Transition Planning IEP Mapping Template (3)



Transition Planning IEP Mapping Template

Date _____

Student Name Allison

Evaluative Results	Present Levels of Performance	Needs	Measurable Postsecondary Goals	Annual Goals	Coordinated Set of Activities
<p><u>Transition Assessments:</u> Career Planning Survey: Responsibilities at home include caring for younger siblings and doing light household chores. She is planning to go to a four-year university. Career Employment Education Checklist: Allison indicated a preference for educational</p>	<p><u>Strengths:</u></p> <ul style="list-style-type: none"> • Oral expression skills • Interpersonal skills • Productive team member • Maintained a B average • Participates in all general education courses • Met all IEP annual goals • Gained an understanding about her disability • Reports to each of 	<p><u>Transition Needs:</u></p> <ul style="list-style-type: none"> • Specific learning disability—reading comprehension and written expression • Organizational skills • Time management • Use planner to meet assignment and project deadlines • Meet with Disability Services at the universities to determine the accommodations and supports available 	<p><u>Education/Training:</u> After graduation from high school, Allison will attend a four-year college and take courses in Child Development. The summer after high school, Allison will take a course in first aid and CPR to obtain certification through the local Red Cross. <u>Employment:</u></p>	<p>Given a graphic organizer for prewriting expository essays, Allison will complete the graphic organizer, including the main idea and relevant details with 80 percent accuracy across content areas. Given explicit instruction on organization strategies, Allison will use her assignment notebook to record</p>	<p><u>Instruction:</u></p> <ul style="list-style-type: none"> • Develop weekly schedule to prioritize and complete projects and assignments by due dates (Education/Training) <p><u>Related Services:</u></p> <ul style="list-style-type: none"> • Not Applicable <p><u>Community Experiences:</u></p> <ul style="list-style-type: none"> • Attend college fair at local college to explore programs

Transition Planning As Reflected in the IEP

The Student
Today

Present Levels of Performance (PLPs)

What are the student's functioning levels and what do they need to access the curriculum—and to achieve the Measurable Postsecondary Goals?

The Student
Tomorrow (Post
High School)

Measurable Postsecondary Goals

What will the student's life look like post high school in the areas of: Education/Training, Employment, and Independent Living Skills (if needed)?

How We Will
Help the
Student to be
Successful?

Coordinated Set of
Activities

Transition Needs and
Course of Study

Annual Goals

Resources (1 of 2)

- [CDOS Credential—Career Plan and Employability Profile](#)
- [CDOS Resource Guide](#)
- [Directions to Model IEP](#)
- [Guide to Quality IEP Development and Implementation—Dec. 2010](#)
- [NYSED ACCESS-VR](#)
- [OSERS Transition Guide To Postsecondary Education and Employment for Students and Youth with Disabilities—Revised August 2020](#)
- [Parent Involvement Activities for Transition](#)
- Taxonomy for Transition Programming 2.0: Available in Resources folder

Resources (2 of 2)

- Allison Case Study—NTACT: Available in Resources folder
- Transition IEP Mapping Template: Available in Handouts folder
- Transition IEP Mapping Template (Color-Coded): Available in Handouts folder
- [Transition Planning and Services for Students with Disabilities](#)
- [Transition Teaming: 26 Strategies for Interagency Collaboration](#)

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Contact Us

TAP for Transition

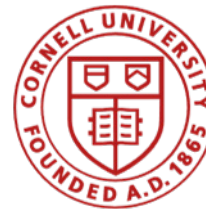
Amber McConnell, Director
TAPtransition@cornell.edu



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