



New York State Education Department
Office of Special Education
Educational Partnership





Transition in the Individualized Education Program (IEP)

Overview of Core Components



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

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Disclaimer

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Meet and Greet



Introduce yourself (name, school/district, role)

Take a moment... what does transition mean to you?

Share your answer with the group

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 other's needs

Training Objectives

Participants will:

- Identify key components of high-quality transition-focused IEPs and a transition planning process that supports positive post-school outcomes.
- Identify the components needed to develop and write Measurable Postsecondary Goals.
- Recognize the relationship between Transition Needs and the development of Annual Goals to support the student toward achieving the postsecondary goals.
- Identify the components needed to develop and write measurable Annual Goals that support each of the Measurable Postsecondary Goals.
- Identify key concepts of Coordinated Set of Transition Activities.
- Promote student participation in the development of a transition-focused IEP and parent involvement in the transition planning process.
- Be able to directly apply and implement today's concepts into practice.

Training Materials



- State Education Department (SED) Transition Planning and Services for Students with Disabilities Memorandum
- Transition Planning Tips for Linguistically and Culturally Diverse Youth with Disabilities
- Understanding New York State (NYS) Age 12 Assessment
- Transition Planning Across the IEP
- Guide to Quality Transition-Focused IEP Development
- Career Development and Occupational Studies (CDOS) Standard 3A—Universal Foundation Skills
- Work Readiness Credential Profile
- Allison Case Study
- Lilly Case Study
- Measurable Postsecondary Goal Template
- Measurable Annual Goal Template
- Coordinated Set of Transition Activities Chart
- Coordinated Set of Transition Activities Graphic Organizer
- Transition Planning IEP Mapping Tool Template
- National Technical Assistance Center on Transition: The Collaborative (NTACT:C) Predictors of Post-School Success by Outcome Area

Transition in the IEP



What Is Transition Planning?



- Transition planning is an ongoing process that is student-centered, culturally responsive, and a collaborative effort to prepare students with disabilities for life after high school.
- Transition planning includes the following student-focused questions:

Where are
you now?

Where do you
want to go?

How do you
get there?

State Performance Plan (SPP) Indicators Specific to Secondary Transition

Indicators are measures of compliance and effectiveness of a state's implementation of the Individuals with Disabilities Education Act (IDEA).

Indicator	Measurement
Indicator 1	Graduation Rates
Indicator 2	Dropout
Indicator 13	Secondary Transition
Indicator 14	Post-School Outcomes

Research Shows

Students who are engaged in the transition planning process are more likely to:

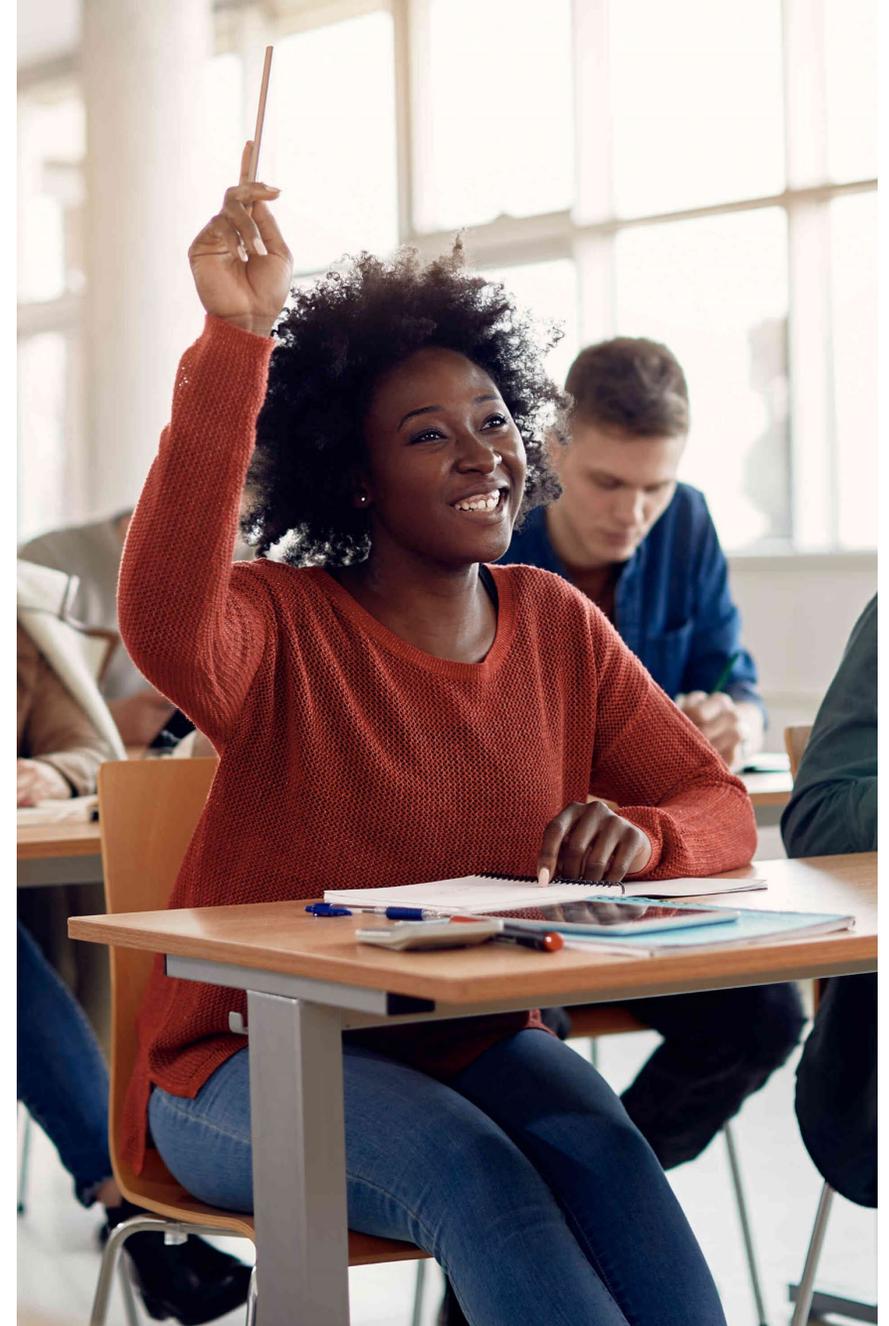
- Perform required tasks and meet their own goals in school (Benz et al., 2000).
- Stay in school because they are engaged in planning their education, so it is meaningful (Smith, 2008).
- Be engaged in employment and independent living after graduation and have higher levels of self-determination (Morningstar et al., 2010; Wehmeyer & Schwartz, 1997).

Self-Determination

"Being self-determined means acting or causing things to happen as you set and work toward goals in your life."

Elements of self-determination include:

- Choice-making
- Decision-making
- Problem-solving
- Goal setting
- Self-regulation
- Self-advocacy
- Self-awareness
- Self-efficacy/Internal locus of control



When Does Transition Planning Start?



NYS 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.

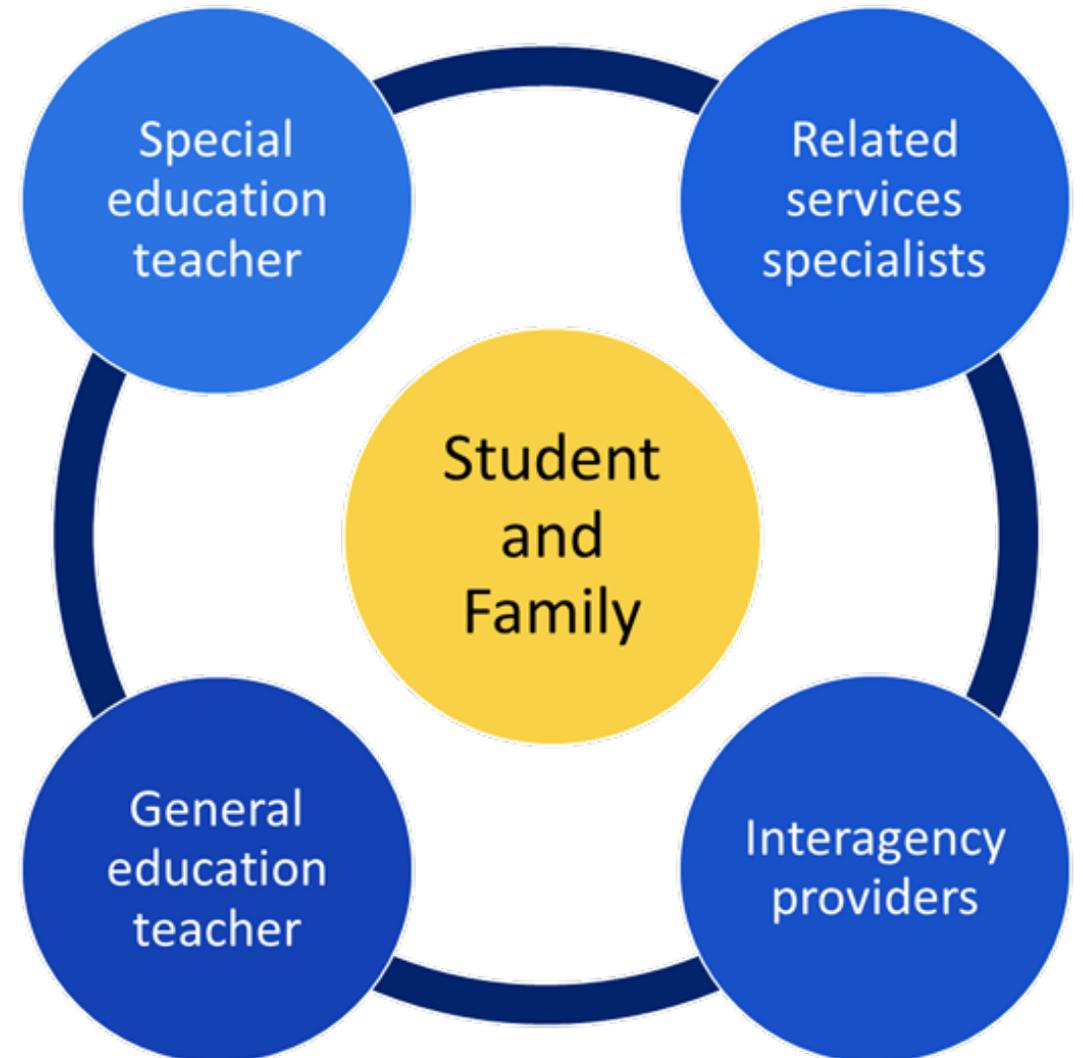
Transition planning can start at an earlier age if determined appropriate.

NYS 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.

Students are at the center of transition planning.

Who Should Be Involved in Transition Planning?

- Students
- Parents/guardians
- Teachers—general and special education
- Service providers (related services, teacher assistants/aides, psychologists, etc.)
- School counselors
- Community agency providers (mental health counselors, Care Coordinators, vocational rehabilitation counselors, Office for People With Developmental Disabilities [OPWDD], etc.)



Impact of Student Involvement in the IEP Process

Students who understand and are involved in their IEPs are more likely to:

- Work toward accomplishing their goals
- Advocate for themselves in the classroom
- Be invested in their learning and educational progress
- Understand the role that related services and supports play in their success

Student and Family Involvement

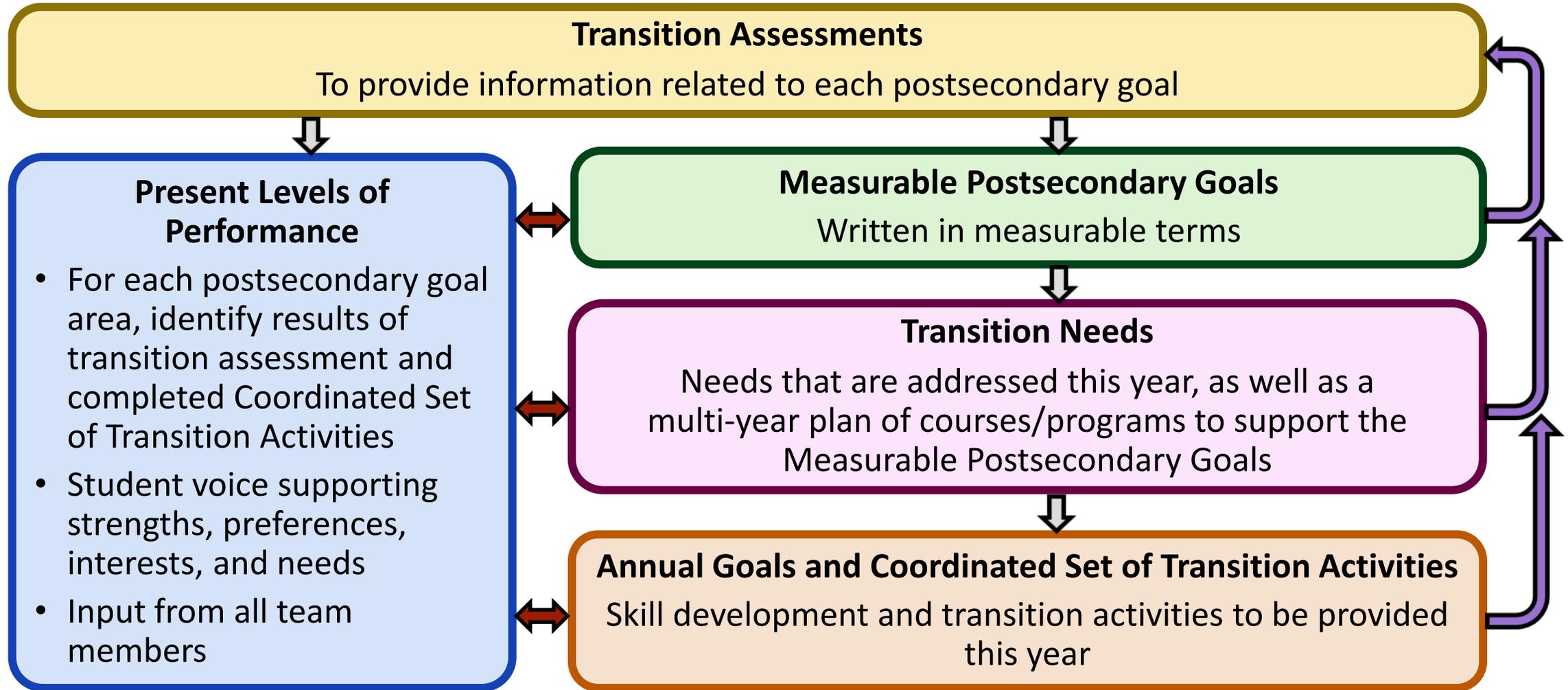
- How can students be directly involved in their transition planning?
 - Student facilitates IEP development through activities before, during, and after the Committee on Special Education (CSE) meeting.
- Where and how is the student's voice reflected?
 - Student statements or perspectives are evident across IEP areas: Present Levels of Performance, Measurable Postsecondary Goals, Transition Needs, Coordinated Set of Transition Activities, etc.
- How can we engage students and families in ways that are culturally responsive?
 - Through trying to understand students' and parents'/families' frameworks and cultures (Gay, 2018; Banks, 2015).

Family Engagement

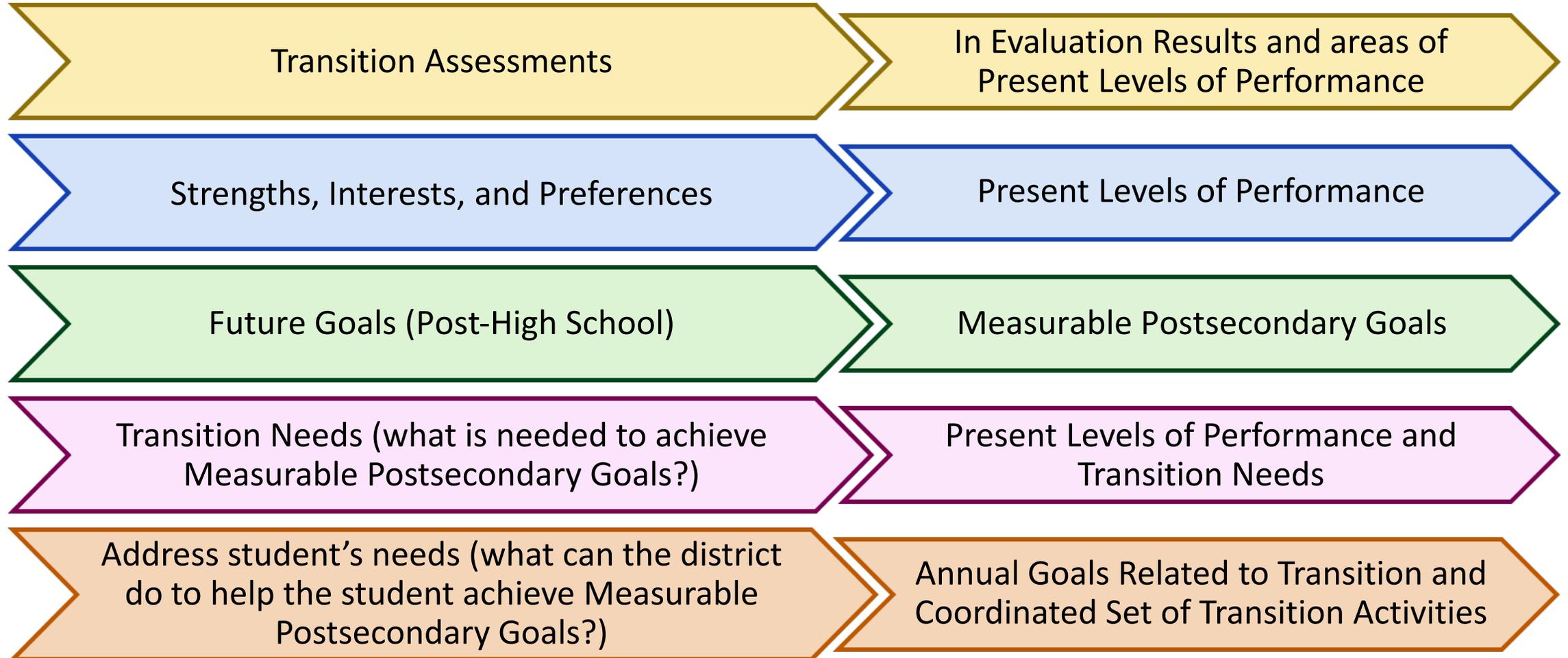
- Invite, encourage, and support parental/family involvement.
- Address specific parental needs by recognizing, respecting, and addressing cultural and socio-economic differences.
- Help parents/families feel comfortable and a part of the school community.
- Recruit, support, and value the roles of parents as: teachers, leaders, resources, decision makers, advocates, and trainers of others.
- Set high expectations. Parents should be aware of the fact that the school values them and their partnership.

Transition Planning Across the IEP

Connected Transition Plan in the IEP



Where Does Transition Planning Go in the IEP?



Age- Appropriate Transition Assessment



Transition Assessment

- Is an ongoing process of collecting information on a student's strengths, interests, skills or aptitudes, preferences, and needs related to current demands and future career, educational, personal, and social environments.
- Provides a foundation for defining IEP goals and transition services and guides instructional decision-making.
- Results from initial assessments and should be the starting point for transition planning.
- Helps students with disabilities identify the skills needed to achieve post-school goals.
- Serves as a guide for students to make informed choices and take charge of their transition planning process.

Types of Transition Assessments

Transition assessment includes a variety of instruments such as:

Interest
Inventories

Self-
Determination
Scales

Situational
Assessments

Adaptive
Behavior
Scales

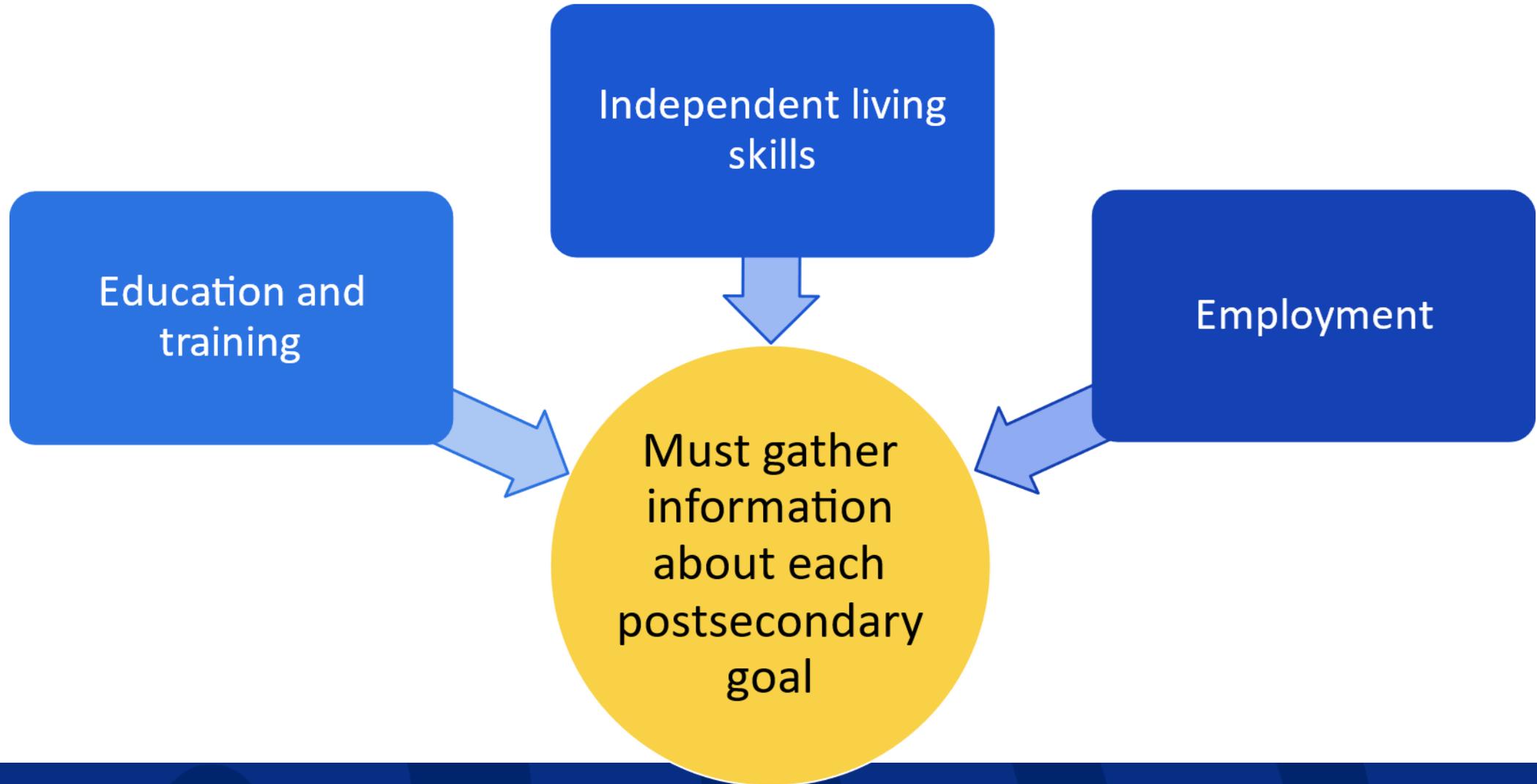
Task Analysis

Interviews and
Questionnaires

Independent
Living Skills
Assessments

Study Skills
Assessments

Transition Assessment Areas





How Do We Interpret and Record the Results of Transition Assessments?

- Where is this information going to be used?
- Who needs to see it?
- Where would it be most accessible for the student and their team?
- How do we use the assessment process to listen to the needs of the student and family?

Transition Assessment Results in the IEP

Transition Assessment Results	IEP Location
Name of the Transition Assessment and date of completion	Evaluation results section and areas of the Present Levels of Performance
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

Pause, Reflect, and Discuss #1



Are transition assessments:

- Individualized to the student, including formal and informal assessments that are responsive to the cultural values of the student and their family?
- Completed and reviewed with the student and family annually?
- Used to develop the student's postsecondary goals in education/training, employment, and, as appropriate, independent living?
- Used to identify needed skills, behaviors, and experiences to support the student in achieving their postsecondary goals?

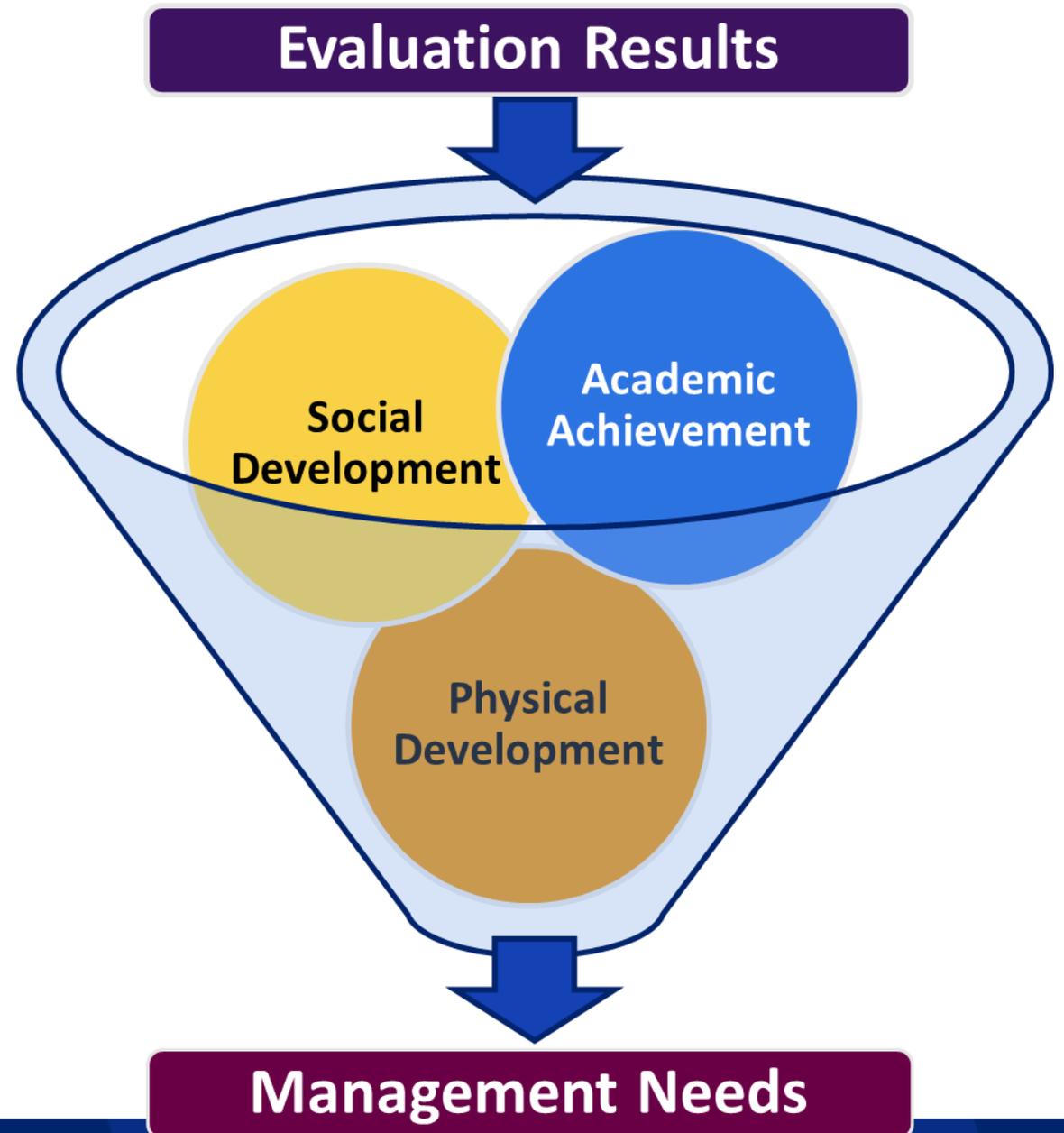
Present Levels of Performance



Four Areas Addressed in Documenting Present Levels of Performance and Individual Needs

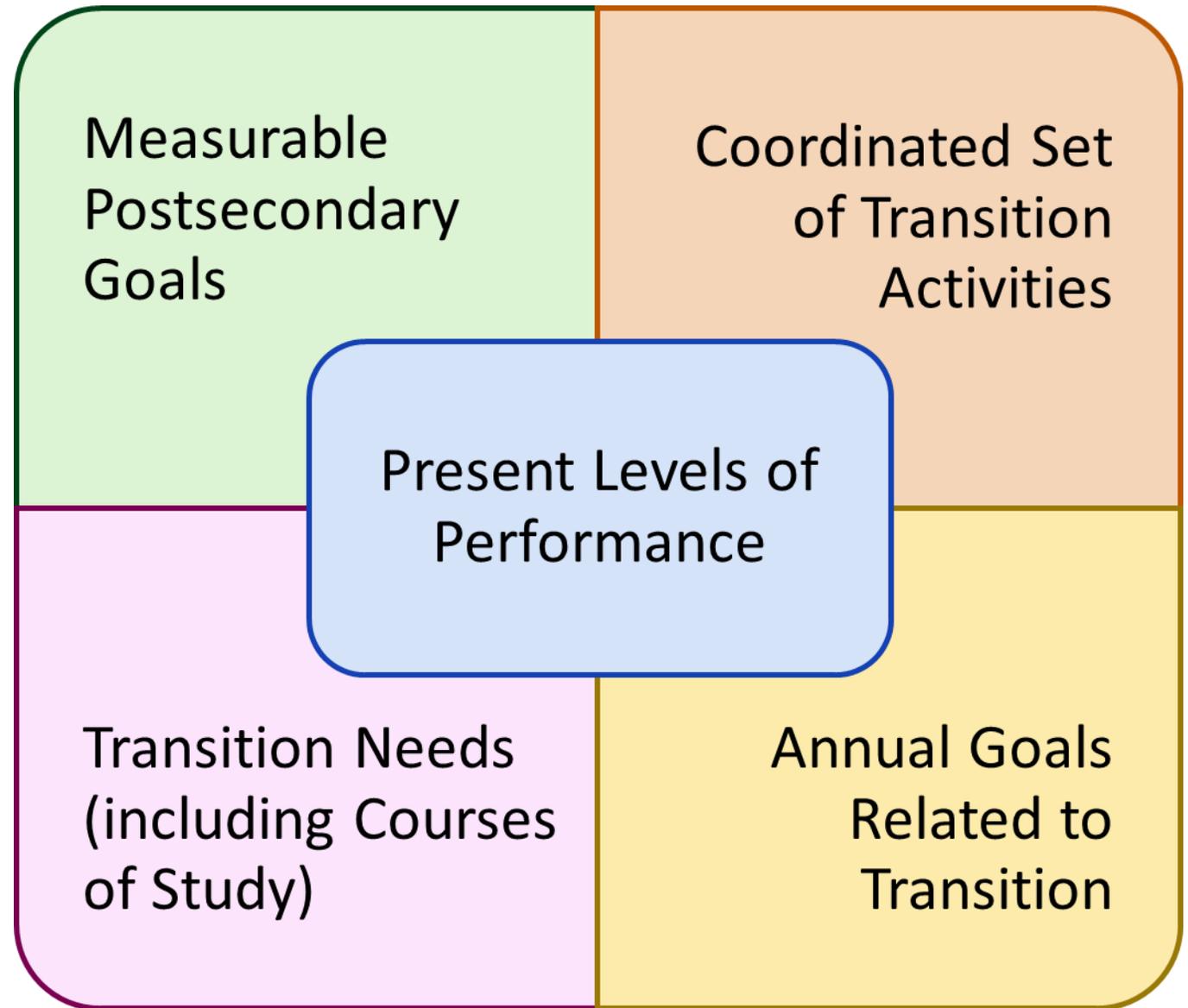
Including:

- Strengths
- Preferences
- Interests
- Needs
- Concerns of the parent



Present Levels of Performance Support IEP Alignment

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



Evaluation Results

Evaluations are a variety of assessments, tools, and strategies, including feedback from the parent to gather relevant information related to current demands and future career, educational, personal, and social environments.

- Should include the following details:
 - Name of transition assessment
 - Date administered
- Can be a combination of:
 - Formal assessments
 - Informal assessments
- Should include a summary of the results

Academic Achievement and Functional Performance

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. Academic achievement and functional performance also includes student needs that are of concern to the parent/guardian.

- Transition section:
 - Describes the results of age-appropriate transition assessments
 - Describes the student's progress in their transition plan
 - Incorporates the student's voice
 - Is descriptive and specific

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

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/communicates 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 Credential 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 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 ▲ ▲ 1 2
- Self-management**
- › Display responsible behaviors

Developing Other Sections of the Present Levels of Performance

Social Development

Describe how the student's relationship with peers and adults, feelings about self, and social adjustment to school and community impact their postsecondary goals.

Management Needs

Consider the student's management needs relating to postsecondary goals and if there are opportunities to increase student independence.

Physical Development

Describe how the motor and sensory development, health, physical skills, or limitations impact their postsecondary goals.

Student Needs Relating to Special Factors

Consider if any student needs relating to special factors will impact the student's postsecondary goals.

Pause, Reflect, and Discuss #2



Does the Present Levels of Performance:

- Describe the results of the age-appropriate transition assessments administered?
- Explain the link between strengths, preferences, interests, needs, and the student's Measurable Postsecondary Goals?
- Describe the student's progress in their transition plan—the skills they have gained and need continued development on?
- Include the student's voice?

Measurable Postsecondary Goals



Future Goals: Measurable Postsecondary Goals



The IEP includes appropriate Measurable Postsecondary Goals *based upon age-appropriate transition assessments* relating to training, education, employment and, where appropriate, independent living skills.

§200.4(d)(2)(ix)(a)(2)

Transition assessments are required to develop these goals.

Long-term goals for living, working, and learning as an adult.

Measurable Postsecondary Goals Defined

Measurable Postsecondary Goals tell us where the student will work, learn, and live *after* high school.

Post means *after*.

Must be *measurable* and *observable*.

What Do Students Need to Develop Their Measurable Postsecondary Goals?



Transition assessments to increase self-awareness, identify their strengths, preferences, interests, and transition needs.



Career awareness and exploration activities to learn about the world of work, career pathways, and skills needed to be successful.



Self-determination skills to engage fully in the career development process and navigate life after high school.

Formula for Writing a Measurable Postsecondary Goal



_____ will _____

(After high school) (the student) (behavior) (where and how)

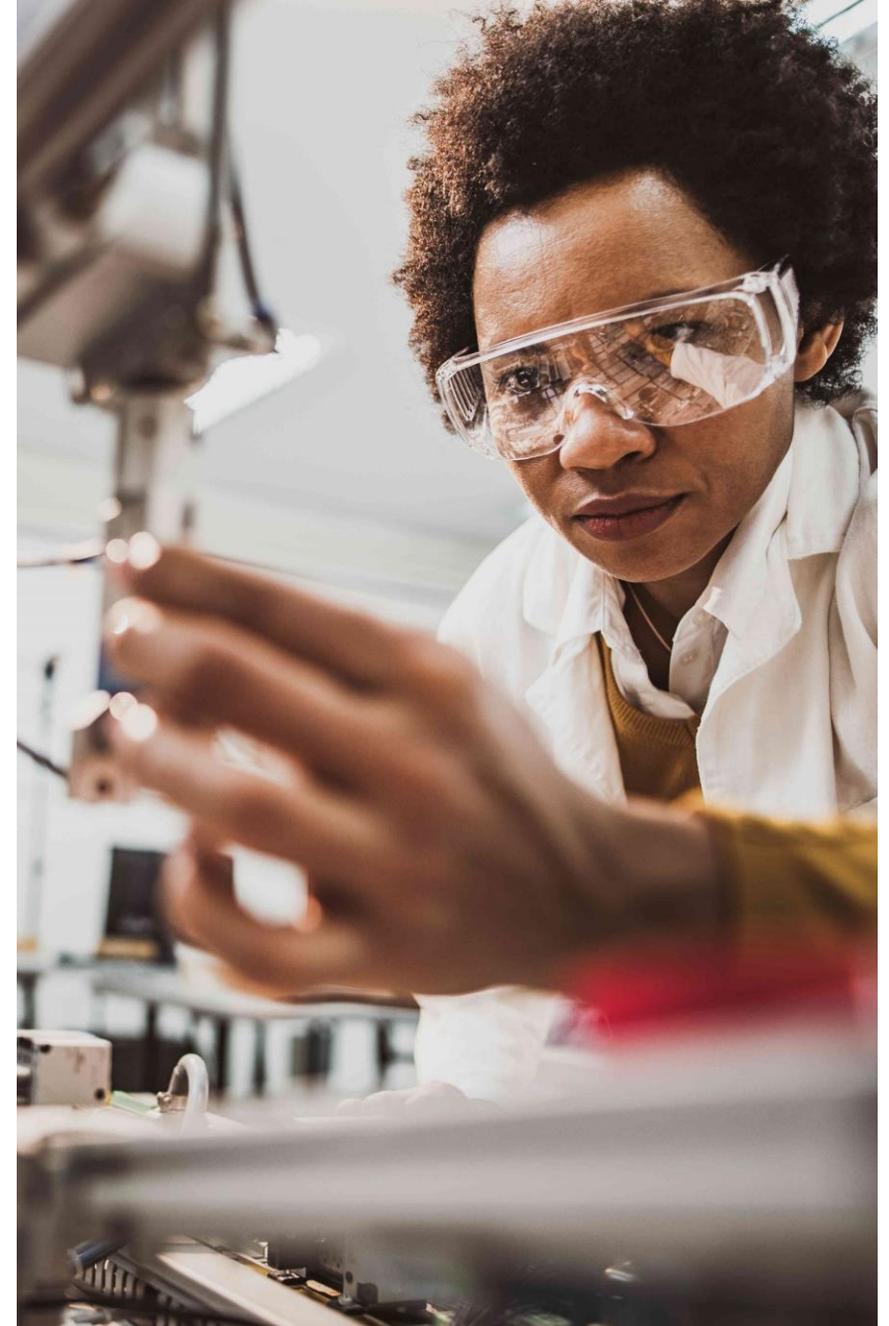
(After graduation)

(Upon completion of high school)

Measurable Postsecondary Goal: Education and/or Training

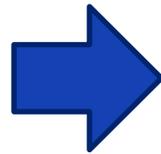
Examples include:

- Two- or four-year college
- Vocational and technical education, certification programs
- Continuing and adult education
- On-the-job training
- Military training



Measurable Postsecondary Goal: Education and/or Training (continued)

- What are some types of post-school education opportunities?
- What areas might a person study after school?
- What are some types of post-school training opportunities?
- How might a person develop or improve skills?



- After high school, Lisa will attend a two-year college to take courses in animal care.
- After graduation, Ashanti will complete a training course as a Certified Nursing Assistant.
- After high school, Jose will participate in on-the-job training as a carpenter.
- After graduation, Levi will receive training on job skills through OPWDD's Pathway to Employment.

Measurable Postsecondary Goal: Employment

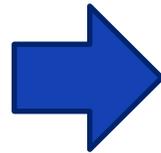
Examples include:

- Competitive integrated employment
- Supported employment
- Volunteer work in the community
- Work that is part-time or full-time



Measurable Postsecondary Goal: Employment (continued)

- What are some types of postsecondary employment options?
- How do strengths, preferences, and interests impact career choices?
- How are needs considered when planning for employment?
- What types of services might be needed to support successful employment?



- After graduation, Lisa will work as a dog groomer as she pursues courses in veterinary science.
- After high school, Ashanti will work full-time as a nursing assistant.
- After graduation, Jose will become employed as an apprentice carpenter.
- After high school, with the support of a job coach, Levi will work as a part-time grocery stocker.

Measurable Postsecondary Goal: Independent Living Skills (When Appropriate)

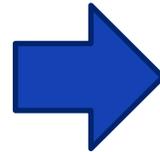
Examples include:

- Transportation
- Community involvement
- Interpersonal skills
- Money management, budgeting
- Daily living
- Recreation/leisure



Measurable Postsecondary Goal: Independent Living

- What are some types of postsecondary living options?
- How are needs considered when planning for independent living?
- What types of community services exist to support independent living?
- How do strengths, preferences, and interests impact independent living?



- After high school, Lisa will live with family and manage personal finances independently.
- After graduation, Ashanti will obtain her driver's license. She will live in an apartment with a roommate.
- After graduation, Jose will use the transportation system to travel from home to work, and in his community.
- After high school, Levi will utilize Community Habilitation services to attend sporting events and art classes.

Pause, Reflect, and Discuss #3



Are Measurable Postsecondary Goals:

- Written as “will” to ensure they are measurable?
- Occurring after the student leaves school?
- Reflecting and affirming the student’s cultural beliefs and values?
- Developed, reviewed, and updated annually, as appropriate based on current transition assessment information?
- Considering all the skills the student will need to live as independently as possible or access community services?

Transition Needs and Courses of Study





Transition Service Needs

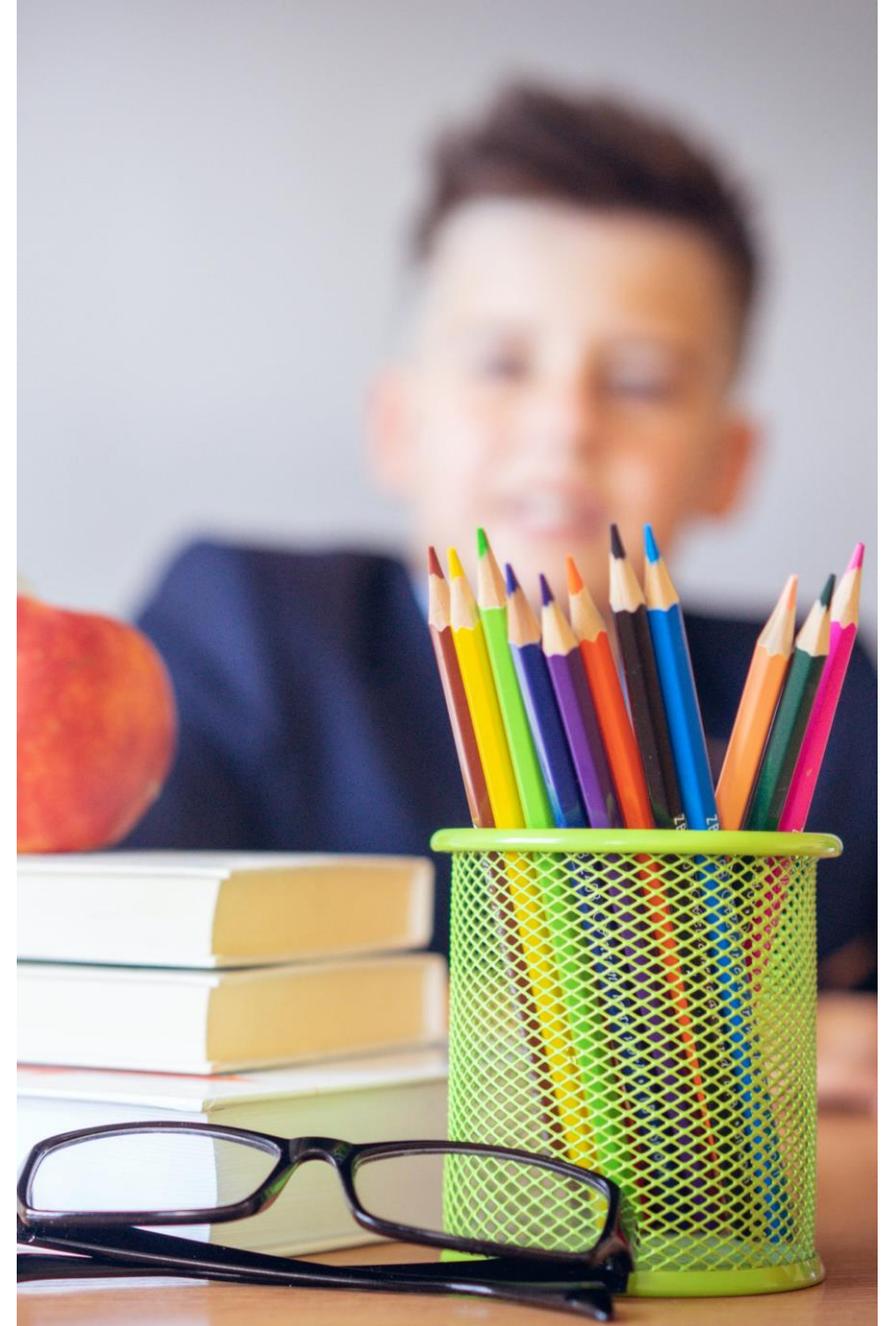


§200.4(d)(2)(ix)(a)(3)

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.

Identifying Transition Needs

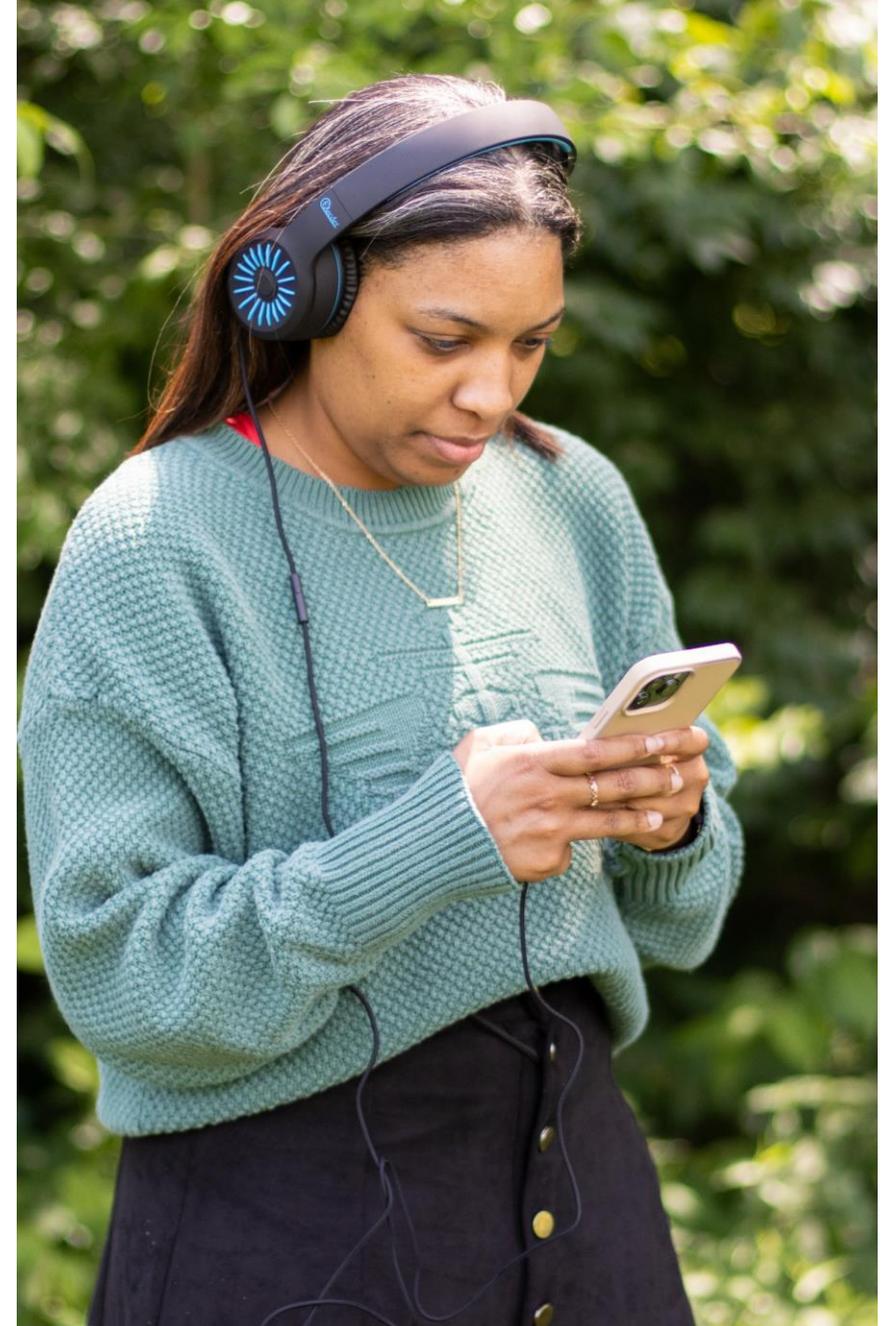
What skills, behaviors, and experiences does the student need to develop or improve to achieve their Measurable Postsecondary Goals?



Transition Needs: Lisa

Lisa needs to:

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



Transition Needs: Levi

Levi needs to:

- Develop social, self-advocacy, and self-regulation skills
- Learn work skills such as problem-solving and following picture schedules
- Develop safety skills to navigate his community with less help



Courses of Study Aligned with Measurable Postsecondary Goals

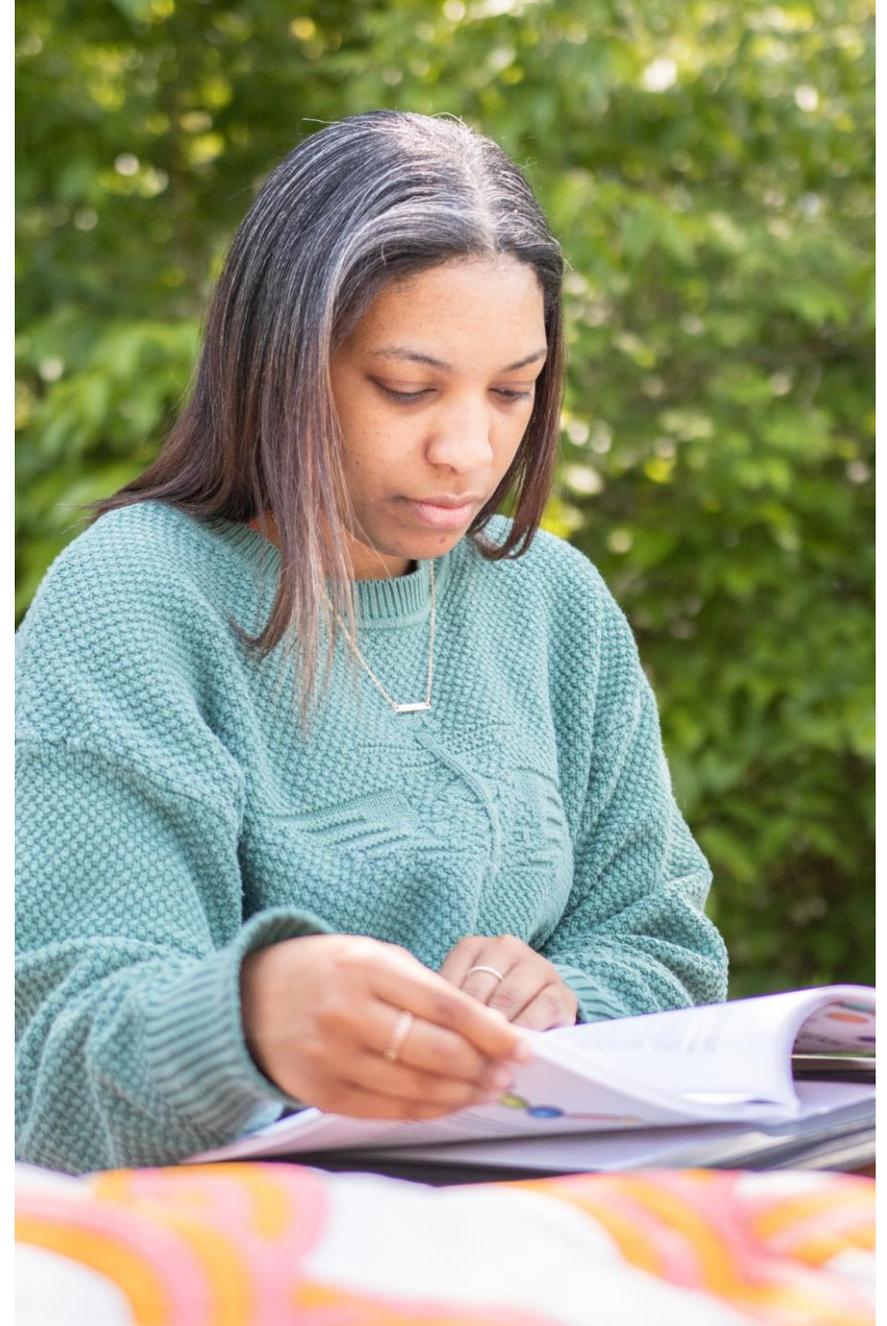
Long-term plan of courses and instruction that the student will take while in high school which will support the attainment of their Measurable Postsecondary Goals.

Could include:

- Specific Regents coursework that relates to Measurable Postsecondary Goals
- Sequence of courses in a career or vocational field (Career and Technical Education [CTE])
- Electives related to Measurable Postsecondary Goals

Courses of Study: Lisa

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 CTE courses in veterinary science.

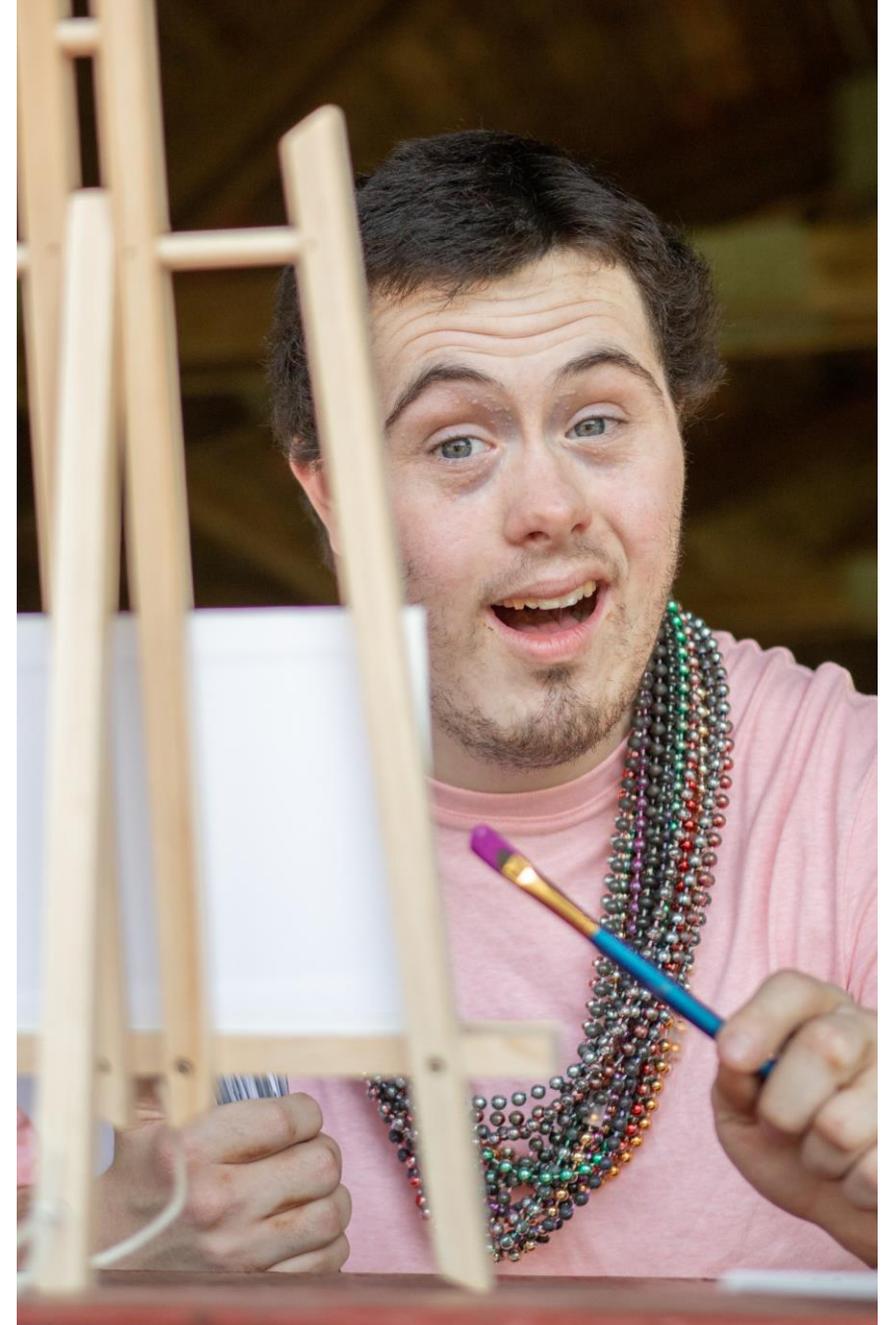


Courses of Study: Levi

Levi will receive Specially Designed Instruction (SDI) in a modified general education curriculum that includes skill development in the following areas:

- Life Skills
- Functional Reading
- Adaptive Physical Education
- Art

In addition, Levi will be working toward CDOS learning standards to support the Skills and Achievement Commencement Credential.



Pause, Reflect, and Discuss #4



- Do Transition Needs take into consideration:
 - Needs identified through transition assessments?
 - Needs identified by the parent?
 - Needs related to education/training, employment, and independent living skills?
 - Skill-based needs described in the Present Levels of Performance that relate to transition?
- Do the Courses of Study represent a multi-year plan of courses and instruction that directly relates to the student's postsecondary goals?

Annual Goals Related to Transition



Measurable Annual Goals Related to Transition

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



Measurable Annual Goals



§200.4(d)(2)(iii)(a)

The IEP must list measurable annual goals, including academic functional goals, consistent with the student's needs and abilities.

Does the IEP contain Annual Goals related to the student's transition services/needs?

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.

Annual Goal Template



Measurable Annual Goal Template

Annual Goal	Criteria	Method	Schedule
Student will... 1. Do what 2. To what extent/ anticipated level 3. Under what conditions or givens	<p style="text-align: center;">How well/how often</p> <p style="text-align: center;">AND over what period of time</p>	<p style="text-align: center;">Tangible method to evaluate</p>	<p style="text-align: center;">How often you evaluate</p>
 <div style="border: 1px solid black; border-radius: 15px; padding: 5px; display: inline-block;"><i>Student does this</i></div>		 <div style="border: 1px solid black; border-radius: 15px; padding: 5px; display: inline-block;"><i>Adult does this</i></div>	

Lisa's Annual Goal to Support Education/Training

- **Education/Training:**

- After high school, Lisa will attend a two-year college to take courses in animal care.

- **Transition Needs:**

- Develop self-advocacy, time management, editing, and financial literacy skills.

- **Annual Goal:**

- When given a writing assignment, Lisa will use a tablet or other device to write and edit the assignment that meets a 3 on the English Language Arts (ELA) rubric.
 - Criteria: 2 out of 3 trials over 4 weeks
 - Method: Student work samples
 - Schedule: Every other week

Lisa's Annual Goal to Support Employment

- **Employment:**

- After high school, Lisa will work as a dog groomer as she pursues courses in veterinary science.

- **Transition Needs:**

- Learn appropriate work habits when supervisor is not present.

- **Annual Goal:**

- When given a work-based learning task, Lisa will complete the task with zero prompts.
 - Criteria: 4 out of 5 trials over 2 weeks
 - Method: Structured data collection
 - Schedule: weekly

Lisa's Annual Goal to Support Independent Living

- **Independent Living:**

- After high school, Lisa will live with family and manage personal finances independently.

- **Transition Needs:**

- Develop self-advocacy, time management, editing, and financial literacy skills.

- **Annual Goal:**

- When given a series of 10 practical scenarios, Lisa will use a problem-solving approach to solve financial math problems with 75% accuracy.
 - Criteria: 3 out of 4 trials over 1 week
 - Method: Student work samples
 - Schedule: Every other week

Levi's Postsecondary Goal: Education/ Training and Independent Living

- **Education/Training:**

- After graduation, Levi will receive training on job skills through Pathway to Employment.

- **Independent Living:**

- After high school, Levi will utilize Community Habilitation services to attend sporting events and art classes.

- **Transition Needs:**

- Develop social, self-advocacy, and self-regulation skills.

Levi's Annual Goal to Support Education/ Training and Independent Living

- **Annual Goal:**

- When given a topic, Levi will use his Augmentative and Alternative Communication (AAC) device to engage in 4 conversational turns with a peer.
 - Criteria: 2 consecutive trials, over 2 weeks
 - Method: structured data collection
 - Schedule: every week

Short-term objective 1:

Levi will engage in 1 conversational turn.

Short-term objective 2:

Levi will engage in 2 conversational turns.

Short-term objective 3:

Levi will engage in 3 conversational turns.

Levi's Postsecondary Goal: Employment

- **Employment:**
 - After high school, Levi will work as a part-time grocery stocker.
- **Transition Needs:**
 - Learn work skills such as problem-solving and following picture schedules.

Levi's Annual Goal to Support Employment

- **Annual Goal:**

- When given a 5-step task and a picture schedule, Levi will complete 5 out of 5 steps.
 - Criteria: 5 consecutive trials over 2 weeks
 - Method: structured data collection
 - Schedule: every week

Short-term objective 1:
Levi will complete 2 out of 5 steps.

Short-term objective 2:
Levi will complete 3 out of 5 steps.

Short-term objective 3:
Levi will complete 4 out of 5 steps.

Pause, Reflect, and Discuss #5



Does the student have Annual Goals that support their Transition Needs which:

- Incrementally prepare them to achieve each of their Measurable Postsecondary Goals?
- Align with Transition Needs identified from transition assessments and other information found in the Present Levels of Performance?
- Focus on the skills the student needs to master the learning standards?
- Include all required components (criteria, method, and schedule)?

Coordinated Set of Transition Activities



What are the 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

The Coordinated Set of Transition Activities



- The Coordinated Set of Transition Activities are aligned with:
 - Present Levels of Performance
 - Measurable Postsecondary Goals
 - Transition Needs
 - Annual Goals
- Activities are individualized and clearly stated in areas as needed.
- The district or agency responsible for each activity must be noted. Identifying the role/title of the person responsible for coordinating the activity is recommended.

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

- Each transition service identified should be something that will occur during the year the IEP is implemented.
- Related services are reflected in programs/services.
- All areas within the Coordinated Set of Transition Activities must be considered.
- Using a null statement if there are no activities listed in a specific section is recommended:
 - “Considered, but not needed.”
 - “No needs at this time.”

Example of Coordinated Set of Transition Activities

Needed Activities to Facilitate the Student's Movement from School to Post-School	Service/Activity	School District/Agency Responsible
Instruction	<ul style="list-style-type: none"> • Courses to help a student meet their postsecondary goals • Instruction to learn a particular (academic and/or non-academic) skill • Examples: self-advocacy skills, using assistive technology, instruction in problem-solving 	<ul style="list-style-type: none"> • Special class teacher, ABC School • CTE teacher
Related Services	<ul style="list-style-type: none"> • Must identify any related services the student may need as a transition support for attaining their postsecondary goals. Related services recommended as a transition support must also be documented in the Special Education Programs/Services section of the IEP • Examples: Speech and Language Services, Counseling 	<ul style="list-style-type: none"> • Speech and language teacher, XYZ Board of Cooperative Education Services (BOCES)
Community Experiences	<ul style="list-style-type: none"> • Consider how the student will access the community, public library, recreational activities, etc. • Examples: learning to take the bus to a community center, practice with grocery shopping, etc. 	<ul style="list-style-type: none"> • Special Class teacher, ABC School, CTE teacher

Example of Coordinated Set of Transition Activities (continued)

Needed Activities to Facilitate the Student’s Movement from School to Post-School	Service/Activity	School District/Agency Responsible
Development of Employment and Other Post-School Adult Living Objectives	<ul style="list-style-type: none"> • Services or activities to help a student meet their postsecondary goals • Examples: Interview skills, participation in work-based learning, resume writing, etc. 	<ul style="list-style-type: none"> • CTE teacher, Adult Career & Continuing Education Services—Vocational Rehabilitation (ACCES-VR) • ABC School
Acquisition of Daily Living Skills (if applicable)	<ul style="list-style-type: none"> • Services or activities to help a student meet their postsecondary goals • Examples: laundry and kitchen safety, self-medication, hygiene, etc. 	<ul style="list-style-type: none"> • Independent Living Center (ILC) • Special Class Teacher, ABC School
Functional Vocational Assessment (if applicable)	<ul style="list-style-type: none"> • An assessment to determine a student’s strengths, abilities and needs in an actual or simulated work setting or in real work sample experiences • An example includes—Situational assessment in work-based learning site 	<ul style="list-style-type: none"> • The ARC of XXXX

Meeting Lisa's Transition Needs with the Coordinated Set of Transition Activities

Service	Description/Examples
Instruction	SDI in self-advocacy skills
Related services	Considered, not needed
Community experiences	Access and identify leisure activities from a local community page
Employment and other post-school adult living objectives	Complete two job applications independently
Daily living skills	Plan and manage a weekly schedule
Functional vocational assessment	Considered, not needed

Meeting Levi's Transition Needs with the Coordinated Set of Transition Activities

Service	Description/Examples
Instruction	SDI in functional reading
Related services	Speech therapy to develop social skills using AAC device
Community experiences	Instruction in community safety skills
Employment and other post-school adult living objectives	Participate in work-based learning at the school store
Daily living skills	Present at his CSE meeting to discuss his strengths, goals, accommodations, and needs
Functional vocational assessment	Participate in a situational assessment to demonstrate conversational turn-taking at two community-based worksites

Pause, Reflect, and Discuss #6



Are the Coordinated Set of Transition Activities:

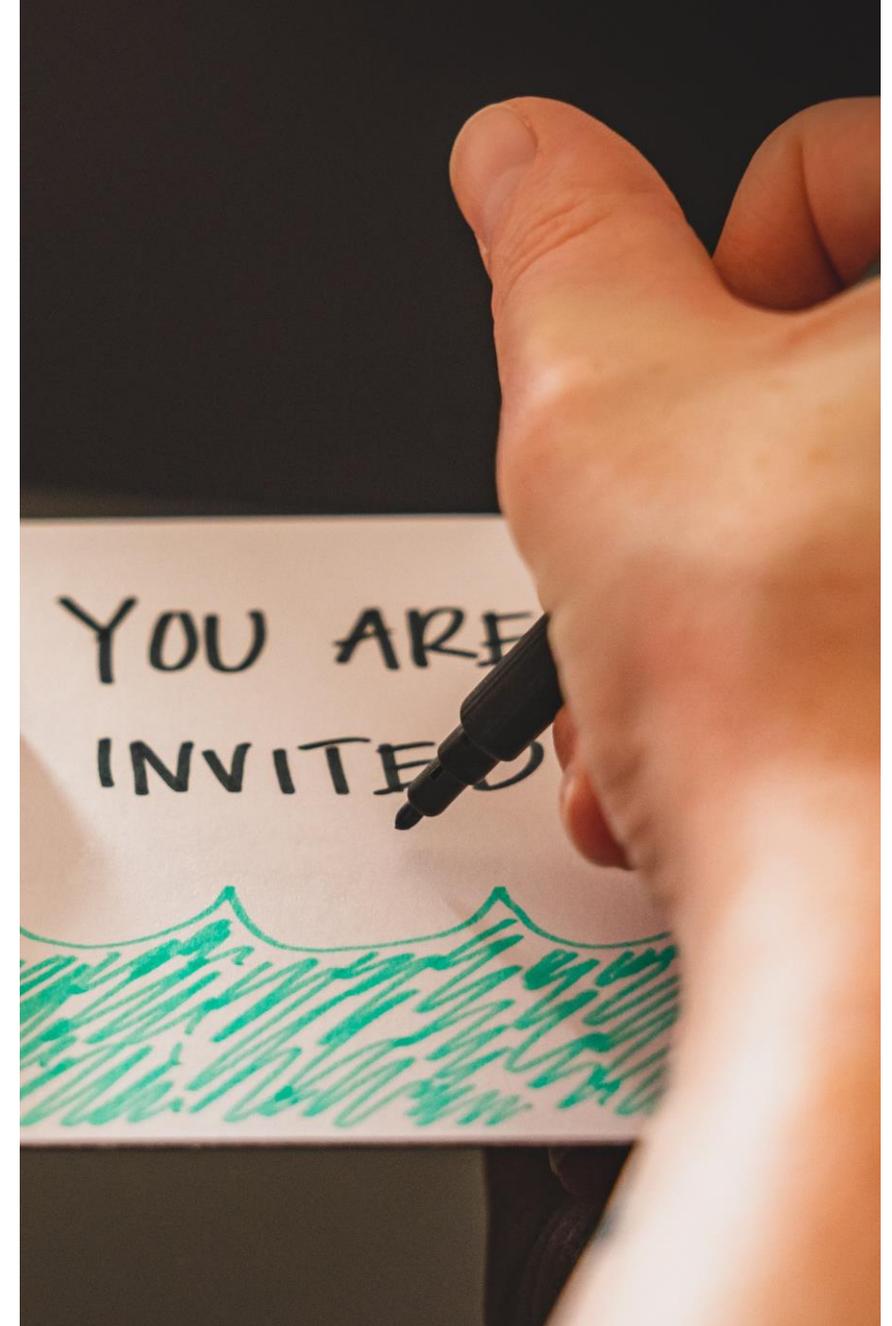
- Specific, clearly written, and descriptive?
- Individualized to the student and aligned to Transition Needs identified in the Present Levels of Performance?
- Developed collaboratively with the student and family?
- Able to be completed within the school year the IEP is in effect?
- Supporting the attainment of each Measurable Postsecondary Goal?
- Identifying the district or agency responsible, including the staff role to ensure each activity is completed?

Student and Agency Involvement

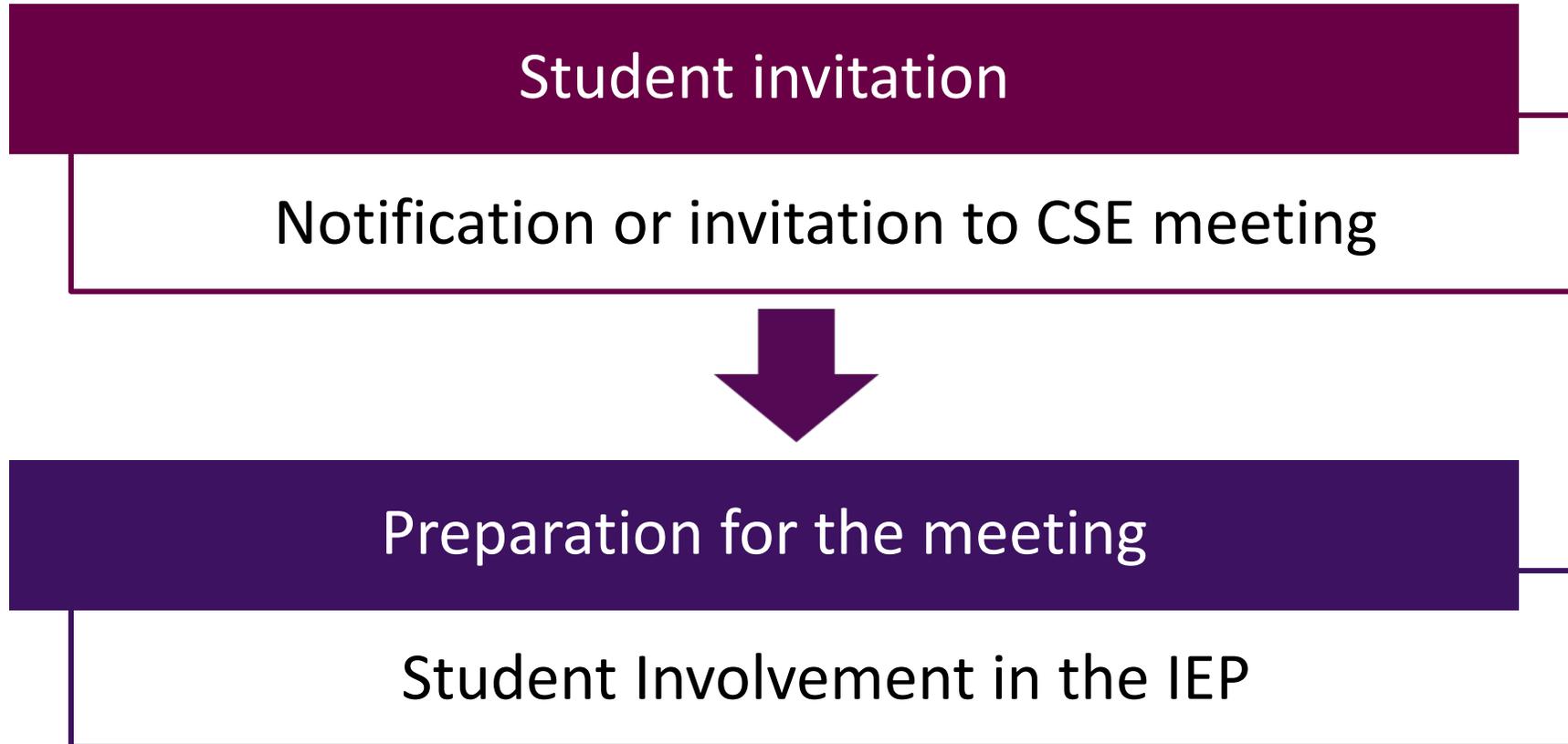


Invitation to Student

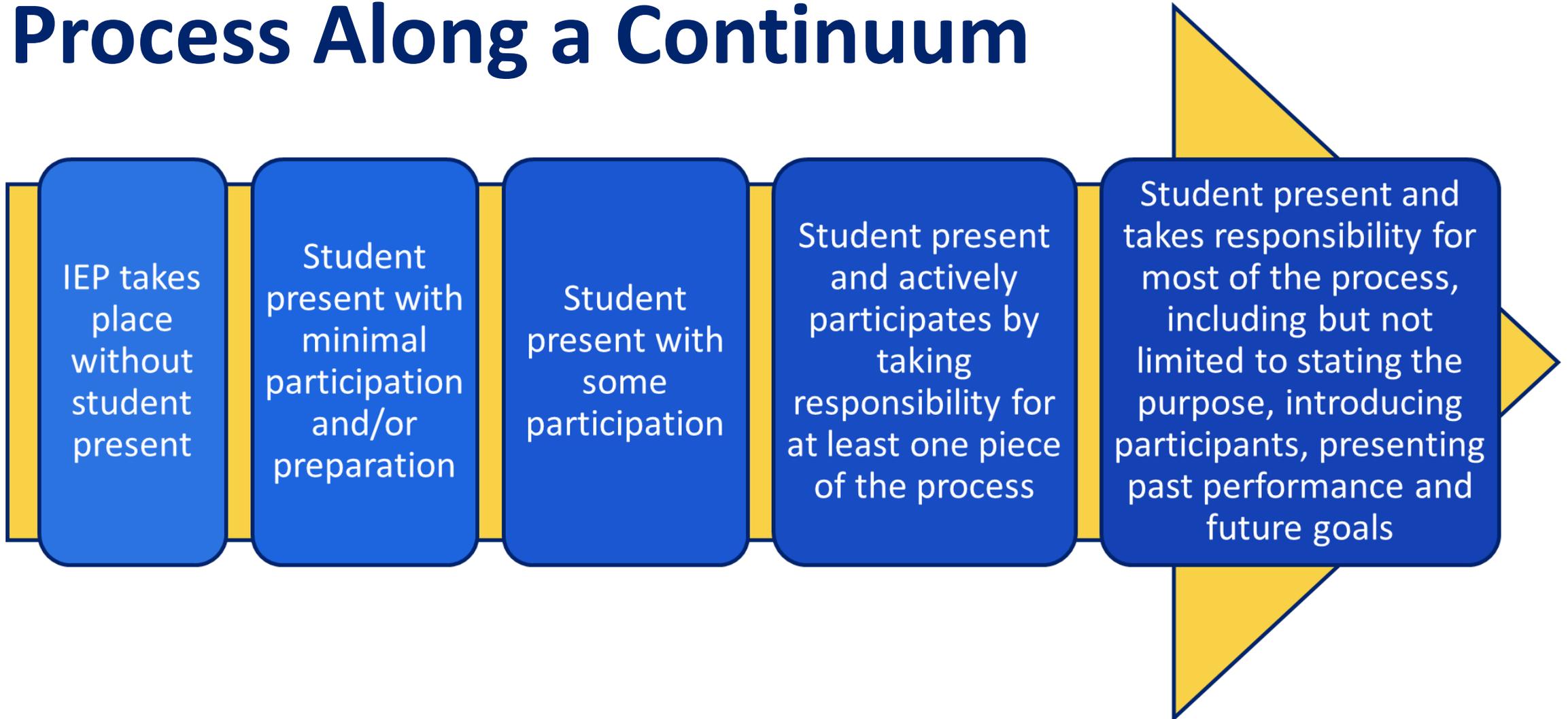
- If the purpose of a CSE meeting is to consider the postsecondary goals for the student and the transition services needed to assist the student in reaching those goals, the school district invites the student.
- If the student does not attend, the district takes steps to ensure that the student's preferences and interests are considered.



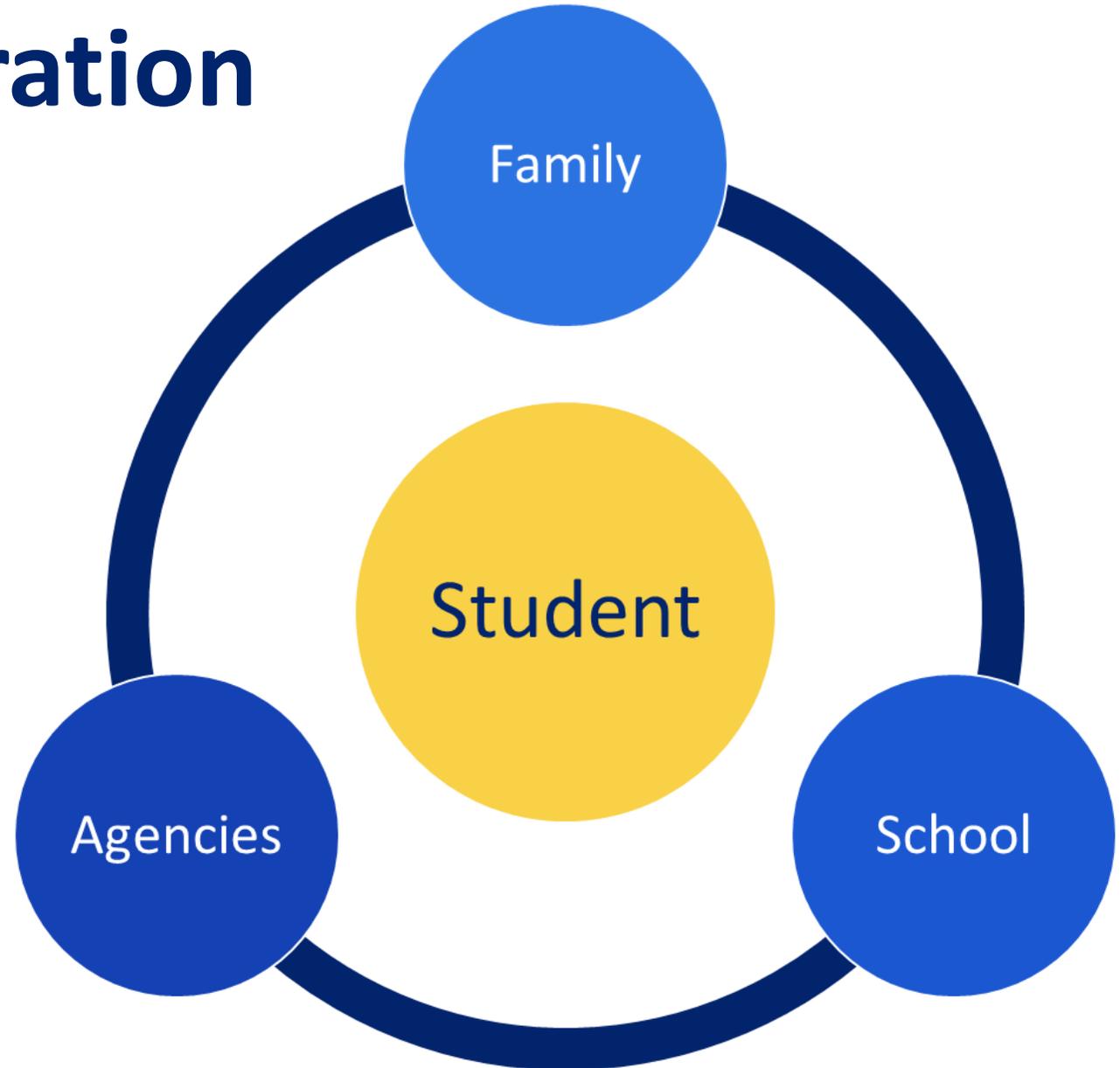
Invitation vs. Participation



Student Involvement in the IEP Process Along a Continuum



Agency Collaboration and Family Engagement





Agency Invitation

- To the extent appropriate and with parental consent or consent of a student 18 years of age or older, the school district invites a representative of any participating agency that is likely to be responsible for providing or paying for transition services.
- If an agency invited to send a representative to a meeting does not do so, the district should take steps to involve the agency in the planning of any transition services.

Pause, Reflect, and Discuss #7



- Are students:
 - Invited to CSE meetings in which postsecondary goals and transition services are discussed?
 - Prepared to participate in their meeting?
- Are parents:
 - Invited to CSE meetings using family-friendly language and in their preferred language?
 - Provided information regarding agencies that can support their student after high school?
- Are agencies:
 - Invited to the CSE meeting to participate in transition planning for the student, with written consent of the parent or student if age 18 or older?

Transition Planning As Reflected in the IEP



The Student Today

Present Levels of Performance

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)?

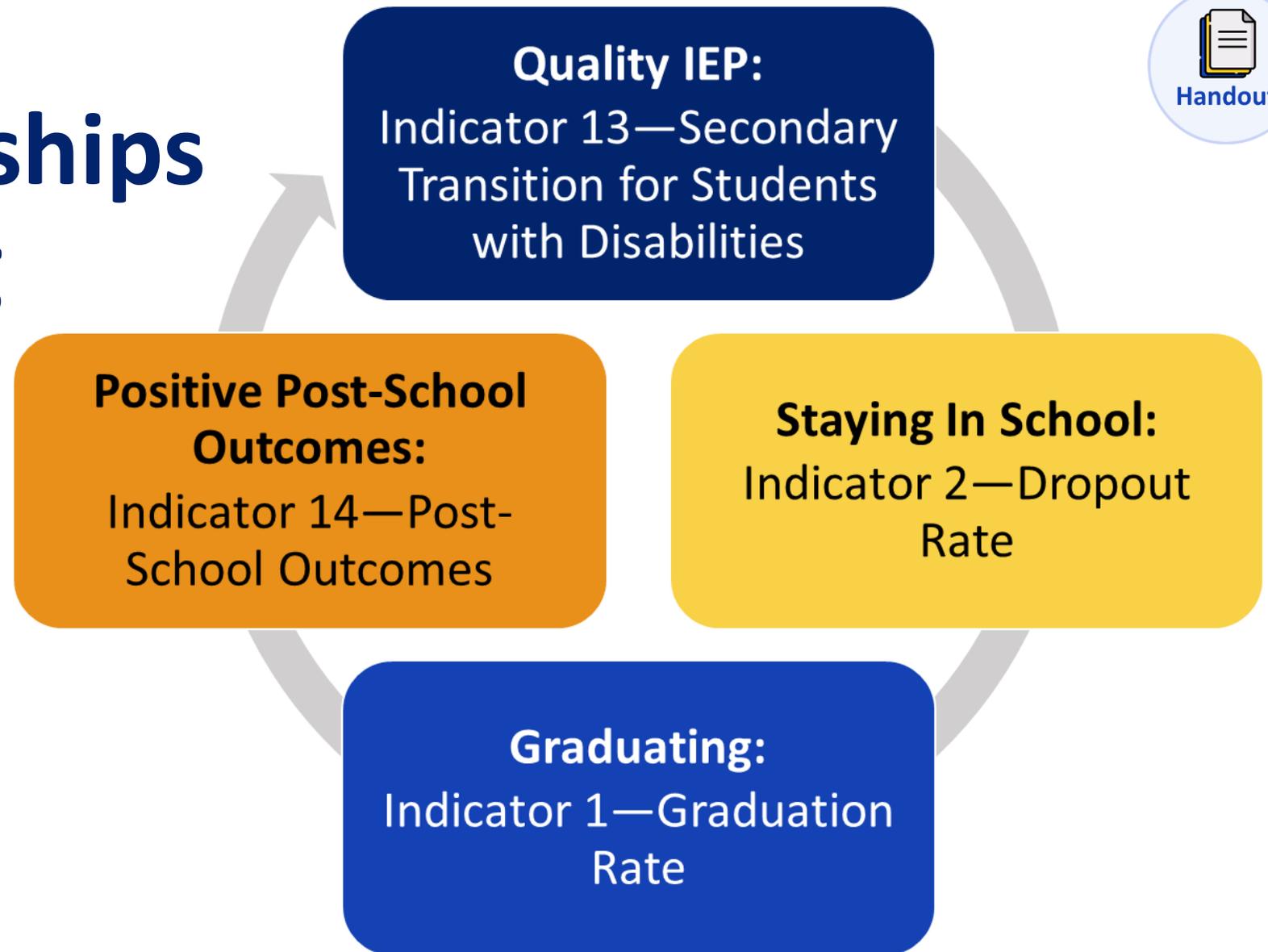
How We Will Help the Student to be Successful?

Coordinated Set of Transition Activities

Transition Needs (including Courses of Study)

Annual Goals

Critical Interrelationships for Achieving Post-School Outcomes



Exit Ticket



- Please share one “aha” moment you had today.
- How will this discovery change your practice?

Resources

- [General Directions to Use the State's Mandatory Individualized Education Program \(IEP\) Form](#)
- [Guide to Quality IEP Development and Implementation](#)
- [NTACT:C Family Engagement Resources](#)
- [Transition from School to Post School for Students with Disabilities](#)

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