



New York State Education Department
Office of Special Education
Educational Partnership





Transition in the Individualized Education Program (IEP)

Coordinated Set of Transition Activities

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

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Disclaimer

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Introductions



- Name
- Educational Organization (EO)
- Position/Role

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 the key components of the Coordinated Set of Transition Activities.
- Recognize how the Coordinated Set of Transition Activities supports students towards achievement of their postsecondary goals.
- Describe the alignment between the Coordinated Set of Transition Activities and other essential elements within the IEP.
- Discuss examples of needed activities that help facilitate the movement of students from school to post-school adult life.

Training Materials



- Transition Planning Across the IEP Chart
- Coordinated Set of Transition Activities Chart
- Coordinated Set of Transition Activities Graphic Organizer
- Guide to Quality Transition-Focused IEP Development
- Coordinated Set of Transition Activities Examples
- Coordinated Set of Transition Activities—Student Scenarios

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?

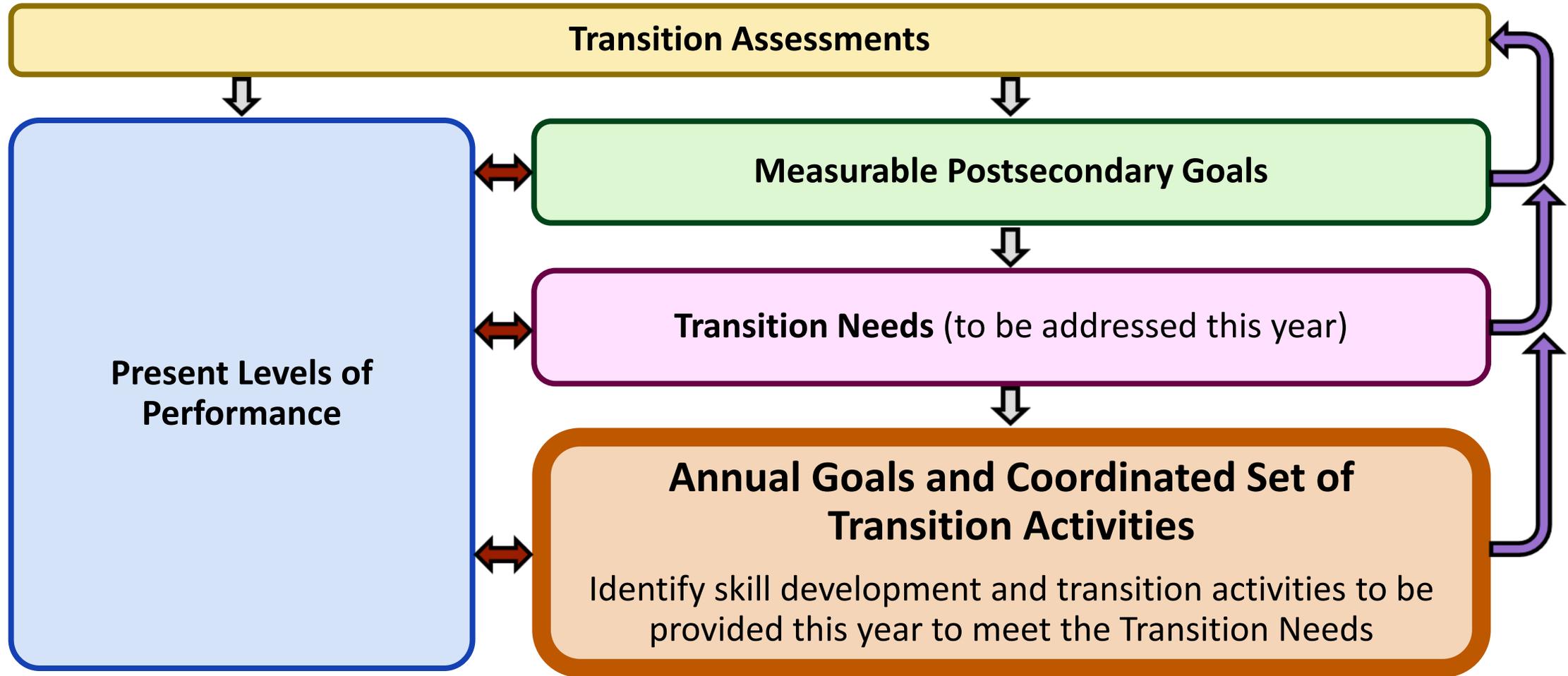
Where do you
want to go?

How do you
get there?

Transition Planning Across the IEP



Connected Transition Plan in the IEP



Coordinated Set of Transition Activities



What are the Coordinated Set of Transition Activities?



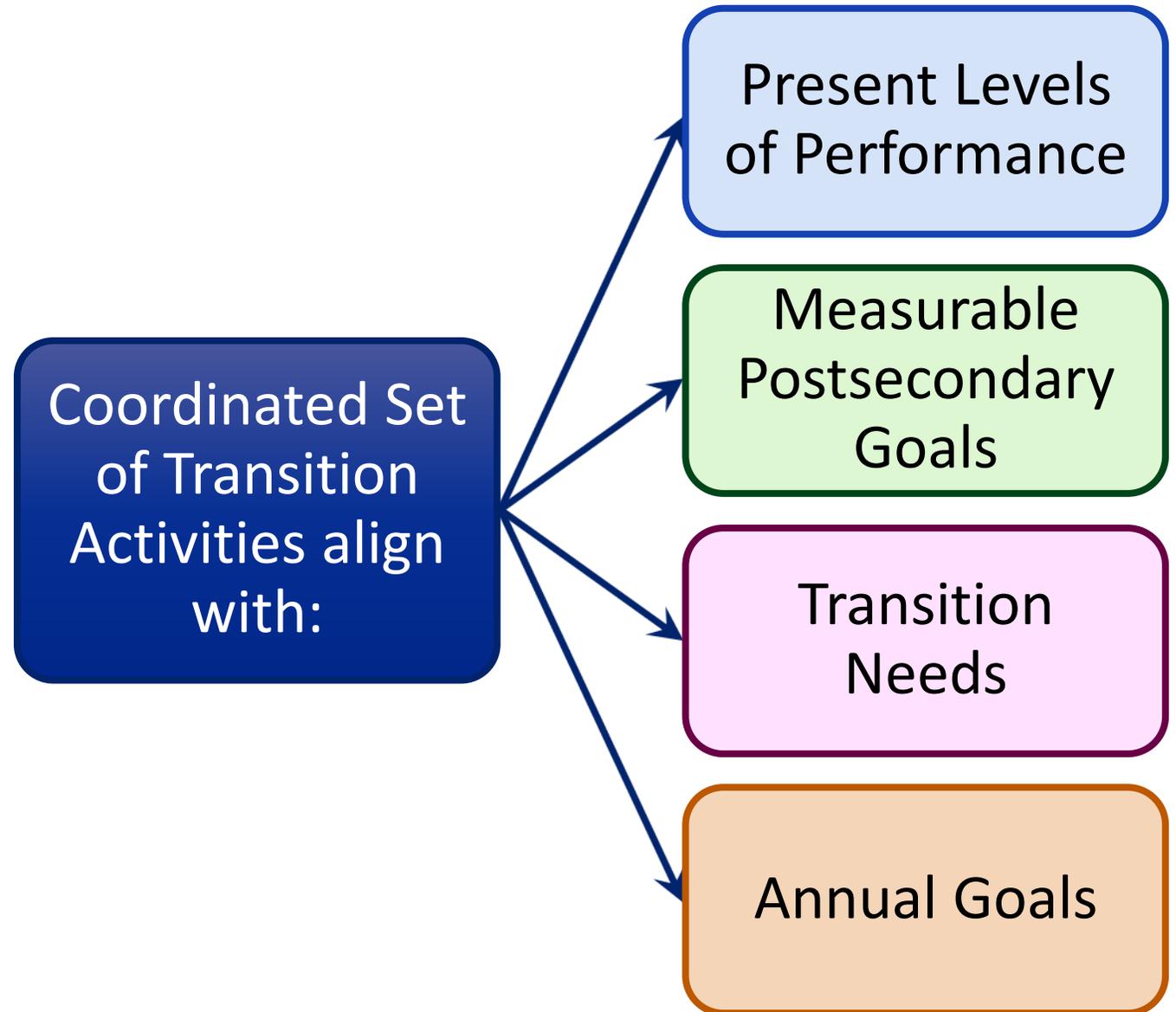
Needed activities to facilitate movement from school to post-school activities.

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

Coordinated Set of Transition Activities Alignment



Coordinated Set of Transition Activities—Additional Considerations

When developing transition activities for a student, remember:

- Activities occur the year the IEP is implemented.
- Activities are individualized, specific, and clearly described.
- Activities develop the specific skills the student needs.
- Activities are developed collaboratively with the student and family.
- Reflect Related Services in the Programs and Services section of the IEP.
- All areas within the Coordinated Set of Transition Activities must be considered.
- To include a null statement if no activity is needed in an area.
- A district or agency responsible must be identified to ensure each activity occurs.

Process for Developing Transition Activities



Measurable Postsecondary Goals

- Identify the student's goals for after high school
- Include education/training, employment, and independent living (if appropriate)

Transition Needs

- Describe needs in the Present Levels of Performance
- Include in the Transition Needs section of the IEP

Coordinated Set of Transition Activities

- Address identified transition needs
- Support each of the student's Measurable Postsecondary Goals

Taking a Closer Look



Instruction

Needed Activities to Facilitate the Student's Movement from School to Post-School	Service/Activity	School District/Agency Responsible
Instruction	<p>Any instruction and/or specific courses that the student might need to prepare for postsecondary living:</p> <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 	<p>For example:</p> <ul style="list-style-type: none"> • Special Education teacher, ABC School • Career and Technical Education (CTE) teacher, ABC School

Instruction Examples

- CTE courses in Culinary Arts
- Advanced Placement (AP) American History
- Electronics elective
- Instruction in using an assistive technology device
- Instruction in self-advocacy skills
- Instruction in strategies for note taking
- Specially designed instruction (SDI) in problem-solving
- Instruction in using public transportation
- SDI in balancing a checkbook

Related Services

Needed Activities to Facilitate the Student's Movement from School to Post-School	Service/Activity	School District/Agency Responsible
Related Services	<p>Any related services the student may need as a transition service to support the attainment of projected postsecondary goals.</p> <ul style="list-style-type: none"> • Related services recommended as a transition activity must also be documented under the IEP section "Special Education Program and Services." 	<p>For example:</p> <ul style="list-style-type: none"> • Speech and Language Pathologist, XYZ BOCES • School Social Worker, ABC School

Related Services Examples

- Rehabilitation counseling services to explore career options
- Job coaching to improve work-readiness skills
- School social work to improve coping skills
- Orientation and mobility services to improve independent travel
- Physical therapy to improve stamina
- Occupational therapy to improve dressing and self-care
- Speech and language services to develop communication skills for a work setting
- Counseling to develop self-advocacy skills

Community Experiences

Needed Activities to Facilitate the Student's Movement from School to Post-School	Service/Activity	School District/Agency Responsible
Community Experiences	<p>Activities a student needs to participate in community-based experiences or learn to access community resources in order to achieve projected postsecondary goals.</p> <ul style="list-style-type: none"> • Consider how the student will access the community, public library, recreational activities, etc. 	<p>For example:</p> <ul style="list-style-type: none"> • Special Education teacher, ABC School • Job Coach, Pre-Employment Transition Services (Pre-ETS) Provider

Community Experiences Examples

- Research services provided at the public library
- Identify community recreational activities
- Visit community agencies to develop an understanding of the location of services and their functions
- Practice banking in the community
- Job shadowing experience in two occupations of interest
- Learn to take the bus to the community center
- Practice grocery shopping using a list

Employment and Other Post-School Adult Living Objectives

Needed Activities to Facilitate the Student's Movement from School to Post-School	Service/Activity	School District/Agency Responsible
Employment and Other Post-School Adult Living Objectives	<p>Services or activities the student needs to prepare them for employment and to assist the student in meeting other postsecondary adult living objectives.</p> <ul style="list-style-type: none"> • Services or activities to help a student meet their postsecondary goals 	<p>For example:</p> <ul style="list-style-type: none"> • Work-Based Learning (WBL) Coordinator, ABC School • Adult Career & Continuing Education Services— Vocational Rehabilitation (ACCES-VR)

Employment and Other Post-School Adult Living Objectives Examples

- Participation in school's work experience program
- Complete sample college and employment applications
- Practice in interviewing skills
- Travel training to use the public bus
- Develop a resume
- Initiate application to ACCES-VR
- Meet with the Independent Living Center (ILC) to explore post-school supports available
- Participate in WBL experience in area of interest
- Utilize online resources to explore careers in an industry of interest

Acquisition of Daily Living Skills (if appropriate)

Needed Activities to Facilitate the Student's Movement from School to Post-School	Service/Activity	School District/Agency Responsible
Acquisition of Daily Living Skills	<p>If appropriate to the needs of the student, identify services or activities that will assist the student in the acquisition of daily living skills.</p> <ul style="list-style-type: none"> • Services or activities to help a student meet their postsecondary goals 	<p>For example:</p> <ul style="list-style-type: none"> • ILC • Special Education teacher, ABC School

Acquisition of Daily Living Skills

Examples

- Practice self-care skills including dressing and dental hygiene
- Follow schedule for daily medication
- Develop a budget based on income
- Read and follow a bus schedule
- Cook using a microwave
- Sort, wash, and fold laundry
- Identify steps to use a stove safely

Functional Vocational Assessment (if appropriate)

Needed Activities to Facilitate the Student's Movement from School to Post-School	Service/Activity	School District/Agency Responsible
Functional Vocational Assessment	<p>If appropriate to the needs of the student, the provision of a functional vocational assessment as a transition service or activity.</p> <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. 	<p>For example:</p> <ul style="list-style-type: none"> • Vocational Evaluator, ARC of XXXX • Job Coach, ABC School

Functional Vocational Assessment Examples

- Participate in a situational assessment to demonstrate greeting customers at two community-based worksites.
- Complete all nine steps to washing dishes independently as measured by a task analysis in the school café.
- Ongoing situational assessment at WBL sites in areas of interest to assess work-appropriate socialization skills.
- Participation in a functional vocational evaluation with a local community agency which includes worksite observations and task analyses.

Bringing It All Together



Coordinated Set of Transition Activities are:

- 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 and able to be completed within the school year the IEP is in effect.
- Supportive of the attainment of each Measurable Postsecondary Goal.
- Considered for each area, and if an activity is not provided in a particular area, it is documented that the area has been considered but not needed.
- Identifying the district or agency responsible, including the staff role to ensure each activity is completed.

Let's Practice

Student Scenarios



- Utilizing the sample student scenarios provided for Morgan, Angel, and Jordan, develop possible Coordinated Set of Transition Activities for each student.
- Be prepared to share the activities you developed with the group.
- Discuss thoughts, feedback, and questions.

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 Will We Help the Student to be Successful?

 Coordinated Set of Transition Activities

Transition Needs (including Courses of Study)

Annual Goals

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 IEP Form](#)
- [Guide to Quality IEP Development and Implementation](#)

References

- Krownapple, J. (2017). *Guiding Teams to Excellence with Equity: Culturally Proficient Facilitation*. Corwin, a SAGE Publishing Company.
- Singleton, G. E. (2015). *Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools*. Corwin.
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Contact Us

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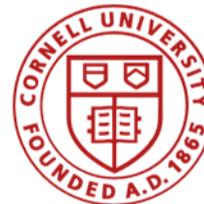
Knowledge > Skill > Opportunity



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