

Indicator 13 Compliance Transition Planning FY19

Module #5 – Annual Transition Goals Services and Activities

Alignment with State Priorities



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Georgia's
Systems of
Continuous
Improvement
Division Priority
IEP Development
and Implementation



State Performance Plan (SPP) Indicator 13



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Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition service needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.

Transition in IDEA

- Component of the IEP
- Addresses critical elements on transition
- Federally mandated
- School district responsibility



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Learning Targets



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1. I can write transition goals that will help students reach their Postsecondary goals.
2. I can identify services and activities that need to be in place to help students meet their transition goals.

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Transition Documentation Checklist



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Transition Documentation Checklist

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Division of Special Education Services
Compliance Unit

System _____

Date _____

NAME	1. PS GOALS EDUCATION/ TRAINING	2. PS GOALS EMPLOYMENT	3. PS GOALS INDEPENDENT LIVING	4. IEP GOALS TO MEET PS GOALS	5. PS BASED ON TRANSITION ASSESSMENTS	6. TRANSITION SERVICES (ACTIVITIES) ACADEMIC AND FUNCTIONAL TO FACILITATE MOVEMENT TO PS	7. COURSE OF STUDY TO FACILITATE MOVEMENT	8. STUDENT INVITED TO IEP MEETING	9. AGENCY REPRESENTATIVE INVITED TO IEP MEETING	10. PRIOR PARENTAL CONSENT RE/AGENCY REP	ALL AREAS IN COMPLIANCE

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Checklist Item 4



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IEP Goals to meet Postsecondary Goals

- What are some goals that will help THIS STUDENT get closer to being able to reach his/her postsecondary goals?
- Are these goals attainable within the next year?
- What is keeping this student from being successful in his/her classes?
- **Annual Transition goals should not repeat the Postsecondary goal.**

Individualized Education Program

Transition

Remember - "After graduation, the student will...."
 -attend college, technical school, etc.
 -be employed, receive on-the-job training, etc.

Desired Post-Secondary Goals - Long Term (after graduating from high school)		
Education and/or Training - College, Technical College, On-the-Job Training	Employment	Independent Living - Optional

Preferences, Strengths, Interests & Course of Study based on Present Levels of Performance and Age Appropriate Assessments

Annual Transition Goals - Short Term (during the current year in high school)				
Education and/or Training	Employment	Community Participation	Adult-Living Skills & Post School Outcomes	Related Services

Present Levels of Academic Achievement and Functional Performance

Annual IEP Goals & Short Term Objectives	
Academic (if applicable)	Functional (if applicable)

Think about what the student wants to do after high school. How will they get there? What do we need to do to help them get there?



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Annual *Transition* Goals

What needs to happen this year?

- Education/Training*
- Employment*
- Community Participation
- Adult Living Skills
- Related Services
- Daily Living Skills

Annual Transition Goals must be:

- Measurable
- Attainable in one year
- Aligned with the Post Secondary Goal

**Must have at least one transition goal for each Postsecondary Goal*

Post Secondary Goals and Transition Goals



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	Education/ Training Transition Goal	Development of Employment Goal	Community Participation Goal	Adult Living & Post School Options	Related Services	Daily Living Skills
Post- Secondary Education/ Training Goal	X					
Post- Secondary Employment Goal		X				
Post- Secondary Independent Living Goal*			X	X	X	X

Annual Transition Goal for Employment



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- Refers to anything that is related to working while *in school* or will prepare the student for employment (movement towards Postsecondary Goal for Employment)
- Goals based on occupational awareness, employment related knowledge and skills, specific career pathway related knowledge and skills

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Employment Goal Examples



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- Investigating careers (taking additional assessments)
- Researching job skills and requirements
- Soft skills/employability skills (create calendar, schedule, being on time, dress appropriately)
- Creating or strengthening work ethic/stamina
- Pre-employment skills (completing job applications, taking pre-employment tests, interviewing skills)

Annual Transition Goal for Independent Living (optional)*



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- Refers to anything that will prepare student for independent living (movement towards Postsecondary Goal for Independent Living)

*If the team has determined that the student needs a Postsecondary Goal for Independent Living, then an Annual Transition Goal for Independent Living is required.

Independent Living Goal Examples



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- **Daily living skills** related to personal care and well-being
- **Adult living skills** and Post School Options such as household maintenance and/or budgeting, health/mental care needs, interpersonal interactions
- **Participation in community** related activities such as paying taxes, voter registration, leisure activities
- **Related services** such as counseling, therapy, vocational rehabilitation

Activity #2



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Jason is a tenth-grade student at Dundee High School. Based on the results from the Dundee School District's transition questionnaire given on August 24, 2018 by Jason's teacher, he stated that he enjoys playing games, watching television and videos on the computer. His favorite game is UNO. He likes walking to class and going to the mall with his friends with his class. His teacher stated that he likes seeing people from his church when they go to the grocery stores. His parents indicated on the parent questionnaire and survey sent home on August 24, 2018 that his favorite thing to do at home is play with his UNO cards and go to church to handout the programs before the service. Parents also stated that Jason likes cleaning his room, but he does not like to move his games and put up his cards.

Both of his teachers and his parents agree that his strengths are helping others which include making sure all the students in class have all their school supplies (pencils, papers, manipulatives, backpacks) and his ability to recall the bell schedule and remember when it's time to change classes. Jason doesn't like when the class reads aloud but he does like listening to stories on the computer using his headphones, which he uses at home as well. Jason also has strengths in math including adding and subtracting simple fractions (especially when the class cooks and he must double the recipe).

On the Dundee School District Career Interest Inventory taken with his teacher on August 23, 2018, the scores indicate possible jobs in the retail/service industry. Teachers provided information to the parents about graduation requirements, transition services and information about Project Search, which the parents are interested in for Jason. They would like for him to graduate with his peers but would like for him to stay in school if he can be in the Project Search program and Vocational Rehabilitation will help with supportive employment.

Activity #2



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Using the following **postsecondary goals**, write a *transition goal* for each.

Postsecondary Goal for Education/Training:

After graduation, Jason will receive on-the-job training in a retail setting.

Transition Goal:

Postsecondary Goal for Employment:

After graduation, Jason will be employed in a retail setting with supports

Transition Goal:

Postsecondary Goal for Independent Living:

After graduation, Jason will live with his parents.

Transition Goal:

Activity #2



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Using the following **postsecondary goals**, write a *transition goal* for each.

Postsecondary Goal for Education/Training:

After graduation, Jason will receive on-the-job training in a retail setting.

Transition Goal:

Jason will demonstrate the job skills needed to work in a retail setting by completing the following activities by the end of the school year as documented in his classroom journal.

Postsecondary Goal for Employment:

After graduation, Jason will be employed in a retail setting with supports

Transition Goal:

Jason will identify the skills needed to apply for a job in a retail setting by completing two out of three activities listed by April 2019 as documented in his journal.

Postsecondary Goal for Independent Living:

After graduation, Jason will live with his parents.

Transition Goal:

Jason will fold/hang and put away one outfit per week in the appropriately designated place with assistance.

Postsecondary Goals and Transition Goals



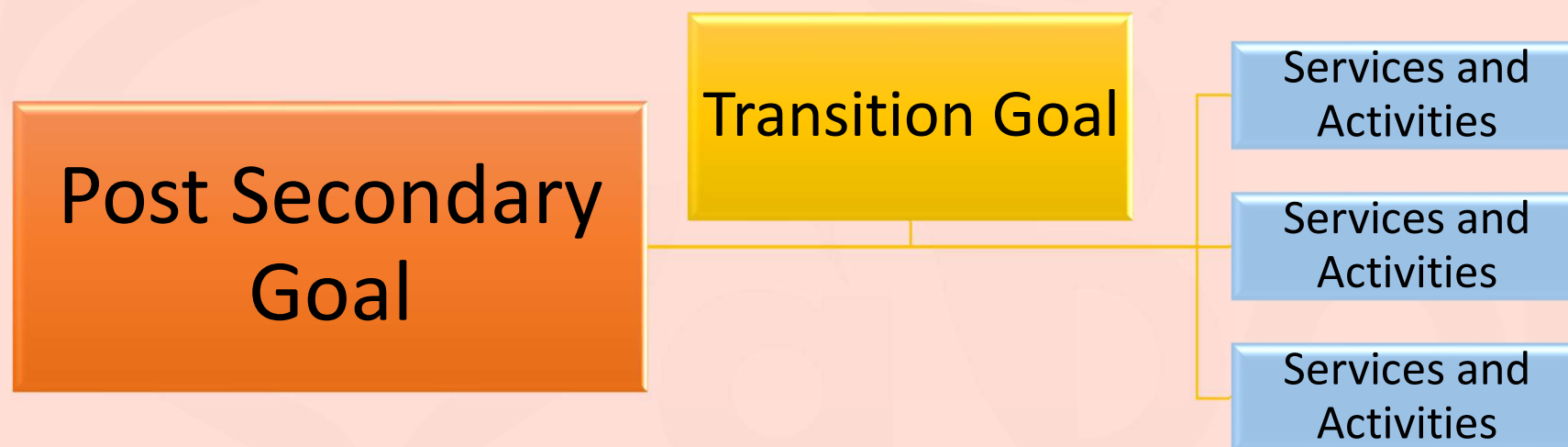
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	Education/ Training Transition Goal	Development of Employment Goal	Community Participation Goal	Adult Living & Post School Options	Related Services	Daily Living Skills
Post- Secondary Education/ Training Goal	X					
Post- Secondary Employment Goal		X				
Post- Secondary Independent Living Goal*			X	X	X	X

How do we help the student reach their Annual Transition Goals?



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Transition Activities & Services – Item 6



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- The activities and services should **include the steps needed to help student reach their transition goals**
- Could be a task analysis for the goal- **do not repeat the goal**, list what the students needs to do to move towards reaching the goal (**step by step**)
 - Participate in (CBI, Work-based learning)
 - Identify..... (available programs, requirements)
 - Meet with.....(counselor, director, manager)
 - Request.....(copies of, application packet)
 - Locate.....(medical facilities, government offices)
 - Conduct an internet search of..... (colleges, technical schools, training facilities, programs of interest)
 - Complete a career portfolio

Activity #3



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Education/Training:

- *Postsecondary Goal:*

After graduation, Jason will receive on-the-job training in a retail setting.

- *Transition Goal:*

1a. Jason will demonstrate the job skills needed to work in a retail setting by completing the following activities by the end of the school year as documented in his classroom journal.

Using goals, write Jason's Activities & Services

- *Transition Activities & Services:*

1a. Participate in Community Based Instruction one day per week.

1b. Complete the classroom activities each week before going into the community in his journal.

1c. Discuss with teacher and document in his journal after each CBI trip.

It's a Plan!



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- Remember:
 - The transition plan is part of the IEP, not separate – should drive the IEP
 - Start planning early
 - Discuss goals and activities throughout the year
 - Update goals as student completes during the year and amend as needed
 - Coordinate with team members to ensure activities and services are being implemented
 - Follow-up with the student and family
 - Maintain communication with counselor

LETTER of the Law

Focus on IDEA Regulation
for Transition

Identify Minimal
Requirement

Compliance with IDEA only

Narrow Impact on Adult Outcomes
for Students with Disabilities

SPIRIT of the Law

Understand Spirit and Intent of IDEA

Identify Possibilities for
a Quality Adult Life

Expand the Focus of
Transition Planning and Services

Large Impact on Adult Outcomes
for Students with Disabilities

Compliance

Best Practices

Questions?



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