

Mastering Transition IEPs for Student Success

Indiana Department of Education
Office of Special Education

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INTRODUCTION TO TRANSITION IEPS

This session will review IDEA Indicator data regarding Indiana Transition Individualized Education Programs (IEPs).



What is a Transition IEP?

A Transition IEP refers to the transition plan for students with IEPs that outlines their goals to prepare students for life after high school and includes supports and services the student needs.



TRANSITION IEP DETAILS

A student's IEP is a **collaborative, living document** that contains the past, present, and future direction of the student's growth.

- It is important that all members of the case conference committee (CCC) work directly with the student to come to an agreement on what it should contain.
- The student should be involved in the IEP process from start to finish in order to ensure that their wishes are encapsulated and that they are using their self-advocacy skills in earnest.

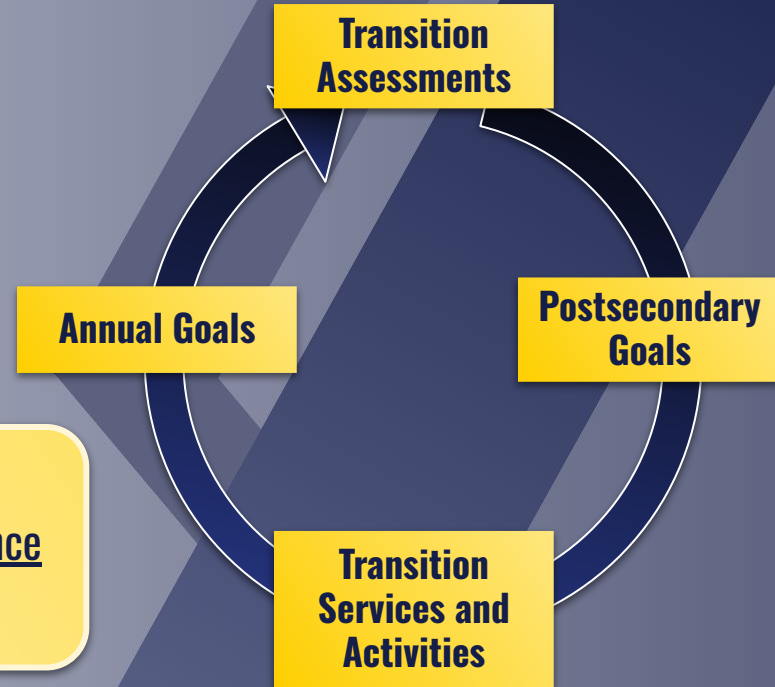


TRANSITION IEP COMPONENTS

What are the components of a Transition IEP?

- Transition Assessments
- Postsecondary Goals
- Transition Activities and Services
- Annual Goals

Self-monitoring is key to ensuring transition planning is effective and that IEPs are compliant. Utilize the [IEP Compliance Checklist](#) and [Best-Practices Self-Assessment Rubric](#).



WHAT IS THE GOLDEN THREAD?

The **Golden Thread** refers to the overall alignment of the document. We should see a thread linking each section to the next. If any section does not successfully inform the next, then that thread breaks, and the IEP no longer works in the way it was intended.



SECONDARY TRANSITIONS: DOMAINS

Employment

Education & Training

Independent Living

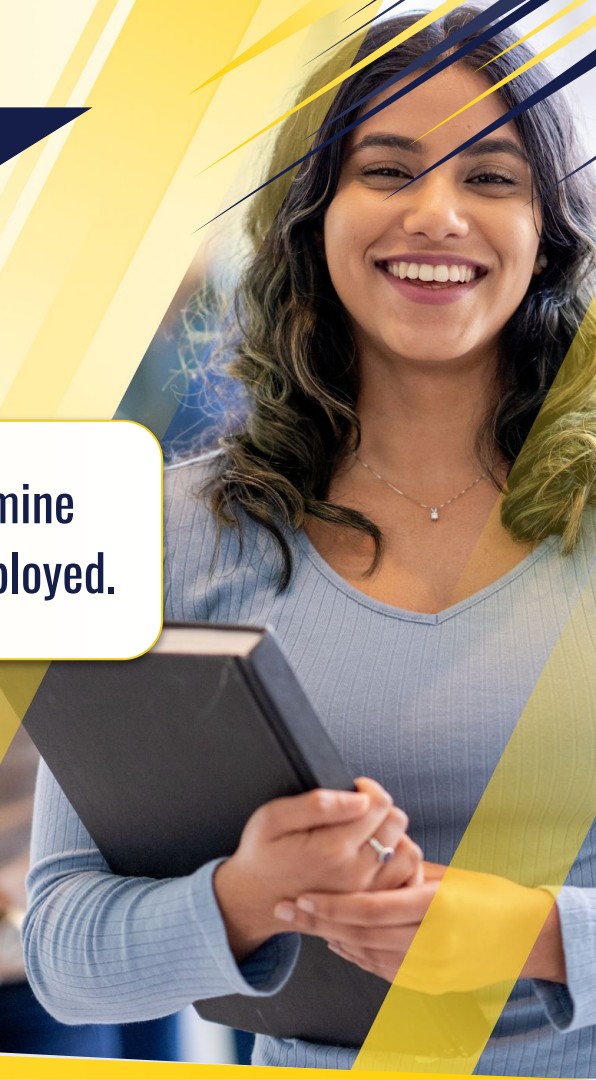


DOMAINS OF TRANSITION: EMPLOYMENT

Employment

Each year, an assessment should be given to determine where/how the student wants to ultimately be employed.

Defined: Full- or part-time integrated, competitive employment (including supported or customized employment); or military service.



DOMAINS OF TRANSITION: EDUCATION & TRAINING

Education & Training

Each year, an assessment should be given to determine what education or training a student needs to be successful in their anticipated area of employment.

Defined: Continued education or training that supports a student's postsecondary employment goal. This can include community/technical college (two-year), college/university (four-year), compensatory or continuing education, on-the-job training, adult basic education, GED, apprenticeship, vocational technical school of less than two years, Job Corps, WorkOne training programs or classes, or entrepreneurship classes.

DOMAINS OF TRANSITION: INDEPENDENT LIVING

Independent Living

The first year that a student has a Transition IEP, an *Independent Living Skills Assessment* should be completed to determine if the student has independent living skills that are at the same or similar level as their same age peers.

***Defined:** Competencies that facilitate independence in major life activities, such as those found in the definition of "functional performance" found in Article 7. These include, maintaining a household, managing health needs, using tools, shopping, budgeting, practicing safety, accessing transportation, recreation, accessing community resources, and employment.*

TRANSITION ASSESSMENTS

Considerations for Transition Assessments

- When students are younger or do not know what career they want to pursue, use of **broader assessments** is necessary to help narrow the area of interest.
- When a student has developed a better understanding of their post-graduation goals, we can start using assessments that help flesh out the **specifics**.
 - Example: *Authentic assessments* that help a student self-reflect on project and experienced-based learning.

EXAMPLE

Transition Assessments:

Date Completed	Assessment	Domain
10/24/2020	Independent Living Skills Assessment	Independent Living
10/24/2020	Work Personality Profile	Education & Training, Employment
10/31/2021	Career Cluster Interest Survey	Education & Training, Employment
10/31/2021	Student/Parent Interview	Education & Training, Employment, Independent Living
10/15/2022	Employability Skills Assessment	Education & Training, Employment
10/17/2022	Student/Parent Interview	Education & Training, Employment, Independent Living
10/28/2023	CTE Course Self-Reflection	Education & Training, Employment
10/20/2024	Job Shadow Reflection	Education & Training, Employment
10/20/2024	College Self-Determination Checklist	Education & Training, Employment, Independent Living

SUMMARY OF ASSESSMENTS



The summary should include **the name of the assessments and the date given**. This should be a true summary that highlights the most important features of the assessment related to the student's desired career, education, and independent living skills.

The **SPIN model** should be used to complete the summary:

- Strengths
- Interests
- Preferences
- Needs

EXAMPLE

Employment

12/5/2023: Student completed the Career Exploration questionnaire from the Indiana Secondary Transition Resource Center. Student would prefer to study nursing when she finishes high school. As she completed the questionnaire, she identified that she is interested in working with people and being compassionate; she is able to take directions; and she can handle uncomfortable situations. During high school, she will take as many science classes as she can. She is currently taking biomedical science, and she is learning a lot of what people in the medical field do. She is going to apply for the Health Science CTE classes at the Career and Technical Education Center for her junior and senior years. During her junior year, the Health Science Education I class will cover medical terminology while studying the structure and function of the human body. During her senior year, the Health Science Education II class will begin to prepare her for a career in nursing. She knows that taking the CTE classes will give her the experience she needs to get a head start on the education she will start after high school. She may even find out that nursing is not what she thought it was going to be and choose a different career path.

EXAMPLE

Education

12/5/2023: Student is currently in the biomedical class and is doing very well. She has learned many things that people in the medical field, including nurses, do on a daily basis, and she is still very interested in studying to become a nurse. She will need to get more experience in high school, and she will be applying for the Health Science I CTE class for her junior year. If she is still interested in this career path, she will continue with the Health Sciences II CTE class her senior year. Finishing this two-year program will give her a great deal of experience in the nursing field prior to going to college.

Independent Living

12/5/2023: TOR and Student discussed her independent living skills. She does chores at home, cooks, and can get around the grocery store to make purchases independently. She has strong independent living skills in her home and is capable of being alone for long periods of time without supervision. She continues to not need an Independence Living goal. Student took the Initial Independent Living Skills - Student Self Assessment on 12/16/2021.

ESTABLISHING POSTSECONDARY GOALS

Use information from the Transition Summary. Goals should be **meaningful for the student** in order to challenge them and show that the CCC expects a high level of achievement.

Goals should focus on what the student wants to ultimately do or be. By working towards the student's goals, we can help a student maintain interest in learning and growing.



EXAMPLE

- Regarding Employment after high school, I will get a job: in nursing.
- Regarding Education and Training after high school, I will enroll: in college to pursue a career in the nursing field.
- Regarding Independent Living after high school, I will obtain: supports from a local provider to ensure that I have transport to and from appointments so I can live as independently as possible.

TRANSITION SERVICES & ACTIVITIES

Transition Services are a coordinated set of activities for a student with a disability that:

- Must be based on the individual student's needs, taking into account the student's strengths, preferences, and interests.
- Must include instruction, related services, community experiences, development of domains, and postsecondary goals.
- Gather data/outcomes of the service and summarize the findings.
- **Modify postsecondary goals based on the results.**
- Determine what the student needs next to help them on their path.

TRANSITION SERVICES & ACTIVITIES CONTINUED

Transition Services and Activities should help a student **gain perspective** on their ultimate career goals and help them **modify** their chosen path.

While an assessment cannot be used for a transition service or activity, following a great transition service or activity is an excellent time to utilize an **authentic assessment** to help a student self-reflect. Through this process, they can reflect on their experience and narrow their interests.

The assessment can then be utilized **the following year** to inform the postsecondary goals!

TRANSITION SERVICES & ACTIVITIES CONTINUED

Compliance within the Transition IEP:

- For every postsecondary domain, there must be a transition service or activity that relates directly.
- Transition Services and Activities must be individualized to the student and be in alignment to the student's overall trajectory.
- These must be completed during the current IEP year, with the oversight or assistance of a staff member and can include a family member.
- These **can** be coursework or activities that fall into the student's Graduation Pathway. There **must** be a connection between the coursework and the summaries/postsecondary goals.

EXAMPLE

Description	Frequency	By Whom	Completion Date	To Support
Career and Technical Education (CTE) coursework	One per year	Student, staff, CTE staff	End date of IEP	Education/ Training Skills, Employment Skills
<p>Student is interested in welding as a career. Student is enrolled in the CTE center in the Welding Technology Pathway and will take "Principles of Welding Technology" course this year. Student will report to school staff if they would like to continue in this pathway.</p>				
Description	Frequency	By Whom	Completion Date	To Support
Budgeting/ Finance	Three per year	Student, staff, parent	End date of IEP	Independent Living
<p>Student lacks confidence in their ability to independently manage personal finances. Student will participate in a minimum of three class outings where they will make a budget, purchase item(s), and ensure correct change.</p>				

ANNUAL GOALS FOR THE STUDENT

Annual goals should be meaningful for the student while still relating to curriculum and the needs as outlined in the 'Present Level' section of the IEP.

These goals must focus on a specific skill to be developed.

Use a specific measurement tool to guide how progress is measured.



PRESENT LEVEL OF PERFORMANCE

- The Present Levels of Performance (PLOP) statement is a key part of an Individualized Education Plan (IEP) that describes a student's current abilities, strengths, needs, and performance. It's based on information gathered from the student's evaluation and other sources, such as assessments and benchmarks.
 - Information contained here should be highly individualized and be generated through discussion by the IEP team.
 - Ultimately, we need to answer the question of what is the impact of the child's disability on his or her ability to learn and do the kinds of things that typical, nondisabled children learn and do.
 - Keep in mind that the student has various strengths and weaknesses that we can target to push the student to success.
 - Each student has goals for their future, and we need to be working on developing specific skills in these goals that will help them reach their personal goals.

EXAMPLE

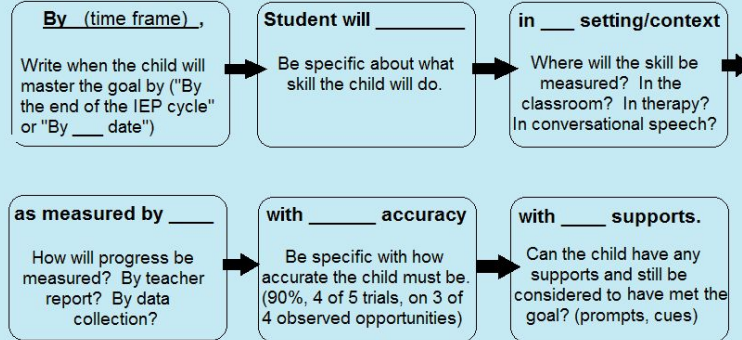
Behavioral Goal: Coping with Stress

Present Level: At present, Student responds to prompts to take deep breaths or get a break for water when he is upset in about half of the presented opportunities. When upset with an instructor in class, he will push work to the side and not return to it or only complete part of an assignment and stop. If he becomes too stressed, he will put his head down and ignore teachers. Student will generally speak out when he is not happy with an academic or peer situation. He will complain about the necessity of the work. It is important to better develop the skill of dealing with stress because the student has an interest in being a truck driver. This will require obtaining a CDL license as well. Drivers need to know how to maintain a safe following distance, be aware of blind spots, and understand their vehicle's limitations. They also need to be able to make safe turns, back into tight spaces, and change lanes properly. Managing safe driving can be stressful, and drivers need to be able to adjust to changing circumstances, stay calm under pressure, and find solutions to obstacles. Learning how to deal with stress within these academic settings should help him apply the same strategies during this career.

ACADEMIC GOAL STATEMENT



IEP Goal Formula



By _(time frame)_, Student will _____ in _____ setting/context as measured by _____ with _____ accuracy with _____ supports.

Including Baseline (Optional): If your employer requires you to include baseline in goals, add this "...student will increase/decrease _____ from a baseline of _____ to _____..."

By _(time frame)_, Student will increase/decrease _____ from a baseline of _____ with _____ supports to _____ with _____ supports with _____ accuracy as measured by _____.

* Items can be rearranged to help the sentence make logical sense

ANNUAL GOALS

SLP Example Goals

- By his next ACR, Student will correctly produce "th" at the conversation level with an average of at least 80% accuracy over three data collection sessions given a maximum of 1 reminder per 10 minutes.
- By his next ACR, Student will use correct subject-verb agreement during structured activities with an average of at least 80% accuracy over 3 data collection sessions, given minimal cues (maximum of 1 cue per 10 opportunities).
- During small group activities, Student will produce /r/ in conversation with 80% accuracy, as measured by data collection.
- During three spontaneous observations, Student will utilize total communication strategies to express his wants/needs in 4 out of 5 trials.
- Student will describe objects using language elements (i.e., category, function, appearance, composition, parts, and location) with 90% accuracy in 3 consecutive sessions.
- Student will produce targeted speech sounds (s, f, x) in the final position as demonstrated by improving from emerging to developed as measured by a rubric.

ANNUAL GOALS

Reading Comprehension Example Goals

- When given a reading passage or text, Student will support inferences with at least 2 pieces of text-based evidence with 65% accuracy on 3 out of 5 trials.
- After reading a selection at instructional level, Student will answer inferential comprehension questions with 80% accuracy in 2 of 3 trials.
- Given graphic organizers and content read aloud, Student will write responses using the ACE method (answer question; cite evidence; explain or extend) with 80% accuracy in 4/5 opportunities as measured by in-class assessments and assignments.

ANNUAL GOALS

Writing Example Goals

- Given a writing prompt, Student will edit a final copy for correct spelling, capitalization, and punctuation with at least 80% accuracy in 4 of 5 trials.
- When given a grade-level writing prompt, Student will write a paragraph (topic sentence, three supporting details, and a conclusion) with an average of 70% accuracy in 5/6 trials.
- Using a graphic organizer, student will cite (2) pieces of textual evidence with an explanation of how it supports the claim, scoring 75% or higher as measured by teacher rubric.
- Using an editing checklist, Student will correctly use commas in her writing on 4 out of 5 opportunities.

ANNUAL GOALS

Math Example Goals

- Given a set of linear equations, Student will utilize Order of Operations to solve with at least an 80% accuracy in $\frac{4}{5}$ trials.
- When provided with a quadratic function, Student will write the equation in vertex form to graph the function with at least 80% accuracy in 4 out of 5 trials.
- When reading a real-world problem and a provided graphic organizer, Student will identify a quantity that varies (time, distance, age, etc.) by using a variable label to represent that quantity in an equation with 80% accuracy in 2 out of 3 instances.

ANNUAL GOALS

Self-Advocacy Example Goals

- To improve completion rate of assignments, Student will take notes in ____ class in 9/10 opportunities from developing to demonstrated as observed by teacher.
- Given a challenging situation to solve, student will define the problem and produce at least two possible solutions to the problem in four out of five trials.
- To further develop self-advocacy skills, student will lead (or co-lead) her IEP meeting to help develop goals at each ACR.
- Student will self-identify that they need assistance by asking for accommodations in class in 3 out of 4 teacher observed instances.

ANNUAL GOALS

Behavior Example Goals

- When given a frustrating situation (i.e., an undesired task, a demand, and/or undesired peer behavior), with one prompt, Student will utilize coping strategies (i.e., take a break, take deep breaths, etc.) to work through the situation and return to the task at hand within 2 minutes of prompt, with 80% accuracy in 3 out of 4 grading periods.
- By the end of the school year, when given verbal directions in a general education setting, Student will improve rate of following instructions from 50% to 90% as measured by staff using daily tracker.
- During math class, Student will demonstrate on-task behaviors (give explicit example of what on task looks like for this student) from a current rate of 50% to a rate of 80% of the observed time intervals as measured by staff observation using a 20-minute time sampling observation.

ANNUAL GOALS

Organization/Task Completion Example Goals

- Given independent work time to work on a grade-level assignment (e.g., finish a set of problems, write an outline, read independently), Student will stay on task for 10 minutes with no more than one reminder to refocus on task for 4 out of 5 independent assignments.
- When given a task/job to complete, Student will initiate the task with no more than two prompts in 80% of observed instances.
- In order to improve the completion rate of assignments, Student will take notes in math class in 9/10 opportunities from developing to demonstrated as observed by teacher.

ANNUAL GOALS

Functional Example Goals

- Student will independently read and correctly identify environmental print (road signs, labels, logos) in order to improve functional reading in 9 out of 10 opportunities.
- Student will demonstrate independence in banking skills necessary for independent living by correctly making change for \$20 using a combination of lesser bills and coins in 4 out of 5 opportunities.
- Student will operate tools, appliances, and equipment in response to written instructions and steps in 3 out of 4 opportunities.
- Student will identify which outfit is most appropriate for the weather when provided a weather flashcard in 3 out of 4 opportunities.

COMBINED EXAMPLES

Self-Advocacy Goal

Student has always been a strong advocate for her needs. She is able to identify when she needs an accommodation, but has said that sometimes she doesn't want to bother the teacher to ask for it. Student is not wearing her hearing aids, and at this time feels that this is ok for her. She is self-conscious about wearing them because she adjusts them often. When consulting with her classroom teachers, none of them share any concerns about Student's hearing and indicate that if they did not have the IEP or if Student did not advocate for an accommodation, they would not even know that she had a hearing loss. However, Student still needs to practice self-advocacy strategies for times when she feels like she does need some environmental accommodations. She would benefit from practicing this as she intends to go to college, and she has to address accommodations with the ADA office person. Student should she want or need classroom accommodations.

- Goal: When presented with a new staff member, Student will independently identify to the staff that she has hearing loss accommodations in greater than 75% of opportunities.

COMBINED EXAMPLES

Math Computation

Present Level: Student has been in a team-taught Algebra 1, Geometry, and Geometry Lab classes her freshman and sophomore years, which helped her maintain an 85% average for those two years. Student took the 2024- Algebra 2 Baseline test her junior year, which covered topics ranging from Algebra 1 to Geometry, solving equations, graphing lines, and her score of 35%. According to the assessment, Student has a specific deficit in solving two-step equations. In the teacher's observations, Student is a very hard worker; she will work to understand and get the problem correct. She is not afraid to ask questions and advocate for herself. When she is having difficulty working through two-step problems, she will show frustration, mainly when she gets stuck; however, she doesn't give up, and she works through them. For multi-step equations, she will get stuck somewhere in the middle while working through them, then double back and question herself, trying to work through mistakes. Student would like to pursue a career in nursing and is taking several classes that involve math to prepare for this career path.

- **Goal Statement:** For the duration of the IEP, given classroom instruction and use of a calculator, Student will follow the correct rules and procedures to solve two-step equations with an average of 85% accuracy as demonstrated on tests and quizzes.

COMBINED EXAMPLES

Reading Comprehension

Presently, Student is reading below grade level. Her reading level is currently at a 5th/6th grade level. She struggles to comprehend what she has read and the vocabulary used in passages. She averages 60% when reading grade level sight words. She benefits from writing down unfamiliar words and looking them up later. When passages are read aloud in class, she follows the materials better. When she reads aloud, it forces her to slow down and gives her time to process what she's read. She used to dislike reading aloud in class but has willingly volunteered this year. Student wants to work as a teacher, so she needs to improve her ability to understand texts and her overall vocabulary.

- Goal: When given a reading passage or a text, Student will improve word recognition accuracy by correctly reading an average 80% of grade-level sight words across 3 trials.

COMBINED EXAMPLES

Executive Functioning - Organization

According to classroom observations, when given teacher support, Student is able to organize his materials and submit assignments 80% of the time. He struggles to independently initiate, organize, and complete assignments without continual support from a teacher or aide. Without ongoing support, he is turning in less than 50% of his assignments. He indicates that he sometimes completes assignments, but when he is ready to turn them in, he cannot locate them. His ability to stay organized and complete materials on time is important, as he would like to work in finance in the future. Organization in this field is extremely important, especially when considering keeping accurate and timely records.

- Goal: When given a task/assignment and a checklist, Student will demonstrate the skills of independent task completion, completing 80% of daily tasks/assignments, as measured by a daily tracker and observation.



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THANK YOU!

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