Vu’s IEP Review

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Transition Coalition Self-Study

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Indicator 13: Transition IEPs

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate, measurable, postsecondary goals that are annually updated and based on an age-appropriate transition assessment, transition services, including course of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services 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.

(20 U.S.C. 1416(a)(3)(B))

QUESTION 1:

Is there a measurable postsecondary goal or goals in this area:
- Education OR training
- Employment
- if needed, Independent Living


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Measurable Postsecondary Goals

Criteria
1. Measurable outcomes
2. Occurs after graduation/school exit
3. Student-focused Perspective

- Based upon age appropriate transition assessments
- Based on strengths, preferences and interests

Examples – Measurable Postsecondary Goals

Education/Training
I/John will enroll in an Emergency Medical Technician training program after graduation.

Younger: After graduation, John will enroll in an EMT training program.

Employment
After graduation, I will work as a computer technician repairing computers or developing and maintaining computer networks.

Younger: After high school, I will work with computers

Independent living skills
John will live with roommates in a dorm after graduation.

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1. Is there an appropriate measurable postsecondary goal in:
   - A. Education/Training
   - B. Employment
   - C. Independent Living (if needed)

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QUESTION 2:

Is (are) the postsecondary goal(s) updated annually?

DOCUMENTING ANNUAL UPDATE

- Requires documentation
- Here’s what to look for:
  - Somewhere on the IEP a yes/no statement
  - DATE on IEP indicating revisions
  - PLAAFPs – were new assessments given this year?
    Were old ones updated if needed?
  - A notation that the IEP team considered and updated the MPGs.
    - Check old IEPs for the MPGs
    - Transition portfolio

- Why is it important to update?
QUESTION 3:

Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment?

What is transition assessment?

...the ongoing process of collecting data on the individual’s strengths, needs, preferences, and interests as they relate to the demands of current and future working, educational, living, and personal and social environments.

(The Division on Career Development and Transition (DCDT)
Looking for Transition Assessment

- Where?
  - Some IEPs: Present Levels of Academic and Functional Performance (embedded or specific location)
  - Other IEPs: Transition Planning section

- What?
  - Education/training, employment, independent living
  - Strengths, preferences, interests & needs
  - Formal and informal methods (systematic)

3. Is there evidence that the measurable postsecondary goals were based on age appropriate transition assessment?
   - Education/Training
   - Employment
   - Independent Living

Pause presentation….

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Adapted from: The Georgia Department of Education Model Form (July 31, 2011) & Missouri Department of Elementary and Secondary Education IEP Form (July 2013)

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Pause presentation….

Vu’s Incorrect IEP

Adapted from: The Georgia Department of Education Model Form (July 31, 2011) & Missouri Department of Elementary and Secondary Education IEP Form (July 2013)
QUESTION 4:
Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?

Coordinated Set of Services
While in High School

- Focus on improving academic and functional achievement
- Facilitate movement from school to post-school as identified in MPG(s)
- List school & community services or activities needed to facilitate the student to achieve their MPG(s)

Transition Services

- Areas include:
  - Instruction,
  - Community Experiences,
  - Related Services,
  - Employment,
  - Post-school Adult Living, and if appropriate,
  - Daily Living Skills and Functional Vocational
- Activities can be performed on or off campus, not restricted to school hours or days
- Variety of people can be involved in services/activities

Questions to ask about Transition Service

- What experiences must the student participate in this academic year that are necessary for achieving the identified post-secondary goals?
- What services and specific instruction are essential this year for the student to develop skills and knowledge to attain their post-secondary goals?
- Do we know enough about this student’s skills to identify or design activities to support his/her identified goal?
Transition Services Example

- MPG: After graduation, Joan will attend the University and enroll in the Health Professions Program.
- Transition Services:
  - Receive instruction in the use of a screen reader
  - Investigate summer programs/internships for health related careers
  - Meet with the campus disability service specialist to determine eligibility requirements for services
  - Apply to vocational rehabilitation for services
  - Participate in work study program in Health fields

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4. Are there transition services in the IEP that will reasonably enable Vu to meet his postsecondary goals?
   - Education/Training
   - Employment
   - Independent Living

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More Transition Service Examples...

- Independent living skills training from the center for independent living
- Learn skills: advocacy, time management, relaxation techniques, etc.
- Counseling from the local mental health center
- Research scholarships, application procedures, and accommodations in postsecondary setting
- Learn to maintain a budget
- Write a Plan for Achieving Self-Support (PASS)
- Complete assistive technology evaluation
- Draft resume; complete sample job applications
- Participate in job shadow

QUESTION 5:
Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?

Courses of Study

- **High School courses focused on:**
  - Improving academic and functional skills
  - Reasonably enabling the student to meet his/her MPG(s)
  - Meeting required courses for graduation
  - Based on strengths, preferences, interests and needs of the individual student

Courses of Study Example

- **MPG:**
  I will enroll in Media/Computer Arts Illustration program at Scottsdale Community College.

- **Course of Study:**
  - Grade 11: English III, Careers Class, Journalism, Yearbook, Computer Applications III
  - Grade 12: English IV, Advanced Computer Applications, Photography, Yearbook

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Courses of Study: How Specific Do They Have to Be?

Grade 9: Reading, Study Skills, World Geography, Earth Science, Beginning Foods, Applied Math, Theater
Grade 10: Oral and Written Communication, Reading, Applied Math, Intro. to Biology, Geography, Experience-Based Career Education
Grade 11: Algebra, U.S. History, Natural Resources/Forestry, PE, Computer Studies, Photography, Cooperative Work Experiences
Grade 12: Composition, Government, Technical Carpentry, Natural Resources and Forestry (dual enrollment program), Alternative Cooperative Education

5. Do the transition services include courses of study that will reasonably enable Vu to meet his postsecondary goals?
   - Education/Training
   - Employment
   - Independent Living

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QUESTION 6:

Is (are) there annual IEP goal(s) related to the student’s transition services and need?

Annual IEP Goals Aligned to MPG:

- Not the same as Measurable Postsecondary Goals (MPGs)
- Must have clear connection to MPGs
  - Assist student toward making progress to achieve MPGs in that academic year
- ALL annual IEP Goals should link back to one or more of the MPGs

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6. Are there annual IEP goals related to Vu’s transition service needs?
   – Education/Training
   – Employment
   – Independent Living

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Annual IEP Goals Aligned to MPG:

- MPG: Upon completion of school, John will complete on-the-job training for telemarketing.
- Annual IEP Goal: Using grade-level social studies textbook and current reading assignment, John will orally read 100 wpm with no more than an average three errors over 4 trials. He currently reads 75wpm with an average 5 errors over 4 trials.

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QUESTION 7:
Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?

Student Invitation
- For any student aged 16+ (or younger if determined appropriate by the IEP Team)
- Must be evidence of student invite
- Can be documented in various ways:
  - Meeting notice
  - Telephone log
  - Written student invitation

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7. Is there evidence that Vu was invited to the IEP Team meeting where transition services were discussed?

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QUESTION 8:

If appropriate, is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who had reached the age of majority?

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Outside agency invitation (with prior consent)

- Evidence may include:
  - Written consent form
  - Telephone log
  - Email correspondence
  - Notice of invitation
    
    (Check the IEP Folder)

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8. If appropriate, is there evidence that 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?

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Does Vu’s IEP meet the requirements of Indicator 13?