

Section One.



Developing and Facilitating Quality IEPs: Transition Planning-Part 1

Florida Diagnostic and Learning Resources Systems
FDLRS Administration Project

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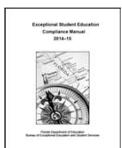
Objectives

- This session will focus on:
 - Transition planning
 - Legislative changes in transition planning
 - Transition Assessments
 - Self-determination and self-advocacy
 - Measurable postsecondary goals
 - Outcomes and additional benefits

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What is a Quality IEP?

- A quality IEP
 - Is in compliance with all requirements of federal, state, and district laws and regulations
 - Reflects decisions based on active and meaningful involvement of members of the IEP team
 - Provides a clear description of
 - Student educational needs and expected outcomes
 - Special education services and supports



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Developing Quality Individual Educational Plans

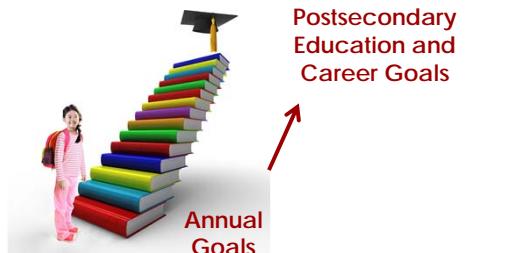
What's New!

- Requirements and suggested practices for IEP development and documentation
- A reference for all who participate in the IEP process
- Updated in 2015



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IEP Focus



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Planning for Transition

- Transition occurs when a person moves from one stage in life to another.
- Transition is a results-oriented process.
- Begin with the end in mind

Plan for the Future!

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<div style="border: 1px solid black; padding: 10px;"><h3 style="text-align: center;">Transition Planning</h3><div style="background-color: #e0f2ff; border-radius: 50%; padding: 10px; display: inline-block; margin-left: 10px;">QI</div><div style="border: 1px solid #ccc; padding: 10px; margin-top: 10px;"><p>The description of the student's intent to pursue a high school diploma and designation, if applicable, course of study, and transition services needs reflect an informed decision based on the student's strengths, preferences, interests, and needs. The student's measurable postsecondary education and career goals align with the student's strengths, preferences, and interests and are based on information from age-appropriate transition assessments collected from multiple sources over time.</p></div></div>	<div style="border: 1px solid black; padding: 10px;"><h3 style="text-align: center;">What's Changed?</h3><div style="background-color: #e0f2ff; border-radius: 50%; padding: 10px; display: inline-block; margin-left: 10px;">8</div><div style="border: 1px solid #ccc; padding: 10px; margin-top: 10px;"><ul style="list-style-type: none">▪ IDEA requirements: No changes▪ Florida Statutes Transition to postsecondary education and career opportunities Requirements for standard high school diploma CAPE digital tools and industry certifications Statewide assessments, etc.▪ Florida Rules<ul style="list-style-type: none">▪ High School Graduation Requirements for Students with Disabilities▪ Provision of Free Appropriate Public Education (FAPE) and Development of Individual Educational Plans for Students with Disabilities.</div></div>
<div style="border: 1px solid black; padding: 10px;"><h3 style="text-align: center;">Transition planning means...</h3><div style="background-color: #e0f2ff; border-radius: 50%; padding: 10px; display: inline-block; margin-left: 10px;">9</div><div style="border: 1px solid #ccc; padding: 10px; margin-top: 10px;"><ul style="list-style-type: none">▪ Assessing students strengths, preferences, and interests▪ Considering the need for instruction in self-determination and self-advocacy▪ Setting measurable postsecondary education and career goals▪ Selecting the type of standard diploma and identifying a course of study, including digital tools and industry certifications▪ Identifying transition services needs</div></div>	<div style="border: 1px solid black; padding: 10px;"><h3 style="text-align: center;">Transition Assessments</h3><div style="background-color: #e0f2ff; border-radius: 50%; padding: 10px; display: inline-block; margin-left: 10px;">10</div><div style="border: 1px solid #ccc; padding: 10px; margin-top: 10px;"><p>Purpose: To collect data on the student's needs, strengths, preferences and interests</p><div style="display: flex; justify-content: space-between; align-items: flex-start;"><div style="width: 45%;"><p>Academics</p><ul style="list-style-type: none">▪ Statewide Assessments▪ Achievement Tests▪ Progress Monitoring</div><div style="width: 45%;"><p>Career Interests and Exploration</p><ul style="list-style-type: none">▪ General and Specific Aptitude Tests▪ Interest Inventories▪ Career Maturity or Employability Tests▪ Transition Planning Inventories</div></div><div style="display: flex; justify-content: space-between; align-items: flex-start; margin-top: 20px;"><div style="width: 45%;"><p>Self-Determination and Self Advocacy</p><ul style="list-style-type: none">▪ Self-Determination Assessments▪ Interviews or Questionnaires▪ Structured Observations</div><div style="width: 45%;"><p>Daily Living</p><ul style="list-style-type: none">▪ Adaptive Behavior/Daily Living Skills Assessments▪ Temperament Inventories/Instruments▪ Situational Analysis</div></div></div></div>
<div style="border: 1px solid black; padding: 10px;"><h3 style="text-align: center;">Documenting Transition Assessment Results</h3><div style="background-color: #e0f2ff; border-radius: 50%; padding: 10px; display: inline-block; margin-left: 10px;">11</div><div style="border: 1px solid #ccc; padding: 10px; margin-top: 10px;"><ul style="list-style-type: none">▪ Describe the student's strengths, preferences, and interests.▪ Name the assessment instrument or describe the procedure<ul style="list-style-type: none">▪ Date administered▪ Results and findings▪ Summarize and synthesize the data collected▪ Include results in relevant sections of the student's IEP▪ Relate to postsecondary education and career goals (education, training, employment, and independent living, if appropriate)</div></div>	<div style="border: 1px solid black; padding: 10px;"><h3 style="text-align: center;">Results of Transition Assessments</h3><div style="background-color: #e0f2ff; border-radius: 50%; padding: 10px; display: inline-block; margin-left: 10px;">12</div><div style="border: 1px solid #ccc; padding: 10px; margin-top: 10px;"><p>Frank shows strengths in his empathy for others, and his English teacher describes him as a "people person." ... greets students</p><p>Based on a teacher-created assessment, Frank's career preferences are to work inside and to help people. He likes to make people smile. According to the Transition Planning Inventory (TPI), Frank shows interests in the Health Care field. His latest TPI (April 2015) supports his interest in the medical field and caring for people who are ill.</p><p>Frank would like to enter Project SEARCH in the fall (deferring receipt of his standard diploma) in order to gain employment training through a structured internship program. After completing Project SEARCH and accepting his standard diploma, he will then seek further employment training through the local hospital.</p></div></div>

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<p>13</p> <h3>Transition Planning</h3> <p>What's New!</p> <ul style="list-style-type: none">Beginning before age 14<ul style="list-style-type: none">Identify student's transition services needsDiscuss postsecondary education and career goals<ul style="list-style-type: none">Intent to pursue a standard diploma with the option of scholar or merit designationPreparation needed to graduate (may include CAPE digital tool certificate or CAPE industry certification)Need for instruction or information in self-determination and self-advocacy <p>14</p> <h3>Self-Determination and Self-Advocacy</h3> <p>The team must consider whether or not the student requires special instruction in the area of self-determination and self advocacy.</p> <p>How will the team know?</p> <ul style="list-style-type: none">Observations of the StudentStudent Self-ReportsTransition Assessments	<p>15</p> <h3>Self-Determination and Self-Advocacy</h3> <p>What's New!</p> <ul style="list-style-type: none">Active participation in the IEP meetingInvite an agency representative and ask for information about services they provideRequest an IEP meeting and identify who they want to inviteLead discussions within the meetingExplain what their disability is and how it affects their learning, employment, independent livingAware of their accommodations, request, and determine their effectiveness, suggest options	<p>16</p> <h3>Transition Planning</h3> <p>What's New!</p> <p>Beginning no later than age 16</p> <ul style="list-style-type: none">Measurable postsecondary education and career goalsIntent to pursue standard diploma by age 22 and preparation needed to meet requirements Outcomes and additional benefitsTransition services, including course of study Instruction, related services, community experiences, employment, post-school adult living, and, if appropriate, daily living skills and functional vocational evaluation.	<p>17</p> <h3>Measurable Postsecondary Education and Career Goals</h3> <p>Discussions begin before age 14 and a statement of goals is required by age 16</p> <ul style="list-style-type: none">Must be measurable; you must be able to "count it" or observe itMust describe an outcome intended to occur after the student leaves the K-12 systemMust be reviewed annuallyParents must approve any changes to postsecondary goal(s) and may request than an independent reviewer verify the appropriateness of the changes.	<p>18</p> <h3>Measurable Postsecondary Education and Career Goals</h3> <p>What's New!</p> <p>Education</p> <ul style="list-style-type: none">Adult education, college, technical college, university <p>Training</p> <ul style="list-style-type: none">Short-term employment training, career and technical program <p>Career</p> <ul style="list-style-type: none">Long-term career outcome <p>Employment</p> <ul style="list-style-type: none">Immediate employment after high school <p>Independent Living, if appropriate</p> <ul style="list-style-type: none">Personal care, community participation, and leisure
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What Makes a Quality Postsecondary Goal?

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- Addresses All Required Areas
- Understandable and Clear
 - Describes the expected outcome the student will accomplish
 - Includes details, such as where it will occur
- Objective and Observable
 - Timeframe is specific
 - Same result, no matter who measures it
- Relevant
 - Based on student's strengths, preferences, and interests

Measurable Postsecondary Goals: Three Parts

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Target date or timeline

- By January 2020
- Within six months of leaving the K-12 system

Behavior and outcome: (Name) will ...

- Work in a part-time job at a day care
- Complete requirements for a career certificate in construction from a technical institute

Conditions, if any

- Using personal assistive technology
- With assistance from Vocational Rehabilitation

Measurable Postsecondary Goals: Examples

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1. Within two years of **leaving the K-12 system**, Jack will earn a workforce certificate through the Automotive Service program at Florida State College of Jacksonville (FSCJ).
2. By January 2018, through the assistance of Vocational Rehabilitation (VR) and the staff of the Automotive Service program at FSCJ, Jack will obtain employment at a local mechanic shop.
3. Within five years of graduating from FSCJ, Jack will **meet his career goal** working as an automotive technician in a car dealer.
4. Within three months of **leaving the K-12 system**, Jack will utilize the city bus to independently get to and from classes at FSCJ.

Timeframe, Outcome, Conditions

Meet Frank

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- Grade: Senior
- Age: 18
- Exceptionality: Intellectual Disabilities, Language Impaired
- IEP: Annual Review and Transition Planning
 - Measurable Postsecondary Education and Career Goals
 - Intent to pursue standard diploma by age 22
 - Transition Services, including course of study
 - Outcomes and additional benefits

Frank's Postsecondary Goals

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Education/Training

- Within three months of completing Project SEARCH, **receiving his deferred standard diploma and exiting the K-12 system**, Frank will complete employment training on the job through the hospital's general orientation process and department-specific professional development with a focus on patient transport.

Frank's Postsecondary Goals

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Employment

Within three months of completing his employment training from Project SEARCH, Frank will be employed at a local hospital.

Career

■ Within two years of obtaining employment at a local hospital, Frank **will meet his career goal of** working in the patient transport department.

Independent Living

■ Within three years of graduation, Frank will live independently with roommates and with support services to manage his daily health needs.

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A Quality Statement of Outcomes and Additional Benefits

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- Included on the IEP that takes effect when the student turns age 16 and updated annually
 - Delineates positive results of the student's completion of high school, including extracurricular activities
 - Expected by the parents and student
 - Potential achievements not included elsewhere on the IEP

Possibilities:

Job qualifications and employment experience
Service learning
Participation in special projects
Interagency services

Outcomes and Additional Benefits: Examples

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- Sanchez **will seek** industry certification for Level 1 NCCER Painting.
- Suzy **will seek** to obtain an internship at the local television station to gain experience as a production assistant.
- Selia **will try out for** roles in two productions of the high school drama program.

Frank's Outcomes and Additional Benefits

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Through Vocational Rehabilitation(VR), Frank will participate in a paid work internship before the end of the school year and will continue to receive job coaching services through VR after completing all requirements for and deferring the receipt of his standard diploma.

Children's Medical Services will provide Frank with assistance in transitioning to an adult health care provider for monitoring of his diabetes and any other general health needs.

Thank You!

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Please be sure to come back for Part 2 of QIEP which will focus on:

- CAPE Digital Tools and Industry Certifications
- The new standard diploma options for students with disabilities
- Deferring the standard diploma
- Course of Study
- Summary of Performance

Thursday, April 28th, 11:00am—12:00pm

Seminole Room

Thank You!

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Presenter Contact Information:

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Project 10: Transition Education Network