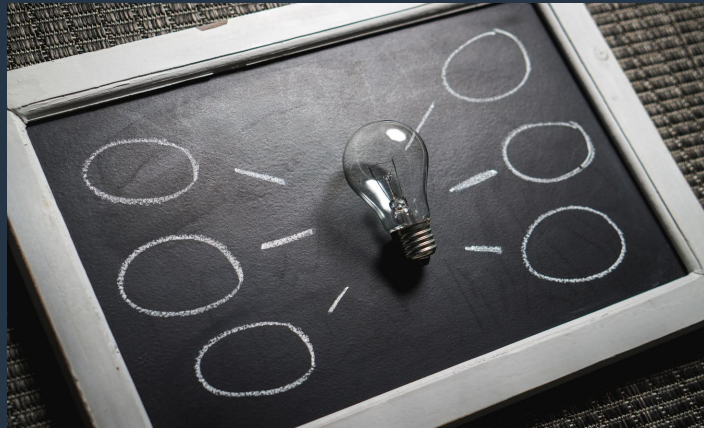


PROJECT 10 TOPICAL BRIEFS are published on a bi-monthly basis. Each issue focuses on a specific topic or theme, highlighting current and upcoming information and events related to secondary transition. This month the Topical Brief is focused on Transition Indicator 13/IEP Compliance.

 [Send to a Colleague](#)



## Stories

- [The Amazing IEP: Time-Travel Back to the 1970s](#)
- [Compliance in the 21st Century](#)
- [Transition Planning: Supporting Students from Assessment to Successful Post-School Outcomes](#)
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• IN THIS  
ISSUE

**Setting the Stage:** Hop into the time-traveling VW mini-van with us and head back to the 1970's for a few minutes. As the door to our hyper-cool vehicle opens, we see disco balls, bell-bottom pants, video cassette players, Pong - the video game, inline skates, Silly Putty, Easy-Bake ovens, the first personal computers and we see Disney World being built in Orlando!



**Background Context:** The 1970s were also quite different in regard to special education. "Prior to the 1970's special education in the United States was in a dismal state. Many children with a disability were denied access to a public education. Most of these children were either home schooled, did not receive any education at all or worse yet were institutionalized" (Brief History of Special Education Legislation, n.d.).

Then, through the Education for All Handicapped Children Act of 1975 (which would become the Individuals with Disabilities Education Act, 1997 and the Individuals with Disabilities Education Improvement Act, 2004), students with disabilities were guaranteed an equal opportunity to access the same education that students without disabilities were accessing. Through accommodations and modifications, the individual needs of students with disabilities began to be addressed.

**This was a GIGANTIC shift for the educational paradigm of that time!**

**The Individual Educational Plan (IEP) - An Emerging Tool for Special Education:** The IEP was a tool that emerged as way to manage the individual educational needs of students with disabilities. This tool would become the vehicle through which student needs would be identified and assessed. Strategies and methodologies for meeting these needs would be identified and implementation of these strategies would be planned and followed through the IEP. Educational planning would be staged on the pages of the IEP with ongoing collaboration, revision, implementation and assessment guided and directed by its unfolding story. It is, in fact, an amazing tool for students, families and educators.

**Heading Back to Present:** If you look up the meaning of compliance, you will find multiple definitions that point to the same idea. Compliance is the act of conforming; it is agreeing to do what is expected or required. Why are we often tempted to think of compliance in a negative light? Perhaps we view compliance as unnecessary rule-following, but let's ponder, for a moment, how frequently we depend on compliance. When we order a meal in a restaurant, we hope and trust that the food is being cooked in a clean kitchen, that the meal is being prepared according to the description in the menu and that the cost will also be consistent with the advertised price. We expect compliance. When we drive to work in the morning, we expect other drivers to occupy the right hand lane, stop and go according to the traffic lights and definitely, no matter what, to avoid driving slowly in the passing lane. When drivers are not compliant with the rules of the road, we sometimes get angry. Sometimes we get very angry. Road rage should probably be re-named "lack-of-compliance rage"!

Compliance is a principle that ensures our well-being and we depend on it

every day throughout all spheres of life. We can say the same about compliance within the sphere of exceptional education and transition. Families, educators and students rely on the transition IEP (TIEP) to provide structure, set goals, develop services, implement practices and meld the TIEP team into a unified effort to accomplish the shared goal of post-school student success. The IEP can be an amazing tool.

Remembering the value of the IEP and the important role it plays in organizing the implementation of Exceptional Student Education (ESE), is absolutely essential for accomplishing the goals of transition. Through the IEP, students with disabilities are personally engaged and actively involved in their education planning. Through the IEP, students choose an option that leads them to graduate from high school with a standard diploma. Through the IEP, students identify what they want to do in life after high school and prepare to achieve those goals. When we value compliance, we value transition planning through the IEP and we value the futures of our students.

## **Compliance in the 21st Century: Three Points to Remember**

# 3 points

## To Remember about Transition Planning in the IEP

Making the most of transition planning in the busy 21st century can be challenging. Agreeing to do what is expected and required for transition planning (otherwise known as compliance), can seem like a tall order. To maintain your perspective and motivation, remember these three important points about transition planning:

### We can do it!

Although transition planning, admittedly, is a demanding process that requires attention to detail, sensitivity to students' needs, determination to follow through with the plan and cooperation among transition stakeholders, we can achieve it!

1

3

2

### It's worth the effort!

Students are enabled to identify their future goals and take the steps required to achieve them. This is a life-changing process that can make an inestimable difference in the quality of post-school life for students. [Remember - A significant portion of one's life typically occurs after exiting school.]

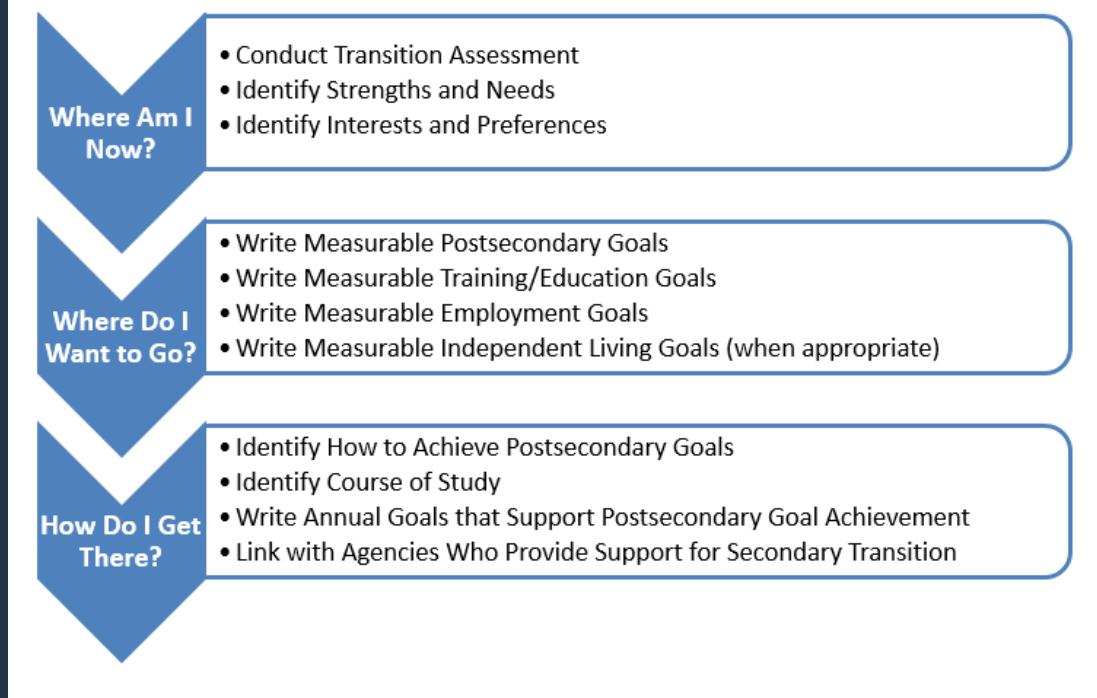
### Help is out there!

You are not alone. Fortunately, transition planning is one of those "it takes a village" activities. Remember to rely on your IEP team members who can positively contribute to the process and remember to take advantage of all the resources that are available to support you.

## Transition Planning: Supporting Students from Assessment to Successful Post-School Outcomes

There is an unmistakable simplicity about the goal of transition planning. As the figure below demonstrates, transition planning is all about how to help students determine what they want to do in life and then prepare to do it.

**It's simple to say, but the process stretches from the inner desires and preferences of teenagers all the way out to career choices that impact a lifetime.**



\* Figure adapted from the Age-Appropriate Transition Assessment Toolkit, National Technical Assistance Center on Transition (NTACT).

Transition planning through the IEP is both simple and far-reaching. Resources are available to assist the transition team support successful transitions from school to post-school life for students with disabilities. The following list highlights a few transition resources and additional resources are included in the resource section of this Topical Brief.

### [Age-Appropriate Transition Assessment Toolkit](#)

This resource describes age-appropriate transition assessment and how to conduct them. Sample instruments are described and some assessments are available through a hyperlink. A transition timeline for assessments explains the value of on-going assessment that begins early.

### [Age Appropriate Transition Assessment Fact Sheet \(pdf\)](#)

This Fact Sheet, jointly developed by the Division on Career Development and Transition and the National Secondary Transition Technical Assistance Center, contains information on formal and information transition assessments, conducting an age appropriate transition assessment and selecting assessment instruments.

### [Exceptional Student Education Compliance Manual 2016-17](#)

The Indicator 13 section provides tools for self-assessment and background information on student examples (p. 71).

### [NSTTAC Indicator 13 Checklist: Form A \(2012\)](#)

This form of the checklist meets minimum SPP/APR requirements.

### [NSTTAC Indicator 13 Checklist: Form B \(2012\)](#)

This form of the checklist is enhanced for professional development.

### [NTACT Crosswalk between the Career and College Readiness Standards](#)



## and the Taxonomy for Transition Programming 2.0

This crosswalk highlights the relationship between the components of the two documents listed in the title.

### Project 10 Website: Indicator 13

This webpage provides information and resources related to Indicator 13.

### Quality IEP Training for Teachers: Transition Section (TIEP)

Project 10 delivers the transition section of this training. Topics within this section include the following: transition planning and transition assessments; legislative changes; standard diploma; deferral of diploma; postsecondary goals; CAPE digital tools and certificates; course of study statements; and summary of performance. FDLRS also present this training in full or the transition section alone.

### Using Transition Assessment Data to Write Measurable Postsecondary Goals

This Project 10 training covers the legal requirements for transition assessment, a transition assessment framework and how assessment results are used to develop postsecondary goals, transition services and related curriculum.

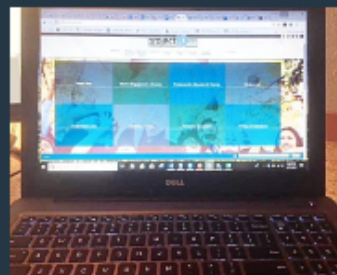
## Catch-Up on New Products Released this Summer

Project 10's July Topical Brief featured several new products that are now available on our website. If you missed seeing the July 2018 Issue, just [click here](#) to check it out!

### Story 1: Project 10 Rolls Out New Products

Project 10 is introducing five new products that have been completed and are featured in this Topical Brief. The products listed below are now available to download on the Project 10 website.

1. *Secondary Transition Roadmap for Families (Spanish)*
2. *The Family Guide to Secondary Transition Planning for Students with Disabilities*
3. *Community-Based Instruction: An Instructional Strategy*
4. *Project 10 Website Handout*
5. *Project 10 Training List with Regional Transition Representative Contact Information*



Find all of these products on the Project 10 [Publications Page](#).

## Resources

### From Assessment to Practice: A Model for Teachers

This resource from NTACT was developed to provide teachers with a model for incorporating evidence-based transition practices into the

transition planning process and into classroom instruction.

### [Implementing Quality Transition Services](#)

This resource supplied by the National Technical Assistance Center on Transition (NTACT), is a resource that contains descriptions and links to multiple resources related to the implementation of quality transition services.



### [Self-Directed IEP](#)

Increasing student involvement in the IEP meeting and activities can be achieved through the evidence-based practice, the self-directed IEP. A unit of lessons is available on the website of the Zarrow Center for Learning Enrichment at the University of Oklahoma.

### [Standing Up For Me, Train-the-Trainer](#)

The Standing Up For Me curriculum was developed in Florida and designed to advance the self-determination and self-advocacy skills of youth in Exceptional Student Education (ESE). The 2012 version of this curriculum covers the primary, intermediate, middle and high school grades and includes classroom materials, activities, and evaluations. The curriculum is scheduled for updating in 2018-19, but the training remains available through the Training by Request page of the Project 10 website.

### [Taxonomy for Transition Programming 2.0: Predictors of Post-School Success](#)

This version of the Taxonomy for Transition Programming 2.0 includes aligned predictors of post-school success.

### [Transition Assessment and Goal Generator \(TAGG\) at the Zarrow Center for Learning Enrichment](#)

This a relatively new on-line transition assessment available to use with students with disabilities. The TAGG is a 34-item assessment that identifies students' strengths and needs and produces annual transition goals. (There is a relatively minimal cost associated with this service.)

### [Transition Basics: A Guide for Families](#)

This Project 10 training reviews research on the importance of family involvement, transition services, individual educational plan (IEP) components, self-advocacy and self-determination, responsibilities of schools, families and students, and resources supporting family involvement in transition planning. The goal of this training is to help families of students with disabilities understand the secondary transition process and how best to participate in student post-school success.

### [Transition Online Course](#)

This course provides secondary transition staff and other exceptional student education teachers with information and activities on all aspects of transition. The course covers transition activities, assessment, the

## Upcoming Events

### Florida Association Staff Development (FASD) Leadership Conference

**Date:** September 24-26, 2018

**Location:** Tradewinds Resort, St. Pete Beach, FL

**Description:** The FASD Leadership Conference will feature motivational speakers Dave Weber, who will speak on Leadership Redefine, and Stephanie Hirsh, who will discuss Equity, the Every Student Succeeds Act and Curriculum: The Next Professional Learning Agenda. In addition, Jason Graham and Jenna Evans from the Florida Department of Education (FDOE) will share the newly revised draft of the Florida Standards for Professional Learning and provide a legislative update regarding current issues. Click [here](#) to register.



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### First Annual Educating All Students with Excellence (EASE) Conference

**Date:** October 5, 2018, 8:00 am - 5:00 pm

**Location:** Pompano Beach High School in Pompano Beach, FL

**Description:** The Broward County Public Schools' Division of Exceptional Student Learning Support is sponsoring the first annual EASE Conference, "Promoting Inclusive Practices for Students with Disabilities." Parents, school administrators, general and special education teachers, and service providers are welcome. The cost of registration is \$50 and includes breakfast and lunch, two nationally recognized keynote speakers, expert session leaders, printed materials and resources.

Click [here](#) to register.

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### Florida Council for Exceptional Children (CEC) 2018 Annual Conference

**Date:** October 14-16, 2018

**Location:** Sawgrass Marriott Golf Resort & Spa, Ponte Vedra, FL

**Description:** This is the CEC's 71st annual state conference and the theme for this year is "Inclusion: Waves of Opportunity, Oceans of Success".

Click [here](#) to register.

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### 2018 Educational Strategies and Student Engagement Institute (ESSEI)

**Date:** November 14-16, 2018

**Location:** Doubletree Universal, Orlando, FL

**Description:** Destination Graduation: Together Ensuring Every Student Succeeds is the theme for this year's ESSEI. The Institute will include featured speakers, Keith Matheny and Jacob Oliva, FDOE Executive Vice Chancellor, as well as Special Group Meetings, Break-Out Sessions, College and University Panel Discussion and "What's Happening in My District?" Forum.



Click [here](#) to register.

## Upcoming Webinars

**Secondary Transition 101: "What You Need to Know if You Are a First Year Secondary Teacher, VR Counselor, or Want To Assess Your Transition Practices"**

**Date/Time:** Thursday, September 20, 2018 3:00 p.m.

**Description:** This webinar, presented by Dr. Diane Bassett, will focus on what secondary transition teachers and VR counselors need to know in order to serve students with disabilities under the Individuals with Disabilities Act (IDEA). Basic information will be shared about IDEA, ADA, and how WIOA applies to providing transition services to youth with disabilities in high school.

Click [here](#) to register.



## FloridaShines Virtual College Week

**Date:** Tuesday, October 2, 2018 through Thursday, October 4, 2018

**Description:** A series of one-hour webinars will be sponsored each afternoon of Virtual College Week with experts in college admissions, financial aid, education and career planning. Expect to learn how to get into a competitive college, how to develop an education plan that leads to a successful career and how to pay for college without a mountain of debt. Click [here](#) to register.

## References

Brief History of Special Education Legislation. (n.d.). Retrieved from <http://www.specialeducationadvisor.com/special-education-laws/a-brief-history-of-special-education-legislation/>

Walker, A. R., Kortering, L. J., Fowler, C.H., Rowe, D., Bethune, L., & Terrell, M. (2016). *Age appropriate transition assessment toolkit, fourth edition*. Retrieved from [https://transitionta.org/system/files/toolkitassessment/AgeAppropriateTransitionAssessmentToolkit2016\\_COMPLETE\\_11\\_21\\_16.pdf](https://transitionta.org/system/files/toolkitassessment/AgeAppropriateTransitionAssessmentToolkit2016_COMPLETE_11_21_16.pdf)



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#### About Project 10 Topical Briefs:

Project 10 Topical Briefs provide informational summaries and resource links related to secondary transition.

Have a question? Want to find or recommend a resource? Have some great news to share? Email us at [project10@stpete.usf.edu](mailto:project10@stpete.usf.edu).

For back issues of Project 10 Topical Briefs, visit our [Topical Briefs](#) page on the [Project 10](#) website.

**Project 10: Transition Education Network**

Assists Florida school districts and relevant stakeholders in building capacity to provide secondary transition services to students with disabilities in order to improve their academic success and post-school outcomes.

**Project 10: Transition Education Network**  
**University of South Florida St. Petersburg**

Questions or comments?

Email us at [project10@stpete.usf.edu](mailto:project10@stpete.usf.edu).

[www.project10.info](http://www.project10.info)