

Secrets of Success-Best Practices for Transition Planning

Georgia Department of Education
Divisions for Special Education Services and Supports
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"We will lead the nation in improving student achievement."

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- Kathy Giddens, Georgia Department of Education, Education Program Specialist for Compliance kgiddens@doe.k12.ga.us
- Judy Youmans, Transition Specialist, Houston County School System, judy.youmans@hcbe.net
- Sandy Macdonald ,Transition Specialist, Walton County School District, Sandra.Macdonald@walton.k12.ga.us

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What is Transition?

- Transition is the movement from school to post school environments:
 - Employment
 - Post Secondary/Training
 - Living arrangements
 - Community Involvement
- Successful transition requires support from multiple sources for the student and his/her family to make choices, develop connections, and access services.

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Members of the Transition Team

- Student
- Parents
- Any agency (public or private) that is likely to provide services or to pay for services (with the consent of the parent or child)
- All other IEP team members

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The IEP

- At the beginning of the IEP meeting , the IEP Team will develop the transition plan. This transition plan will serve as a guide to the development of the rest of the IEP.
- The Team will also identify the skills and supports needed to reach each transition goals

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State and Federal Law

Transition Services:

- A coordinated set of activities
- Results oriented process
- Appropriate measurable postsecondary outcome goals based on age appropriate assessments.

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- These goals should be in the areas of:
training/education
employment
independent living

With measurable IEP Transition goals that are used to reach the post secondary goals in the areas of training and education, related services, community experiences, employment/post school and daily living if appropriate.

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State Rule

- Transition Service Plan will be completed beginning not later than the first IEP to be in effect when the student enters the ninth grade or sixteen years old or younger if appropriate by IEP Team and updated annually.

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Name:	Projected date of Graduation:	Date of Initial Transition Program Development: _____ Update: _____
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Preferences, Strengths, Interests and Course of Study based on Present Levels of Performance and Age Appropriate Transition Assessments (Areas for consideration include course of study, post-secondary education, vocational training, employment, continuing education, adult services and community participation)

Desired Measurable Post Secondary/Outcome Completion Goals (These goals are to be achieved *after* graduation and there must be a completion goal for Education/Training and Employment)

Education/Training-

Employment -

Independent Living (as appropriate)-

Based on age appropriate transition assessments, in the spaces below, include measurable Transition IEP Goals and Transition Activities/Services appropriate for the child's post-secondary preferences, strengths and needs. Note: There must be at least a measurable Transition IEP Goal to help the child reach each of the desired Measurable Post Secondary/Outcome Completion Goals.

Education/Training (Goals based on academics, functional academics, life centered competencies or career/technical or agricultural training needs and job training.)

Transition IEP Goal(s)	Transition Activities/Services	Person/Agency Involved	Date of Completion/ Achieved Outcome

Development of Employment (Goals based on occupational awareness, employment related knowledge and skills and specific career pathway knowledge and skills.)

Transition IEP Goal(s)	Transition Activities/Services	Person/Agency Involved	Date of Completion/ Achieved Outcome

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Date _____



NAME	1. PS GOALS EDUCATION	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 ACADEMIC AND FUNCTIONAL TO FACILITATE MOVEMENT TO PS	7. COURSE OF STUDY TO FACILITATE MOVEMENT TO POST-SCHOOL	8. STUDENT INVITED TO IEP MEETING	9. AGENCY REPRESENTATIVE INVITED TO IEP MEETING	10. PRIOR PARENTAL CONSENT RE/AGENCY REP	<u>ALL AREAS IN COMPLIANCE</u>

FY10 Transition Citations

- So far this school year 13 school systems have had Record Reviews on Transition Plans. Of the 13, 12 had 0% correct. 1 school system had 100% correct

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Houston County School System

Judy Youmans, Transition Specialist- 8 years

- 21 Elementary/Primary Schools
- 5 High Schools with a 6th one opening in August 2010
- 8 Middle Schools
- 1 Alternative School
- 143 Special Education Teachers in middle and high schools
- 568 Special Education Students ages 16-21 who have a transition plan
- 1 Asst. Supt. For Student Services, 1 Special Education Director, 1 Special Education Coordinator, 10 Program Specialists, 3 Behavior Intervention Specialists, 1 Assistive Technology Specialist, 3 Autism Specialists, 2 Vision Impaired Teachers, 1 Transition Specialist, 1 Parent Mentor

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Effective Transition Planning: The Key to Successful Outcomes!!

- Teachers have more intense training
- IEP/Transition Plans are computerized
- Teachers see the importance of the transition plan and the transition assessment

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- Students understand the transition process, are more involved and provide input about their future goals
- Transition Specialist attends IEP/Transition Meetings to explain transition to parents and provide resources
- Transition Specialist talks to students in groups of the importance of their being a self-advocate

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Components of Training

- 1-2 hour training in small groups at each of the 13 middle and high schools
- Discussed every part of the transition plan form step by step and what information is to be included
- Used one of 12 sample plans located on DOE website to show correct format in writing goals and activities

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Select "Yes" if this section is part of the Meeting

[Yellow box]

Name:

Student's ID:

Date of Birth:

Current Age:

Grade:

Proposed Next Grade:

Transition Services: Beginning not later than entry into the ninth grade or by age 16, whichever comes first, or younger if determined by the IEP Team and updated annually. The IEP must include:

- (a) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and
- (b) The transition services (including courses of study) needed to assist the student in reaching those goals. [See 34 C.F.R. § 300.320(b)(1) - (2)]

Date of "Initial" Transition Plan: _____

Dates Updated Transition Plan: [] [] [] [] []

Date and Method of Student Invitation:

Date: _____

Method: _____

Student was present at IEP Meeting:

YES NO

Projected Date of Graduation: _____

TRANSFER OF RIGHTS: Student will be notified prior to turning 18, that rights will transfer at the age of 18.

I, _____ have been informed of my transfer of rights. _____ (Date Notified)
Student's Signature

I _____ have been notified that my rights have transferred. _____ (Date Notified)

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

(Areas for consideration)

How Preferences and Interests Were Obtained: (Check all that apply).

Transition Assessment (must complete in the 8th grade)

Parent Interview

Student Interview

Teacher Interview

Desired Measurable Post Secondary/Outcome Completion Goals

These goals are to be achieved after graduation and there must be a completion goal for:

Education/Training: _____

Employment: _____

Independent Living (as appropriate): _____

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• Individualized training

- Met with individual teachers and reviewed their specific transition plans; provided feedback on appropriate information needed
- Teachers also emailed or sent transition plans for feedback

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- **Writing correct transition plans**

- Teachers were required to amend all transition plans and write them correctly according to the compliance checklist and submit a sample for review

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• **New Transition Assessment**

- Teachers received 30 minute computerized training on the transition assessment-

MECA, which stands for Microcomputer Evaluation of Careers & Academics

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Transition Plan Folder

Given to every teacher and consists of:

- “Tips for Writing Effective Transition Plans”
- DOE Compliance Checklist
- Explanation of checklist
- Copy of the 12 sample transition plans found on the DOE website
- Training Manual for the MECA transition assessment program

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Positive Feedback from teachers on training

- Appreciated the fact that intense training was available
- Saw importance of the transition plan and transition assessment
- Sample case studies and transition plans were very useful
- Individual training and feedback on specific transition plans they were writing was helpful
- Teachers spend more time with students in helping them focus on their goals

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Walton County – Sandy Macdonald

- 1 hour east of Atlanta (between Gwinnett and Athens)
- 3 high schools
 - 15-20 teachers each
- 3 middle schools
 - 15-20 teachers each
- 9 elementary schools
 - 5-10 teachers each
- 3 county coordinators
- 9 Special Education Instruction Specialists (SEIS's)
- 1 full time Transition Specialist
- 1 Parent Mentor

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This Year's Training

- Rationale:
 - New compliance checklist
 - Need for more meaningful transition plans
- Format:
 - One-on-one
 - All middle and high school teachers (about 100)
 - During 1 ½ hour planning periods
 - One week per school
 - Packets
 - Very interactive

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Components of the Training Sessions

- Went through transition packet
 - Pages 1 and 2 of state transition manual
 - Overview of transition
 - Ppt. Handout (from previous transition training)
 - Reviewed key points as needed
 - Transition assessments
 - Showed Career Cruising website; did a demo
 - Copies of transition questionnaires (parent and student)
 - Transition plan form
 - Discussed the various components of the form; how to complete it
 - Reference sheet
 - Copies of several case studies and Transition Plans
 - Chose one to discuss how the plan was written
 - Compliance checklist
 - Discussed each item
- Together, critiqued a poorly written transition plan as well as a plan from the teacher's caseload

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Feedback

Pros

- Greater understanding
- Opportunity for specific questions
- Easy to individualize
- More positive attitudes (for the most part!)
- Opportunity to get to know each teacher individually

Cons

- Time consuming
- More difficult to schedule
- Had to allow for make-up sessions

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Next Steps- Pilot Project

- Talked to Department Chairman
- Developed Transition Plan Feedback Form
- Department Chairman notified staff of the process

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Process

- Secondary Teachers draft Transition Plan two weeks prior to Transition Plan meeting date (w/student)
- E-mail Transition Plan to Transition Specialist (Could be Special Ed. Director; person in district w/transition knowledge)
- This identified person looks at draft Transition Plan IEP gives feed back on Transition Feedback Form

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**Walton County Schools
Transition Plan Feedback Form
Sandy Macdonald – Transition Specialist
Dr. Suzanne Carter – Director of Exceptional Education Dept.**

Student:

Case Manager:

Date:

_____ Approved – you may proceed with your IEP meeting

_____ Not Approved – please make changes and resubmit for final approval

_____ Only Minor changes needed – please make these changes and proceed with your IEP meeting

Top section (name, date of graduation, initial date, updates):

Preferences, Strengths --

Transition Assessment --

Program of Study --

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- **Desired Measurable Post-Secondary Goals (After graduation?):**
 - Education/Training –
 - Employment –
 - Independent Living –
- **Annual Goals/Activities (Measurable?)**
 - Education/Training –
 - Goals –
 - Activities/Services –
 - Person/Agency Involved –
 - Date of Completion –
 - Development of Employment –
 - Goals –
 - Activities/Services –
 - Person/Agency Involved –
 - Date of Completion –
 - Community Participation –
 - Goals –
 - Activities/Services –
 - Person/Agency Involved –
 - Date of Completion –
 - *“We will lead the nation in improving student achievement.”*

- **Adult Living Skills/Post School Options –**
 - **Goals –**
 - **Activities/Services –**
 - **Person/Agency Involved –**
 - **Date of Completion –**
- **Related Services –**
 - **Goals –**
 - **Activities/Services –**
 - **Person/Agency Involved –**
 - **Date of Completion –**
- **Daily Living Skills –**
 - **Goals –**
 - **Activities/Services –**
 - **Person/Agency Involved –**
 - **Date of Completion –**
- **Transfer of Rights –**

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Process continued

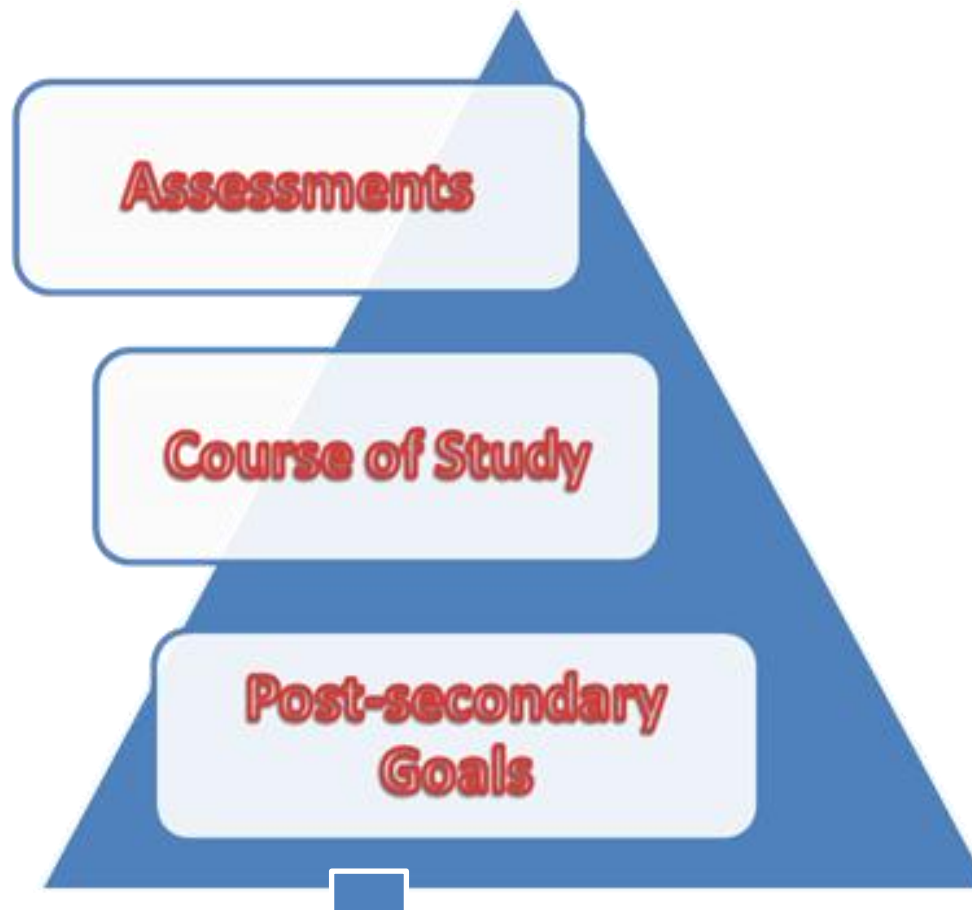
- Feedback necessary (back and forth) until final approval
- When final approval given by identified “transition specialist” Transition/IEP plan meeting can be held!!!

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**Kathy Giddens,
Georgia Department of Education,
Education Program Specialist
Compliance**

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1 thing leads to another.....



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Assessments

- Formal or informal
- State “The _____ assessment shows.....”
- Place in the 1st paragraph

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Course of Study

- Career pathway
- State” The course of study for John is
”

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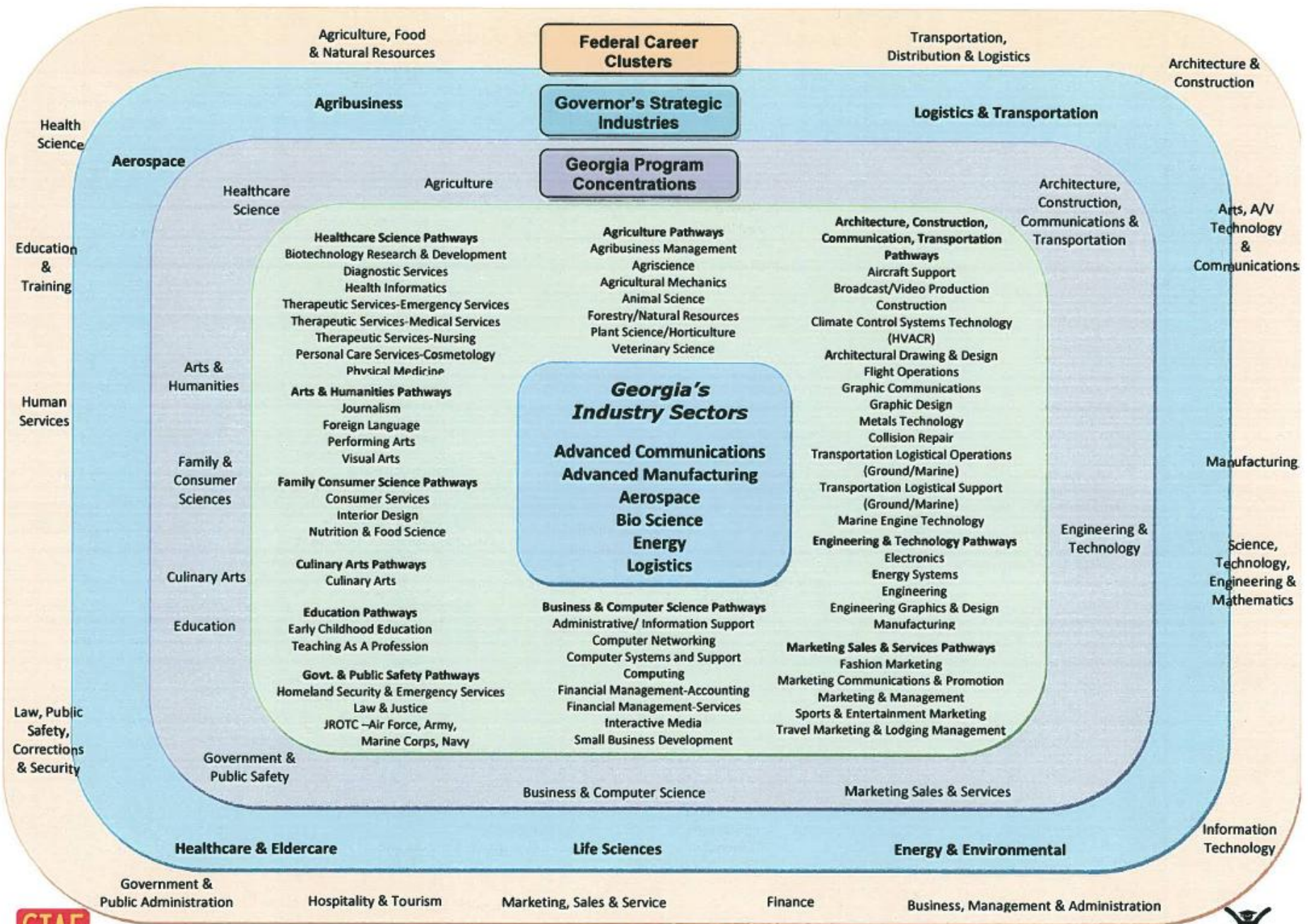
Career Pathway

- Agriculture
- Healthcare Science
- Arts & Humanities
- Family & Consumer Science
- Culinary Arts
- Education
- Govt. & Public Safety
- Business & Computer Science

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- Architecture, Construction, Communication, Transportation
- Engineering & Technology
- Marketing Sales & Services

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It's Your turn...

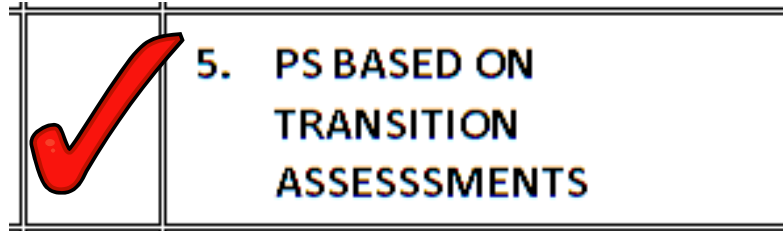
- Review the transition plan that you brought with you. Check the preferences narrative describing the student.



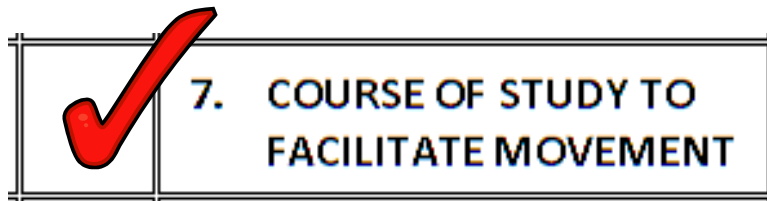
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Monitoring transition plans

Look back at the preference section for your district's Transition Plan:



Is there evidence of a transition assessment?



Is there mention of a course of study (current classes and future classes or curriculum)?

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Postsecondary Goals

1.

- Education
- Training

2.

- Employment

3.

- Independent Living

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Post secondary Goals

1. Education/Training

- What student will do after graduation from high school regarding education or training
- → college and major in
- → technical college and major in
- → train with who and doing what

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Postsecondary Goals

2. Employment

- Where the student will work after graduation and what they will do
- → After graduation Jane will work at the convenience store operating the cash register
- → After graduation, Sam will work at a bank as a loan officer

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Postsecondary Goals

3. Independent Living

- where the students will live after graduation or how they will look after their personal needs
- → After graduation Andre will live in a college dorm
- → After graduation Matt will live with his parents and cook his meals

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Examples of Post-secondary Goals

– Education/Training:

- After graduation, Amy will attend college to study graphic design.
- After exiting school, Mark will participate in vocational training through a community day-hab setting to further communication and vocational skills.

– Employment:

- After graduation, Melanie will become employed as a teacher.
- After exiting school, Sammy will acquire full-time employment at a local retail establishment.

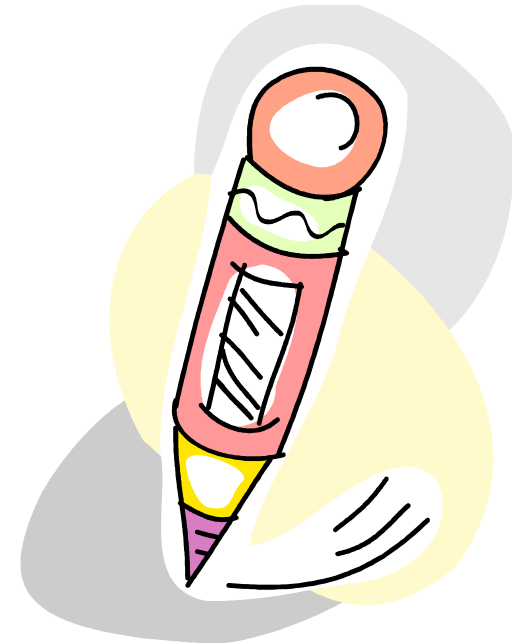
– Independent Living:

- After exiting school, Marco will live with his family until his is financially able to live independently.

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Activity

- Using your Transition Plan, check your Post-Secondary Goal statements. Make sure that are appropriate for your student.



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Monitoring transition plans

	1. PS GOALS EDUCATION /TRAINING
	2. PS GOALS EMPLOYMENT
	3. PS GOALS INDEPENDENT LIVING

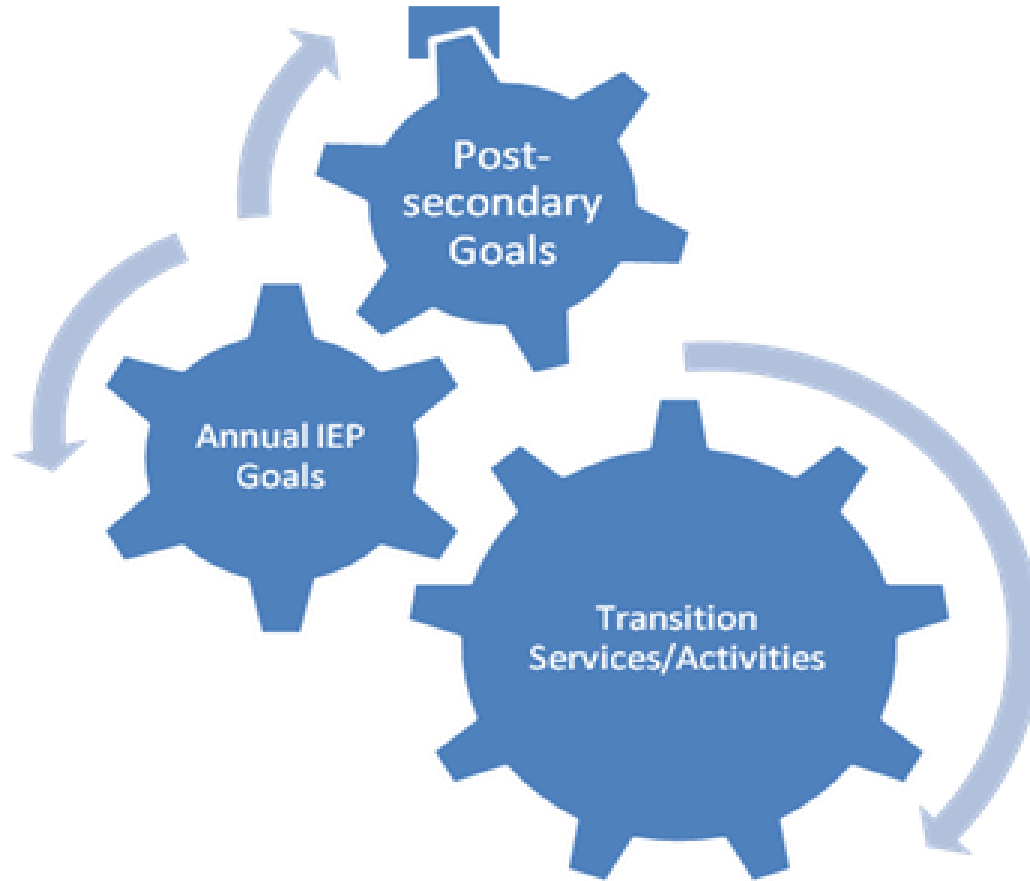
Check yourself....

Using the activity you just completed, do you have **measurable post-secondary goals** for:

- Education/Training
- Employment
- Independent Living (if appropriate)

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Relationships



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Annual IEP Goals

- what the student will work on this school year to work toward his postsecondary goals
- must be measurable

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Developing Annual Transition IEP Goals

Identify and set annual goals that will assist the student in moving closer to reaching their post-secondary goals

6 sections available for annual transition goals:

- Education and Training (Mandatory)
- Development of Employment (Mandatory)
- Community Participation
- Adult Living Skills & Post School Options (If Independent Living Outcome Goal is given)
- Related Services
- Daily Living Skills (If Independent Living Outcome Goal is given)

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Making goals measurable

Checkpoints to make sure Transition Goals are measurable:

- A goal is measurable when there is a clearly defined point of mastery that can be identified by any person that reads the IEP (not just the case manager).
- Words like explore, learn, look into, etc are NOT considered measurable because they are not observable nor is there a clear point at which the goal is mastered.
- Adding numbers and specific skills, as well as using verbs such as determine, research, define, meet with, identify, complete steps, list, etc. help to define the point and method of mastery.

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Transition Services/Activities

- what things (activities) the student will do to meet Annual Transition IEP Goals
- specific
- step by step
- measurable

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Transition Activities/Services

- Transition Activities/Services – these are objectives for the annual transition goals
- Think of them as steps that help students reach the annual goals (similar to a task analysis)
- Person/Agency Involved: List all persons who are involved in the achievement of each goal : student, parents, teachers, counselors, agencies, etc.

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Annual Transition Goals

- Education/Training section
 - Goals in this area are related to a student’s curriculum and course of study
 - What training and/or education does the student need to reach their post-secondary goal for Ed/training?
 - Example: Intervention classes, tutoring, vocational training (CBVT or technical programs), functional academic skills, research post-secondary options (colleges, voc training, disability service providers)
 - Be sure it is measurable- *ask yourself “How do I know when they have completed this?”*

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Examples of Transition Goals and Services/Activities

Education/Training section:

- Jill will complete 3 activities to increase GHSGT scores to a passing level.
 - Meet with Graduation Coach to identify interventions available once a semester
 - Attend intervention classes or study sessions bi-weekly first semester
 - Check out GHSGT study materials from the library
 - Utilize USATestPrep.com 3 times before taking the test
- Celia will implement 3 organizational strategies to improve academic performance in math.
 - Write class and homework assignments in agenda book daily for each class
 - Write test and quiz dates in agenda as they are assigned
 - Create a monthly calendar of all dues dates, tests, quizzes, and projects and place on refrigerator at home

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Examples of Transition Goals and Services/Activities

Education/Training section:

- Jill will complete 3 activities to increase GHSGT scores to a passing level.
 - Meet with Graduation Coach to identify interventions available once a semester
 - Attend intervention classes or study sessions bi-weekly first semester
 - Check out GHSGT study materials from the library during first semester
 - Utilize USATestPrep.com 3 times before taking the test
- Celia will implement 3 organizational strategies to improve academic performance in math during both semesters.
 - Write class and homework assignments in agenda book daily for each class
 - Write test and quiz dates in agenda as they are assigned
 - Create a monthly calendar of all dues dates, tests, quizzes, and projects and place on refrigerator at home

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Annual Goals Activity

- Using your Transition Plan, look at your annual goal and at the activities for the Education/Training section



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Annual Transition Goals

- Development of Employment:
 - Goals in this area are related to what the student will do to develop employment skills or increase their knowledge of careers and employment (within the next “IEP year”)
 - Example: Career awareness activities, job acquisition (applications, interviewing), general job skills, job sampling (job shadow, CBVT sites), completing chores at home to increase responsibility

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Examples of Transition Goals and Services/Activities

Development of Employment:

- Jack will identify 3 jobs of interest within the community as places of possible employment
 - Accompany parents when visiting businesses/stores in the community once a week
 - Locate businesses in local community while participating in CBVT with class on the schedule provided by the teacher
 - With teacher support, use the Internet to research local companies and positions available (10)
 - Type a list of interested businesses in a Word document, with parent/teacher support (3)
- Anne will identify 3 jobs in the animal services industry and list 4 pre-requisites of each
 - Access Internet and search for occupations working with animals and identify 3 job titles and create a chart
 - For each job, list the qualifications needed to become employed (education level, skills, job outlook, etc.)
 - Print out all information found on computer and share with case manager

Examples of Transition Goals and Services/Activities

- Dana will complete 3 steps to obtain part-time employment
 - Identify 6 local business of interest that offer part-time employment
 - Contact manager to inquire information about open positions (write down contact info)
 - Complete a minimum of 3 applications for employment
 - Follow-up with manager within 1 week of submitting application
- Peter will list 4 qualifications needed to be employed as a grocery store clerk
 - With teacher or parent assistance, access Internet to research the job description of a grocery store clerk (10)
 - With teacher or parent assistance, create a list of questions to ask a grocery store employee
 - Interview an employee at a grocery store once a semester
 - Create a list of qualifications and skills needed (All)

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Annual Goals Activity

- Using your Transition Plan, do you have 1 annual goal and at least 2 activities for the Development of Employment section



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Annual Transition Goals

- Community Participation:
 - Goals in this area are related to what the student will do to increase involvement in the community as a productive citizen in society
 - Examples: Transportation, communication/interaction with peers and adults in the community, volunteering, civic duties (registering to vote, registering for selective services, obtaining personal identification documents), accessing community buildings or resources

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Examples of Transition Goals and Services/Activities

Community Participation:

- Salvador will study the driver's manual for 1 hour a week
 - Obtain (be sure and put how?) manual from DMV office or website during the 1st semester
 - Schedule two 30 minute sessions a week to study
 - Take the test for a Learner's Permit at SP office (when?)
- Pam will identify 2 sources of transportation in the community.
 - Identify 2 public transportation options close to home
 - Obtain a bus schedule and plot out a route to practice
 - Identify familiar community members who may be able to assist with transport to school, work, or medical appointments and create a list of names/phone numbers

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Annual Transition Goals

- Adult Living Skills and Post School Options
 - Goals in this area address skills that students still need to learn/practice in order to become a successful, independent adult
 - Are they ready to live on their own right now?
 - Examples: Self-advocacy, home living skills (chores, completing multi-step instructions, meal preparation), financial skills (checking/savings account, paying bills), other adult responsibilities

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Examples of Transition Goals and Services/Activities

Adult Living section:

- Stuart will complete 2 weekly chores at home with only 1 reminder from parents.
 1. With parents, identify 2 responsibilities/expectations at home
 2. Write a list of 2 weekly chores to be completed
 3. Create a chore chart listing (the above)chore and day/time it is to be completed
 4. Develop a reward system with parents for successful completion of 2 chores
- Paris will demonstrate self-advocacy skills by communicating 2 strengths and 2 weaknesses with teachers at the beginning of each semester.
 1. With teacher support, write a list of 2 strengths/2weaknesses
 2. Verbally communicate 2 needs/ 2 accommodations needed to be successful in the classroom or community setting
 3. Participate in all IEP meeting by verbalizing 2 strengths/2weaknesses

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Annual Transition Goals

- Related Services section:
 - Goals in this area are related to what the student and parents will do to access or gain services; typically outside of the school day
 - Examples: Medicaid Waivers, Social Security, Vocational Rehabilitation, Guardianship, any other wrap around services
- Daily Living Skills section:
 - Goals in this area are related to what the student will do to increase independence in daily aspects of life (typically used for low-incidence population)
 - Examples: Toileting, feeding, hand washing, brushing teeth, personal hygiene, taking medication, etc.

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Annual Goals / Activities

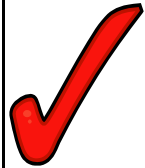
- Using your Transition Plan, look at all sections and evaluate them.



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Monitoring Transition Plans

Using the plan you just finished evaluating.....



4. IEP GOALS TO MEET PS GOALS

Do you have annual transition goals that are working towards the post-secondary goals?



6. TRANSITION SERVICES (ACTIVITIES) ACADEMIC AND FUNCTIONAL TO FACILITATE MOVEMENT TO PS

Do you have transition services/activities – both academic and functional – that are connected to the transition goals and post-secondary goals? ** Must have services/activities for Education/Training and Employment. Adult Living Skills & Post School Options/Daily Living Skills (If Independent Living Outcome Goal is given)

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Student Invited to Meeting

- look at invitation and make sure student has been invited
- if student on invitation, credit is given on #8

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Agency Representative Invited to IEP Meeting

- look on invitation and make sure agency has been invited, if appropriate
- if agency on invitation, credit given
- if agency not on invitation, NA is put

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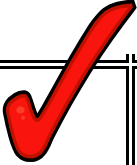


Prior Parental Consent Regarding Agency Representative

- if agency is listed on invitation, and parent signed the invitation to say they are attending, then agency consent has been obtained

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Monitoring Transition Plans

Use the Notification of Meeting to help determine mastery of these checkpoints

	8. STUDENT INVITED TO IEP MEETING
	9. AGENCY REPRESENTATIVE INVITED TO IEP MEETING
	10. PRIOR PARENTAL CONSENT RE/AGENCY REP

Is the student listed on the Notice of IEP Meeting?

Were any agency representatives invited to the meeting? If so, were they invited to the IEP meeting AND were they listed as “person/agency responsible” on the transition plan?

Did the parents/student sign the Notice of Meeting which indicated an agency representative was invited?

“We will lead the nation in improving student achievement.”

Remember Additional Resources

Tool Box for Transition

http://www.gadoe.org/ci_exceptional.aspx?PageReq=CIEXCTransition

Transition Elluminate Series

September 17, 2009-Compliance and Transition-Dotted I's and Crossed T's

http://illuminate.gavirtualschool.org/doe/play_recording.html?recordingId=1249491973906_1253213332031

"We will lead the nation in improving student achievement."

QUESTIONS?

“We will lead the nation in improving student achievement.”

- B.Lu Nations-Miller, Georgia Department of Education, Education Program Specialist for Transition bnations@doe.k12.ga.us
- Kathy Giddens, Georgia Department of Education, Education Program Specialist for Compliance kgiddens@doe.k12.ga.us
- Judy Youmans, Transition Specialist, Houston County School System, judy.youmans@hcbe.net
- Sandy Macdonald ,Transition Specialist, Walton County School District, Sandra.Macdonald@walton.k12.ga.us

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