



# Secrets to Transition Plan Writing

School Year 2010-11

- B.Lu Nations-Miller Ph.D.
- Specialist for Transition Georgia Department of Education
- [bnations@doe.k12.ga.us](mailto:bnations@doe.k12.ga.us)

# 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.

# Successful Transition Planning

- Involvement of the family
- Self-determination and student choice
- Variety of support services
- Person-centered planning



# More Successful Transition Planning

- Appropriate secondary curriculum
- Community experiences
- Interagency cooperation/Interagency Transition Council
- Career development

# A New Day

- Graduation-One Diploma for All
- All means All
- SUCCESS!

# Interagency Transition Councils

- ❖ Who?
- ❖ What?
- ❖ When?
- ❖ Where?
- ❖ Why?
- ❖ How?



# Your County

- Interagency Council
- [www.gatransition.org](http://www.gatransition.org)



# Collaboration

- Discuss one successful practice that relates to transition that you are doing in your school.



# 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

# IDEA 2004

- Student must attend or system must take steps to ensure student's preferences and interests are considered when developing the transition plan.
- Parent should receive notice the student is invited, that this is a transition plan meeting and be informed of any other agencies that are invited.

# Purpose & Process of Transition Planning

## Preferences Section

Create a snapshot of where the student is currently, their strengths, interests, career related coursework, and other need areas that relate to reaching their goals.

## Post-Secondary Goals

Identify who and what the student wants to be as an adult, including:  
Schooling, a job in a specific field, & living arrangements

## Annual Goals

Identify and set annual goals that help the student get closer to the post-secondary goal by improving in specific areas of need throughout the year.

# The IEP

- At the beginning of the IEP meeting (after present levels) , 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.
- Remember this should "drive" the IEP Meeting and assist the student and the IEP Team in identifying the skills and supports needed to reach transition goals.

# State and Federal Law

## Transition Services:

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

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

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

# 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.



**QUESTIONS?**

# State Compliance Checklist for Transition Plans

The following **10 areas** will be assessed when the DOE representatives review transition plans

- 1- 3. Post-secondary: Education/Training, Employment, Independent Living (if needed)
4. IEP Transition goals (annual goals) to meet PS goals
5. Post-secondary goals that are based on Transition Assessments

# State Compliance Checklist for Transition Plans

6. Transition services that focus on academic/functional skills that facilitate movement to post-school
7. Course of study that will facilitate movement to post-school
8. Student included on Notice of Meeting
9. Agencies invited to the meeting
10. Parent/student consent regarding agencies invited to meeting

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

# Georgia DOE Compliance Checklist for Transition

Name:	Projected date of Graduation:	Date of Initial Transition Program Development: _____ Update: _____
-------	-------------------------------	---

**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.

<b>Education/Training</b> (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

<b>Development of Employment</b> (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

**Community Participation** (Goals based on knowledge and demonstration of skills needed to participate in the community (e.g., tax forms, voter registration, building permits, social interactions, consumer activities, accessing and using various transportation modes.))

<b>Transition IEP Goals</b>	<b>Transition Activities/Services</b>	<b>Person/Agency Involved</b>	<b>Date of Completion/ Achieved Outcome</b>

**Adult Living Skills & Post School Options** (Goals based on skills for self-determination, interpersonal interactions, communication, health fitness and the knowledge needed to successfully participate in Adult Lifestyles and other Post School Activities (e.g. skills needed to manage a household, maintain a budget and other responsibilities of an adult.))

<b>Transition IEP Goals</b>	<b>Transition Activities/Services</b>	<b>Person/Agency Involved</b>	<b>Date of Completion/ Achieved Outcome</b>

**Related Services** (Goals based on Related Services that may be required now to help a child benefit from regular and special education and transition services (e.g., speech/language, occupational therapy, counseling, vocational rehabilitation training or the planning for related services that the individual may need access to as an adult.))

<b>Transition IEP Goals</b>	<b>Transition Activities/Services</b>	<b>Person/Agency Involved</b>	<b>Date of Completion/ Achieved Outcome</b>

**Daily Living Skills** (Goals based on adaptive behaviors related to personal care and well-being to decrease dependence on others.)

<b>Transition IEP Goals</b>	<b>Transition Activities/Services</b>	<b>Person/Agency Involved</b>	<b>Date of Completion/ Achieved Outcome</b>

# Transition Plan Writing

## Preferences Section

- Create a snapshot of where the student is currently in regards to their strengths, interests, vocational skills, career related coursework, community participation, and any other needs

### Key Features to include:

- Student's age, grade, diploma track and course of study
- Evidence of transition assessments

# Example: Preferences Section

**High School IRR Example:** Zach is a 17 year old 11<sup>th</sup> grade student accruing high school credit toward a college prep diploma (Note: One Diploma w/most of your students). He has passed the all parts of the GHGT except the GHSGT Writing part. Zach expresses an interest in cars; specifically in automotive repair. Since this area is a high interest for Zach, he has taken it upon himself to research the parts of automobiles. He likes to play computer/video games at home. He has good attendance at school and is cooperative with others. Zach completed an ONET assessment which indicated possible careers in the following areas: automotive repair technician, automobile mechanic, automobile glass installer, or machine operator. Zach is interested in obtaining further HS credits in automotives.





# It's Your Turn...


- Review the case study that was given to you and create a Preferences narrative describing the student.




- \*\* Use your Step By Step guide to help identify all of the key components

# Checking Your Transition Plans

Look back at the sample preference section for Zach.

	5. PS BASED ON TRANSITION ASSESSMENTS
---	---

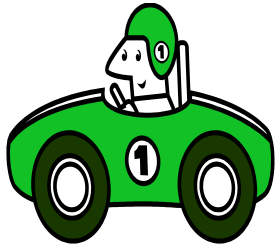
Is there evidence of a transition assessment?

	7. COURSE OF STUDY TO FACILITATE MOVEMENT
--	--

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

# Example: Preferences Section

**High School IRR Example:** Zach is a 17 year old 11<sup>th</sup> grade student accruing high school credit toward a college prep diploma (Note: One Diploma w/most of your students). He has passed the all parts of the GHGT except the GHSGT Writing part. Zach expresses an interest in cars; specifically in automotive repair. Since this area is a high interest for Zach, he has taken it upon himself to research the parts of automobiles. He likes to play computer/video games at home. He has good attendance at school and is cooperative with others. Zach completed an ONET assessment which indicated possible careers in the following areas: automotive repair technician, automobile mechanic, automobile glass installer, or machine operator. Zach is interested in obtaining further HS credits in automotives.



**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)-**

# Developing Post-secondary Goals

- What does the student want to do **AFTER** leaving high school?
- Education/Training and Employment goals **MUST** be included
- Independent Living is developed as appropriate – consider a goal if the student will need assistance living independently after high school
- Begin goals with: “ **After graduation....**” or “**Upon exiting programs...**”

# Post-secondary Goals

## Key Features:

- Written as a goal stating what the student **WILL** do after leaving high school
- Be as specific as possible – name the career or career industry in which the student wants to train (do not write a specific college or program for training)
- Employment refers to what the student be employed in after college or training – career goal

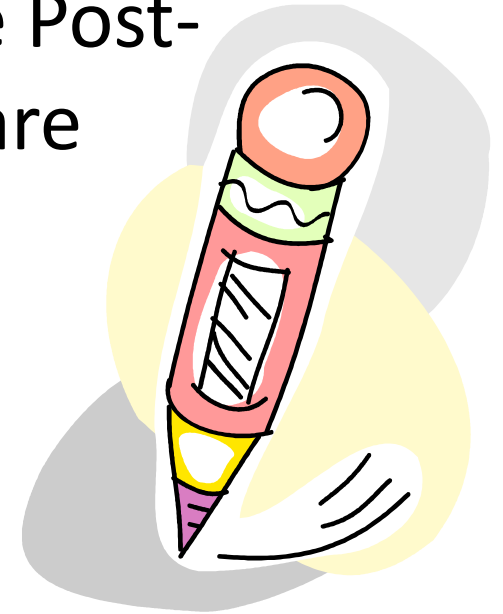
# Post-secondary Goals

## Examples:

- After graduation, Amy will attend college to study graphic design.
- After exiting school, Mark will participate in on-the-job training to prepare for employment in the auto industry.
- After graduating from college, Melanie will be employed as a teacher.
- After exiting school, Sammy will acquire full-time employment at a local retail business.

# Your Turn




- Using the given case study, create Post-Secondary Goal statements that are appropriate for your student.



\*\* Use your Step By Step guide to help identify all of the key components



# 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)

- Using what little you know about Zach, please volunteer an example of your goals.....

# Monitoring transition plans

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

After graduation.....

# 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 Goal is given)
- Related Services
- Daily Living Skills (If Independent Living Goal is given)

# Annual Transition IEP Goals

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

# Annual Transition Goals

- Should be developed according to the needs of the student for that particular year
  - **Must be achievable within the current IEP year**
- Pay attention to goals that are age specific; *for example: obtaining a driver's license or registering to vote*
- **All students must have annual goals in Ed/Training and Development of Employment**
- However, it is also important to address goals for community participation and adult living – as these areas cover all activities that are necessary to be a member of the community and self-advocacy skills

# 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.

# 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?”*



# Transition Activities and Services

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

- What activities and services are needed to achieve this goal? (Measurable Transition IEP Goal)
- These are the steps to reaching the Transition IEP Goals
- Can be activities to be completed at school , home, or in the community

# Transition Services/Activities

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

# Examples of Transition Goals and Services/Activities

## Education/Training section:

1. Jill will complete 3 activities to increase GHS GT scores to a passing level in math and science.
  - a) Meet with Graduation Coach to identify interventions available
  - b) Attend intervention classes or study sessions
  - c) Check out GHS GT study materials from the library
  - d) Utilize USATestPrep.com 3 or more times before taking the test
  
2. Celia will implement 3 organizational strategies to improve academic performance in math.
  - a) Write class and homework assignments in agenda book daily for each class
  - b) Write test and quiz dates in agenda
  - c) Create a monthly calendar of all dues dates, tests, quizzes, and projects and place on refrigerator at home

# Examples of Transition Goals and Services/Activities

## Education/Training:

1. Taylor will identify 2 electives classes of interest and register for next school year
  - a) Meet with casemanager to discuss classes available
  - b) Investigate requirements of each class of interest
  - c) Register for class
2. Damon will identify 3 colleges that have a program of study for computer technology
  - a) Access Gacollege411.com to research colleges
  - b) Review majors offered at each school
  - c) Make a list of interested schools that offer that program of study

# Annual Goals Activity

Using your case study, develop 1 annual goal and at least 2 activities for the Education/Training section



**\*\* Don't forget to use your Step by Step guide and your Transition Reference sheet**

- For Zach did you develop.....
- develop 1 annual goal and at least 2 activities for the Education/Training section
- Volunteer?

# 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
  - Example: Career awareness activities, job acquisition (applications, interviewing), general job skills, job sampling (job shadow, CBVT sites), completing chores at home to increase responsibility

# Examples of Transition Goals and Services/Activities

## Development of Employment:

1. Jack will identify 3 jobs of interest within the community as places of possible employment
  - a) Accompany parents when visiting businesses/stores in the community
  - b) Locate businesses in local community while participating in CBVT with class
  - c) Use the Internet to research local companies and positions available
2. Anne will identify 3 jobs in the animal services industry and list 4 pre-requisites of each
  - a) Access Internet and search for occupations working with animals
  - b) Identify 3 job titles and create a chart
  - c) For each job, list the qualifications needed to become employed (education level, skills needed, job outlook, etc.)
  - d) Print out all information found on computer, enter information in chart, and share with case manager and family



# Examples of Transition Goals and Services/Activities

1. Dana will complete 3 steps to obtain part-time employment
  - a) Identify 6 local business of interest that offer part-time employment
  - b) Contact manager to inquire information about open positions (write down contact info)
  - c) Complete a minimum of 3 applications for employment
  - d) Follow-up with manager within 1 week of submitting application
2. Peter will interview a grocery store manager to identify 3 positions and 3 qualifications for each needed to become employed
  - a) Access Internet to research the job description of a grocery store clerk
  - b) Create a list of questions to ask a grocery store manager
  - c) Interview a manager at a grocery store
  - d) Create a list of qualifications and skills needed

# Annual Goals activity

- Using your case study, develop 1 annual goal and at least 2 activities for the Development of Employment section



\*\* Don't forget to use your Step by Step guide and your Transition Reference sheet

- For Zach did you develop.....
- develop 1 annual goal and at least 2 activities for the Employment section?
- Volunteer?

# 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 (obtaining driver's license), 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

# Examples of Transition Goals and Services/Activities

## Community Participation:

1. Gabreon will identify 3 clubs of interest at the high school he will attend next school year.
  - a) Locate description of all clubs in high school
  - b) Choose 3 that are of the most interest
  - c) Email the club sponsor to obtain more information about each club
  
2. Marly will attend one school event a semester
  - a) Access school calendar to identify upcoming school events
  - b) Choose an event of interest to attend
  - c) Discuss the event with parents and arrange transportation

# 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

# Examples of Transition Goals and Services/Activities

## Adult Living section:

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

# 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.



# Annual Goals Activity

- Using your case study, develop 1 goal and at least 2 activities for one of the other sections for Zach.



\*\* Don't forget to use your Step by Step guide and your Transition Reference sheet

# Monitoring Transition Plans

Using the case study transition plan you just finished writing...



	<b>4. IEP GOALS TO MEET PS GOALS</b>
--	--------------------------------------

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



	<b>6. TRANSITION SERVICES (ACTIVITIES) ACADEMIC AND FUNCTIONAL TO FACILITATE MOVEMENT TO PS</b>
--	---

Do you have transition services/activities –connected to the transition goals and post-secondary goals

\*\* Must have services/activities for Education/Training and Employment

# Persons and Agency Involved

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

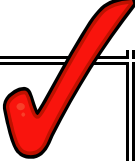


- Who will help the student achieve the Transition IEP goal stated?
- There must be documentation that the Person/Agency was invited to attend and that the parent/student (over age 18) was notified of possible attendance
- If the participating agency does not attend, document other action for agency linkages

# Person/Agency Involved

- Person/Agency Involved: List all persons who are involved in the achievement of each goal : student, parents, teachers, counselors, agencies, etc.

# Monitoring Transition Plans

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

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

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?

# Transfer of Rights

TRANSFER OF RIGHTS (Required by age 17): \_\_\_\_\_ was informed on \_\_\_\_\_ of his/her rights, if any, that will transfer at age 18.  
(Name) (Date)

RIGHTS WERE TRANSFERRED (Required by age 18): \_\_\_\_\_ was informed on \_\_\_\_\_ of his/her rights.  
(Name) (Date)

- At the IEP Meeting before the student turns 18, the IEP must include a statement that the student has been informed of the student's rights that will transfer to the student when the student reaches the age of 18.

# Monitoring Progress in Transition

## Best Practices in Transition



Check  
the plan  
quarterly

Speak with  
parents about  
activities that  
they are  
responsible  
for

Document  
your work  
with the  
student

Collect print-  
outs of  
research/repo  
rts, etc.

# Monitoring Progress in Transition

- Each year, use the “Date of Completion” section in the Transition Plan to update the student’s progress on transition goals for each section –
- Send the parent a copy of the Transition Plan with highlights re: items that they are working on. Communication is key.
- Keep track of your work. Create a simple chart of when you met with the student and what you discussed.
- Have the student turn in written documentation of school/jobs they have researched, or activities they have completed.

***Remember the Transition Plan is part of the IEP***

***Note the completion of goals***



# Important Transition Tips

Use the Transition Plan as a “To-Do” list for parents and students

It is essential that students take an active role in the transition planning process – including attending the IEP meeting

Don’t forget to include the student’s name on the Notice of Meeting and check “Develop Transition Plan”

Although we cannot guarantee that parents or students will complete the goals and activities, it is our duty to inform them of the resources available and the benefits of following through with the transition plan

**QUESTIONS?**

# Activity

Use the Transition Plan you brought, get w/ a partner:

- Check the Transition Plan for compliance using the state checklist
  - Circle or highlight the specific parts of the transition plan that would not pass compliance

- Then, make the following corrections:
  - Add information to the Preferences section
  - Create measurable Post-secondary goals, if needed
  - Make specific notes about Measurable Transition IEP Goals/Activities

# Remember Additional Resources

Tool Box for Transition

[http://www.gadoe.org/ci\\_exceptional.aspx?PageReq=CIEXCTransition](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](http://illuminate.gavirtualschool.org/doe/play_recording.html?recordingId=1249491973906_1253213332031)