Improving the Compliance and Quality of Transition IEPs

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Beginning with the End in Mind
Postsecondary Education
Postsecondary Training
Postsecondary Employment
Independent Living
How Do We Get There?

• Committed, caring adults
• Persistent students and families
• Supportive systems and services
• High quality transition planning
• Utilizing research-based practices
• Mandates and requirements
Using transition indicators to improve what we do

Post-School Outcomes
~Indicator 14~
- Postsecondary education and/or training
- Employment
- Independent living

Not so good?

Good?

Dropping Out
~Indicator 2~
- Why?
- Appropriate programs?
- Address student and family needs?

Graduation
~Indicator 1~
- Expectations and standards?
- Various pathways available?
- Linkage to post-school environments?

What’s the Quality of Our IEPs?
~Indicator 13~
- Measurable post-school and annual goals
- Transition-related assessments
- Services and activities
- Coordination of services

Why? Why Not?
Build the Foundation

Indicator B-13
What About Our IEPs?
What is Required for Compliant IEPs

Eight things are required by law for compliant IEPs – can you name them?
What is Required for Compliant IEPs

Cat + Ketchup = CAAAT-UPS
What is Required for Compliant IEPs

Course of study
Annual goals
Agency connection
Assessment
Transition services
Updated annually
Postsecondary goals
Student invitation
What is Required for Compliant IEPs

1. There are appropriate, measurable postsecondary goals (PSGs) in the areas of training, education, employment, and where appropriate independent living
2. PSGs are updated annually
3. Evidence that PSGs are based on age appropriate transition assessment
4. Transition services are in the IEP that will reasonably enable the student to meet the PSGs
5. Transition services include a course of study that will reasonably enable the student to meet the PSGs
6. There are annual goals related to the students transition service needs
7. Evidence the student was invited to the IEP
8. If appropriate, evidence that a representative of any participating agency was invited to the IEP meeting with prior consent

http://nsttac.org/sites/default/files/assets/pdf/ChecklistFormA.pdf
Today’s Focus

• Student invitation
• Writing compliant postsecondary goals
• Writing compliant annual goals
• Writing the course of study
Student Invitation

• Why is it so important to not only invite but include the student in the IEP transition planning process?

• Switch to “It’s Not Easy” presentation
Compliant IEPs- Postsecondary Goals (PSGs)

• Does the goal occur after the student exits high school?

• Measureable – can you measure it?

• Appropriate – based on current information on the student is the goal appropriate? (i.e., if the PSG requires a college degree is the student on a diploma track)
Compliant IEPs- Postsecondary Goals (PSGs)

• Updated annually?
• Include at least one goal for each adult outcome area?
  – Education (required)
  – Training (required)
  – Employment (required)
  – Independent living (if appropriate)
Compliant Postsecondary Goals (PSGs)

• Updated annually?
• Include at least one goal for each adult outcome area?
  – Education (required)
  – Training (required)
  – Employment (required)
  – Independent living (if appropriate)
Formula for Writing Compliant Postsecondary Goals (PSGs)

- After high school
- After graduation
- Upon completion of high school

will

The Student

Behavior

(Where and how)
Case Study - Jason

• 11th grade student diagnosed with SLD in reading and reading comprehension
• Passing all classes with accommodations
• Worked part-time
• Wants to attend college to become a teacher
• Hesitant to disclose his disability
Case Study - Jason

Compliant or not compliant

Employment:

Jason wants to be a teacher after high school.
Case Study - Jason

Compliant or not compliant

Education:

Jason will meet the criteria for passing Spanish II, so that he can apply to college where he wants to major in education.
Case Study - Jason

Compliant or not compliant

Employment:

After graduation, Jason will continue to work part-time as a math tutor at Great Success Tutoring to obtain further skills at teaching math.
Case Study - Jason

Compliant or not compliant

Education:
After graduating from high school, Jason will attend a four-year college to obtain his undergraduate degree in history and education, to become a high school social studies teacher.
Compliant IEPs – PSGs

You try one...
Formula for Writing Compliant Postsecondary Goals (PSGs)

will

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<thead>
<tr>
<th>The Student</th>
<th>Behavior</th>
<th>(Where and how)</th>
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<tbody>
<tr>
<td>• After high school</td>
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Compliant IEPs – PSGs

For more like this...

http://nsttac.org/content/nsttac-i-13-checklist

Go to I-13 Examples and Non-examples

Click on “the document”
§300 Purposes.--The purposes of this title are--1 (a) to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living;...
Compliant IEPs – Annual Goals

• Annual goals address the skills the student needs to “prepare them for further education, employment, and independent living”.

• Annual goals that fully address transition services needs
  – create legally defensible IEPs
  – increase positive post-school outcomes.
Compliant IEPs – Annual Goals

What does Part B, Indicator 13 require for annual goals?
Compliant IEPs – Annual Goals

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. (20 U.S.C. 1416(a)(3)(B))
NSTTAC guidance:
“For each postsecondary goal, there must be an annual goal or goals included in the IEP that will help the student make progress towards the stated postsecondary goals.”
Compliant IEPs – Annual Goals

NSTTAC template for writing annual goals:

Given ____________ _____ will ___________ ___________ _______.
condition student behavior criteria time frame
Compliant IEPs – Annual Goals

Compliant or not compliant

**CCSS.ELA-LITERACY.W.11-12.4**

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Compliant IEPs – Annual Goals

Compliant or not compliant

To prepare for employment, given direct instruction for completing an online job application, Jason will produce clear and coherent written information in the form of a completed job application with 100% accuracy by the end of the 1st school semester.
Compliant IEPs – Annual Goals

You try one...
Compliant IEPs – Annual Goals

You try one...

Given _______________ ______ will _______________ _______________ _______________.

condition student behavior criteria time frame
Thank you!

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Our resource-rich website is:

www.transitionta.org