Preparing Students to Succeed in the World that Awaits Them:

Secondary Transition in Massachusetts

Comprehensive System of Professional Development (CSPD)

Massachusetts Department of ELEMNTARY & SECONDARY EDUCATION
Goals of the Presentation

To help you conceptualize transition planning as a **dynamic** and **coordinated** process by:

- recognizing the central role of the student in transition planning;
- becoming familiar with transition-related laws, regulations, and federal reporting requirements;
- understanding how to use the Massachusetts Transition Planning Form (TPF) and the IEP in the transition process;
- learning how secondary transition is linked to other education initiatives and systems.
In Brief

- **General Overview** – What is our goal as educators? In what context do we work?
- **Federal and State Legal Overview** – In what ways do we need to be compliant?
- **Sequential Process Overview** – How do we do this thing called “Transition”?
- **Developmental Overview** – What might Transition look like at different ages?
- **Context Overview** – How can we integrate our work into the whole school/community context?
- **Resources**
If you don’t know where you’re going, you might not get there.

-- Yogi Berra
In Massachusetts

All students deserve a world-class education that prepares them for postsecondary opportunities, career training options, economically viable careers, and healthy, productive lives.

-- Massachusetts Department of Elementary & Secondary Education, 2012

June 2012 Report from the Board of Education's Task Force on Integrating College and Career Readiness: http://www.doe.mass.edu/boe/docs/2012-06/item1_report.pdf
State Priority: College-Career Readiness
Purposes of IDEA

...to ensure that all children with disabilities have available to them a free and 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....

20 USC §1400(d)(1)(A)
Students at the Center of Coordinated and Interrelated Systems
What whole-school and community initiatives and relationships exist in your district?

- Employment Initiatives/Connecting Activities
- MA Model for Comprehensive School Counseling
- Professional development and in-district structures for collaboration
- Tiered Systems of Support
- Rigorous, aligned curricula/MassCore
- Interagency and community collaboration
- Family-school engagement

Massachusetts Department of Elementary and Secondary Education
The Federal Legal Context
a coordinated set of activities for a child with a disability that is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.
The coordinated set of activities must:

**be based on the individual child’s needs**, taking into account the child’s **strengths, preferences, and interests**; and includes:

(i) Instruction;
(ii) Related services;
(iii) Community experiences;
(iv) The development of employment and other post-school adult living objectives; and
(v) If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

34 CFR 300.43 (a)(2)
The IEP must include:

**Appropriate measurable** postsecondary goals based upon **age appropriate transition assessments** related to training, education, employment, and, where appropriate, independent living skills; and the **transition services** (including courses of study) needed to assist the child in reaching those goals.

34 CFR 300.320(b)(1) & (2)
Also in IDEA 2004:

- Indicators 13 & 14
- Age of Majority
- Summary of Performance
Federal Reporting Requirements
State Performance Plan (SPP) &
Annual Performance Report (APR)

www.doe.mass.edu/sped/spp/

Indicator 13: Secondary Transition

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)
Indicator 14: Post-School Outcomes

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

A. Enrolled in higher education within one year of leaving high school.

B. Enrolled in higher education or competitively employed within one year of leaving high school.

C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

20 U.S.C. 1416(a)(3)(B)
Age of Majority

Beginning not later than one year before the child reaches the age of majority under State law, the IEP must include a statement that the child has been informed of the child’s rights under Part B of the Act, if any, that will transfer to the child on reaching the age of majority under § 300.520.

34 CFR 300.320 (c)

See also Administrative Advisory SPED 2011-1: Age of Majority
www.doe.mass.edu/sped/advisories/11_1.html
Summary of Performance

For students exiting by graduation or exceeding the age of eligibility:

Districts must provide the student with a summary of the student’s academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child’s postsecondary goals. 34 CFR § 300.305

The Department has prepared an optional format for this report, available at: www.doe.mass.edu/sped/IDEA2004/spr_meetings/eval_exitssummary.doc
The Legal Context in Massachusetts
Beginning age 14 or sooner if determined appropriate by an individualized education program team, school age children with disabilities shall be entitled to transition services and measurable postsecondary goals, as provided under the federal Individual with Disabilities Education Act, 20 USC sec. 1400, et sec.


Technical Assistance Advisory SPED 2009-1: Transition Planning to Begin at Age 14 (www.doe.mass.edu/sped/advisories/09_1ta.html)
688 Referral

Referral must be made at least 2 years before the student is expected to graduate or turn 22.

Purposes of 688 referral:
★ Determine eligibility for adult services.
★ Allows agencies to estimate costs of services and request funding from MA legislature.

If student is determined eligible and services are not provided due to a lack of funding or program availability, agency personnel can advocate to increase funds in the budget planning process for the next fiscal year.

Chapter 688 is not a continuation of special education services and is not an entitlement to services.

www.doe.mass.edu/sped/688
Secondary Transition: A Sequential and Developmental Process
Vision is Essential

Experience has taught me that you cannot value dreams according to the odds of their coming true. Their real value is in stirring within us the will to aspire.

That will, wherever it finally leads, does at least move you forward. And after a time you may recognize that the proper measure of success is not how much you’ve closed the distance to some far-off goal but the quality of what you’ve done today.

-- U.S. Supreme Court Justice Sonia Sotomayor
Student Vision = Postsecondary Goals

★ Postsecondary goals are those goals that a student hopes to achieve after leaving secondary school (i.e., high school).
★ All transition planning is informed by and flows from these postsecondary goals.
★ A truly individualized process uses postsecondary goals as the foundation for the development of the IEP.

Discerning Vision,
Illuminating Needs,
& Measuring Progress:

Transition Assessments
What Are Transition Assessments?

An ongoing process of collecting data on the individual's needs, preferences, and interests as they relate to the demands of current and future working, educational, living, and personal and social environments. Assessment data serve as the common thread in the transition process and form the basis for defining goals and services to be included in the Individualized Education Program (IEP)

-- Sitlington, Neubert, & LeConte, 1997; p. 70-71
What Questions Need to be Considered?

Select assessment instruments and methods that help the student to answer the following questions:

- Who am I?
- What are my unique talents? What am I good at?
- What do I like? What am I interested in?
- What do I want in life, now and in the future?
- What are some of life's demands that I can meet now?
- What are the main barriers to getting what I want from school and my community?
- What are my options in the school and community for preparing me for what I want to do, now and in the future?
Important Considerations/Best Practices

A combination of informal and formal assessments should provide reliable and comprehensive information for effective transition planning.

One benefit of using both types of assessments is the opportunity to gather data across settings, over time, from a variety of individuals who know the student well.
Guidelines for Developing an Assessment Process

As much as possible, assessment methods should:

★ produce outcomes that contribute to ongoing development, planning, and implementation of "next steps" in the individual's transition process;
★ be varied and include a sequence of activities that sample an individual's behavior and skills over time;
★ incorporate accommodations or assistive technology that will allow an individual to demonstrate his or her abilities and potential;
★ in the case of employment and independent living, occur in environments that resemble actual vocational training, employment, independent living, or community environments.

As much as possible, assessment data should:

★ be verified by more than one method and by more than one person;
★ be reported in a way that is clearly understood and actionable by individuals with disabilities, their families, and other transition team members.


Massachusetts Department of Elementary and Secondary Education
Informal Assessments

- allow assessment of student performance over time.
- are useful in designing and evaluating the effects of instructional interventions.
- include data to be collected from a variety of individuals (e.g., parents, teachers, employers, coaches, youth group leaders, etc.), using a variety of non-standardized methods.
Some Types of Informal Assessments

- Interviews
- Questionnaires
- Interest Inventories
- Direct observation
- Curriculum-based assessments (CBA)
- Environmental analysis
Formal Assessments

- typically involve using a standardized procedure for administering, scoring, and interpreting an assessment by a qualified professional.
- allow a student’s score to be interpreted relative to those of similar-aged peers.
Some Types of Formal Assessments

- Adaptive Behavior/Daily Living Skills Assessments
- General and Specific Aptitude Tests
- Interest Inventories
- Intelligence Tests
- Achievement Tests
- Temperament Inventories/Instruments
- Career Maturity or Employability Tests
- Self-Determination Assessments
- Transition Planning Inventories
Transition Assessment Resources

National Secondary Transition Technical Assistance Center (NSTTAC), www.nsttac.org

Council on Exceptional Children’s Division on Career Development and Transition (DCDT), www.dcdt.org

- **Age Appropriate Transition Assessment Fact Sheet**

- **Age Appropriate Transition Assessment Toolkit**
  www.nsttac.org/content/age-appropriate-transition-assessment-toolkit

University of Kansas Transition Coalition assessment reviews:
http://transitioncoalition.org/transition/assessment_review/all.php
Assessment Data

★ What holistic picture emerges when the data is put together?
  ★ student vision
  ★ disability related needs
  ★ accommodations/ modifications

★ Target the skills that will make the most difference to the student’s progress toward the vision this year.

http://www.doe.mass.edu/sped/cspd/C4.pdf
Where is Assessment Data Referenced in the IEP?

- IEP 1: Student Strengths and Key Evaluation Results Summary
- IEP 3: Age-Specific Considerations
- IEP 7: State or District-Wide Assessment
Activity:
Transition Assessments
(Don’t forget whole-school initiatives!)

★ What assessments do you use now?
   ★ To answer which questions about your students?
   ★ To inform which practices?

★ Which readily available assessments might you use in the future?
   ★ To answer which questions about your students?
   ★ To inform which practices?

★ What resources/training do you need?
Developing the IEP for Postsecondary Success
The Transition Planning Form (TPF)

- **Flexible brainstorming tool**
- **Guides and documents** the team’s Transition planning discussion.
- Informs IEP development
- Provides an action plan to be implemented by student, family, community members, adult agencies, etc.
- A state-mandated form that must be maintained with the IEP but is not part of the IEP. *Nothing on the TPF is mandated to occur.* The contents are not contractual.
- Use previous TPF, IEP and Progress Reports as starting point. Existing IEP informs the TPF discussion, e.g. Vision, Student Strengths and Key Evaluation Results Summary, Present Levels of Educational Performance, Current Performance Levels.
- A required document for districts to demonstrate compliance with Indicator 13 of the State Performance Plan (SPP) for Special Education.
Post-Secondary Vision:

In collaboration with the family, consider the student’s preferences and interests, and the desired outcomes for post-secondary education/training, employment, and adult living.
IDEA Requirements

IDEA requires that postsecondary goals (i.e. the vision statement):

★ be appropriate,
★ be measurable (i.e. countable),
★ be annually updated,
★ be based upon age-appropriate transition assessment, and
★ express the student's future intentions in each of the areas of education/training, employment, and - if appropriate - independent living.
How Many? What Kind?

Each student's TPF and IEP vision statement should explicitly include at least*:

1. One measurable postsecondary goal in the area of education/training;
2. One measurable postsecondary goal in the area of employment;
3. If appropriate, one measurable postsecondary goal in the area of independent living.

*34 CFR 300.320(b)(1)
What if the student has no idea what s/he wants to do?

- Young students may not have a clear vision of their future. Start the conversation. Provide experiences over time which can help students discern what they want.
- All school professionals can talk with students about vision in many contexts, over time. Avoid introducing the vision discussion at the IEP table, when students may feel overwhelmed.
- Engage families, encourage conversations at home and in the community.
- All students can communicate. Ensure that their expressed preferences and interests are explored and incorporated into the vision.
What if the student knows exactly what s/he wants to do, but I think it’s inappropriate?

“Experience has taught me that you cannot value dreams according to the odds of their coming true. Their real value is in stirring within us the will to aspire.”

- Respect the student’s vision.
- Identify the skills required by the vision and provide opportunities to develop those skills.
- Brainstorm and provide related employment opportunities/experiences, including informational interviews, job shadowing, job carving, time-limited internships.
What if the student knows exactly what s/he wants to do, but the family is not on board?

Some factors which may contribute to family reluctance:

- Anxiety about safety
- Feelings about student’s capabilities
- Cultural and societal assumptions

Educators can:

- Encourage conversations with other families/PAC;
- Brainstorm assistive technology supports;
- Provide families with detailed information on possible strategies to achieve each aspect of the vision;
- Cultivate cultural competence.*

*See Kalyanpur, M. & Harry, B. *Culture in Special Education: Building Reciprocal Family - Professional Relationships*
Reducing/Removing Barriers by Building Student Skills

TPF Page 1

DisabilityRelated Needs

Identify the skills (disability related) that require IEP goals and/or related services.

Consider all skills (disability related) necessary for the student to achieve his/her post-secondary vision.
The Vision as Concrete Guide

Vision (TPF 1 and IEP)
Thomas would like to be an emergency medical technician (EMT). He plans to enroll in an EMT training program within a year after graduating from high school. He wants to live in his own apartment, perhaps with friends.

Disability Related Needs (TPF 1):
☆ Mathematics skills
☆ Reading skills
☆ Activities of daily living
  (independence, self-advocacy, money management)
☆ Study skills
The Vision as Concrete Guide

**Vision (TPF 1 and IEP):**
Following high school, Gabriel intends to pursue a bachelor’s degree at a four year college. He thinks he might want to own his own business.

**Disability Related Needs (TPF 1):**
- Self-regulation
- Organizational skills
- College readiness skills
- Writing skills
- Self advocacy skills
The Vision as Concrete Guide

Vision (TPF 1 and IEP):
Beatriz wants to work in a law office, like her mother. After graduating from high school, Beatriz hopes to enroll full time at a local community college to obtain an associate's degree in paralegal studies.

Disability Related Needs (TPF 1):
- Time management, self-regulation
- Organizational skills
- Writing skills
- Activities of Daily Living
  (financial management, long-range planning, self-advocacy)
The Vision as Concrete Guide

Vision (TPF 1 and IEP):
After I get out of high school, I am going to live at home until I get a job and then I’m going to get an apartment with maybe a friend or two who have jobs and we can live in the city but near my house and my mom and dad.

Disability Related Needs (TPF 1):
- Communication (making choices, associating cause-and-effect, language pragmatics)
- Career skills (career exploration skills, soft skills, skills related to specific job experiences, e.g. time-limited internships)
- Activities of Daily Living (self-care, menu planning, personal safety, money management, self advocacy)
- Academic skills (expanded sight words, functional math skills, augmentative communication technology use)
<table>
<thead>
<tr>
<th>Instruction</th>
<th>Employment</th>
<th>Community Experiences/Post School Adult Living</th>
</tr>
</thead>
</table>
| **What?** Help student develop necessary skills:  
- self determination  
- functional  
- academic | **What?** Help student develop necessary skills:  
- self determination  
- functional  
- academic | **What?** Help student develop necessary skills:  
- self determination  
- functional  
- academic |
| **How?** Opportunities/Experiences: | **How?** Opportunities/Experiences: | **How?** Opportunities/Experiences: |
| **Who?** • Student  
• Educators  
• Family  
• Adult service providers  
• Community Members  
• Etc. | **Who?** • Student  
• Educators  
• Family  
• Adult service providers  
• Community Members  
• Etc. | **Who?** • Student  
• Educators  
• Family  
• Adult service providers  
• Community Members  
• Etc. |
Case Study
Mapping the IEP
IEP

- A roadmap for the student to achieve his/her vision through specially designed instruction, related services.
- A legal document spelling out what the district will do.
- A required document for districts to demonstrate compliance with Indicator 13 of the State Performance Plan (SPP) for Special Education.
Student Concerns can go here, as well as Parent Concerns

Age-Appropriate Transition Assessments

Postsecondary goals (transferred from the TPF Vision Statement)
IEP2
Aligning Vision & Academic Needs

College Readiness, Career Readiness, Community Participation and Independent Living, if appropriate
**IEP3**

Aligning Vision & Other Educational Needs

<table>
<thead>
<tr>
<th>Individualized Education Program</th>
<th>IEP Dates from _________ to _________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Name: __________________</td>
<td>DOB: _______ ID#: _______</td>
</tr>
</tbody>
</table>

### Present Levels of Educational Performance

**B: Other Educational Needs**

- [ ] Adapted physical education
- [ ] Braille needs (blind/visually impaired)
- [ ] Extra curriculum activities
- [ ] Social/emotional needs
- [ ] Other

**General Considerations**

- [ ] Assistive tech devices/services
- [ ] Communication (all students)
- [ ] Language needs (IEP students)
- [ ] Nonacademic activities
- [ ] Travel training
- [ ] Behavior
- [ ] Communication (deaf/hard of hearing students)
- [ ] Nonacademic activities
- [ ] Skill development related to vocational education

*How does the disability(ies) affect progress in the indicated area(s) of other educational needs?*

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*What type(s) of accommodation, if any, is necessary for the student to make effective progress?*

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*What type(s) of specially designed instruction, if any, is necessary for the student to make effective progress?*

Check the necessary instructional modification(s) and describe how such modification(s) will be made.

- [ ] Content:
  - [ ] Methodology/Delivery of Instruction:
  - [ ] Performance Criteria:

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College Readiness, Career Readiness, Community Participation and Independent Living, if appropriate.
Once the TPF is complete, the disability related needs should be used to inform the creation of IEP goals on IEP 4.
Once the TPF is complete, some of the action plan should be transferred to IEP 5.

<table>
<thead>
<tr>
<th>Focus on Goal #</th>
<th>Type of Service</th>
<th>Type of Personnel</th>
<th>Frequency and Duration/Per Cycle</th>
<th>Start Date</th>
<th>End Date</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

- **Instruction:** Is there a course of study or specific courses needed post-secondary vision? Consider the learning opportunities or skills the student will need to pursue post-secondary education or work in the community.

- **Employment:** Are there employment opportunities or specific post-secondary education or work in the community.

- **Community Experiences/Post-School Adult Living:** Are there living experiences that will help the student reach his/her post-secondary goals, including community-based experiences, learning about independent living, managing money, understanding health care needs, utilizing

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**Service Delivery**

What are the total service delivery needs of this student?

Include services, related services, program modifications and supports (including positive behavioral supports, school personnel or parent training/supports). Services should assist the student in reaching IEP goals, to be involved and progress in the general curriculum, to participate in extracurricular/academic activities and to allow the student to participate with non-disabled students while working towards IEP goals.

**School District Cycle:**

- [ ] 5 day cycle
- [ ] 6 day cycle
- [ ] 10 day cycle
- [ ] other:

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**Consultation (Indirect Services to School Personnel and Parents)**

**Special Education and Related Services in General Education Classroom (Direct Service)**

**Special Education and Related Services in Other Settings (Direct Service)**
IEP 6: Document Community Based Learning Opportunities, if appropriate

Nonparticipation Justification

Is the student removed from the general education classroom at any time? (Refer to IEP 5—Service Delivery, Section C.)

☐ No  ☐ Yes  If yes, why is removal considered critical to the student’s program?

Schedule Modification

Shorter: Does this student require a shorter school day or shorter school year?

☐ No  ☐ Yes — shorter day  ☐ Yes — shorter year  If yes, answer the questions below.

Longer: Does this student require a longer school day or a longer school year to prevent substantial loss of previously learned skills and/or substantial difficulty in relearning skills?

☐ No  ☐ Yes — longer day  ☐ Yes — longer year  If yes, answer the questions below.

How will the student’s schedule be modified? Why is this schedule modification being recommended?

If a longer day or year is recommended, how will the school district coordinate services across program components?

Transportation Services

Does the student require transportation as a result of the disability(ies)?

☐ No  Regular transportation will be provided in the same manner as it would be provided for students without disabilities. If the child is placed away from the local school, transportation will be provided.

☐ Yes  Special transportation will be provided in the following manner:

☐ on a regular transportation vehicle with the following modifications and/or specialized equipment and precautions:

☐ on a special transportation vehicle with the following modifications and/or specialized equipment and precautions:

After the team makes a transportation decision and after a placement decision has been made, a parent may choose to provide transportation and may be eligible for reimbursement under certain circumstances. Any parent who plans to transport their child to school should notify the school district contact person.
### IEP 7: Assessments

**Individualized Education Program**

Student Name: ____________________________

DOB: _______  ID#: ____________

**State or District-Wide Assessment**

Identify state or district-wide assessments planned during this IEP period:

<table>
<thead>
<tr>
<th>CONTENT AREAS</th>
<th>COLUMN 1</th>
<th>COLUMN 2</th>
<th>COLUMN 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language</td>
<td></td>
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<tr>
<td>Arts</td>
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<td>History and Social</td>
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<td>Sciences</td>
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<td>Mathematics</td>
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<td>Science and Technology</td>
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<td></td>
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<tr>
<td>Reading</td>
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</tbody>
</table>

- **For each content area identified by an X in the column 1 above:** note in the space below, the content area and describe the accommodations necessary for participation in the on-demand testing. Any accommodations used for assessment purposes should be closely modeled on the accommodations that are provided to the student as part of his/her instructional program.

- **For each content area identified by an X in column 3 above:** note in the space below, the content area, why the on-demand assessment is not appropriate, and how that content area will be alternately assessed. Make sure to include the learning standards that will be addressed in each content area, the recommended assessment method(s) and the recommended evaluation and reporting method(s) for the student’s performance on the alternate assessment.

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**NOTE**

When state model(s) for alternate assessment are adopted, the district may enter use of state model(s) for how content area(s) will be assessed.
IEP 8: Additional Transition Information

Individualized Education Program

Student Name: ___________________________ DOB: ___________ ID#: ___________

Additional Information

☒ Include the following transition information: the anticipated graduation date; a statement of interagency responsibilities or needed linkages; the discussion of transfer of rights at least one year before age of majority; and a recommendation for Chapter 688 Referral.

☐ Document efforts to obtain participation if a parent and if student did not attend meeting or provide input.

☐ Record other relevant IEP information not previously stated.

Anticipated Graduation Date,
statement of interagency responsibilities or needed linkages,
transfer of age of majority rights,
recommendation for 688 referral,
Any other important information

Response Section

School Assurance

I certify that the goals in this IEP are those recommended by the Team and that the indicated services will be provided.

Signature and Role of LEA Representative  Date

Massachusetts Department of Elementary and Secondary Education
Focus on Annual IEP Goals
Annual IEP Goals Must:

★ Be skill-building and meaningful, allowing the student to access, participate in, and make progress in the general curriculum and the life of the school

★ Have a data collection strategy that supports the measurability of the goal

★ Contain:
  ★ Target Behavior [will do what?]
  ★ Condition [under what conditions?]
  ★ Criteria [to what level?]
Possible IEP Goal Focus

- Reading comprehension
- Communication
- Time management
- Self advocacy
- Self-regulation
- Organization
- Independent travel
- Money management
- Interpersonal and social skills
- College and career exploration
- Mathematics skills
- Fine Motor skills
- Healthcare skills
- Writing skills
- Etc.

Reminder:
Goals are written to reflect what the student will do, not what service is provided.
The Team must *begin* to discuss what data collection strategy will be used to measure the progress toward reaching the annual IEP goal.

Writing goals with the data collection strategy in mind makes it easier to create measurable goals.

This also enables the team to see if the student is making reasonable progress toward the postsecondary vision.

The discussion should answer:

- What data will be collected?
- What is the source of the data?
- What is the data collection schedule?
- Who will collect the data?
Data Collection Strategy

★ Data to be collected should be specific to the goal, student environment.

★ Data collection sources examples:
  ★ rubrics, checklists, observation, record of verbal responses, portfolios, shortened tests, open book tests, teacher-made tests, illustrations, reports/observations from internships and vocational experiences, hands-on performance, self-evaluation

★ Data collection schedule examples:
  ★ quarterly, by mid-year, monthly, 30 consecutive days, last week of each month

★ Data collection person examples:
  ★ General educator, special educator, student, related service provider, aide
Ouch!

When traveling from school to work site, Sam will cross the street safely with 80% accuracy.
Measurable Annual IEP Goal Example

Target behavior  CONDITION  CRITERIA

In order to be successful in college, Gabriel will be able to **INDEPENDENTLY describe his disability and name accommodations that will help him to succeed in his high school courses**, providing this information to all of his teachers this year.
Target behavior  CONDITION  CRITERIA

When arriving at each classroom this year, Beatriz will have her textbooks, notebook, assignment notebook, and pens ready, 9 OUT OF 10 OPPORTUNITIES, by March 2012.
Measurable Benchmarks/Objectives

★ By the end of the 1st quarter, with assistance as needed, Gabriel will be able to describe his disability to his special education teacher.
★ By the end of the 2nd quarter, with assistance as needed, Gabriel will name the accommodations he needs to succeed in his high school courses to his special education teacher.
★ By the end of the 3rd quarter, Gabriel will independently describe his disability to at least two teachers and name accommodations that will help him to succeed in his high school courses.

GOAL: In order to be successful in college, Gabriel will be able to independently describe his disability and name accommodations that will help him to succeed in his high school courses, providing this information to all of his teachers this year.
Measurable Benchmarks/Objectives

- By the end of October, Beatriz will be able to list for her special education teacher which textbooks, notebooks, and pens she needs for each class.
- By the end of December, with assistance as needed, Beatriz will develop a self-reminder system to ensure she has her textbooks, notebook, assignment notebook, and pens for each class.
- By the end of January, Beatriz will independently collect together her textbooks, notebook, assignment notebook, and pens for each class.

GOAL: When arriving at each classroom this year, Beatriz will have her textbooks, notebook, assignment notebook, and pens ready, 9 out of 10 opportunities, by March 2012.
Writing Your Own Goals and Benchmarks/Objectives
The Developmental View
Federal and State Requirements

BY AGE 14

Students are invited to IEP meeting as full members of the Team.

Beginning at age 14, and continuing annually, the Team considers the student’s preferences and interests and the desired outcomes for post-secondary education/training, employment, and adult living. The Team documents these discussions using the MA Transition Planning Form (TPF).

www.doe.mass.edu/sped/28MR/28m9.pdf
By age 14 & older:  
Process Check-In Examples 

★ Can the student describe:  
  ★ his/her strengths?  
  ★ his/her learning style?  
  ★ how his/her disability affects his/her learning, social experiences, and community participation?  
  ★ his/her vision for the future?  

★ What can the student do independently? How independent is student as a learner/with peers in social interactions?  

★ Has the student received instruction and/or engaged in role play to enable him/her to actively participate in/lead the IEP meeting?
Federal and State Requirements

AGE 16

- Consider/recommend Chapter 688 Referral two years prior to student’s anticipated graduation date or leaving school.

AGE 17

- Team must discuss and provide written notice related to the transfer of rights and the educational decision-making process to be in effect when student turns 18 (Age of Majority).

Age of Majority Transfer of Rights Advisory
www.doe.mass.edu/sped/advisories/11_1.html
By age 16/17 & older: Process Check-In Examples

- Has disability disclosure been explored? (See *The 411 on Disability Disclosure*, [www.ncwd-youth.info/411-on-disability-disclosure](http://www.ncwd-youth.info/411-on-disability-disclosure))

- Can the student:
  - describe important laws that protect his/her rights as a person with a disability?
  - identify academic/social-emotional needs?
  - describe his/her communication style?
  - identify preferred accommodations and assistive technology?
  - ask for necessary support from familiar/unfamiliar people in their environment, e.g., teachers, employers, community members?
  - identify medical/daily living requirements and how to access supports, e.g. doctors, medication?
  - actively participate in/lead his/her own IEP meetings?
Federal and State Requirements

AGE 18

★ Age of Majority: Transfer of parental rights for most students:

“regardless of the severity of their disability, students are considered adults and competent to make their own decisions at age 18…. Unless there is a court appointed guardian or the student has chosen to share decision making with his or her parent, the school district must seek the consent of the student to continue the special education program. Students at age 18 have the right to make their own educational and medical decisions and must sign all consent forms.” (www.doe.mass.edu/sped/links/transition.html)

AGES 18-22

★ Chapter 688 referral 2 years prior to exiting school
By age 18 & older:  
Process Check-In Examples

⭐ Can the student lead/actively participate in his/her own IEP meetings?
⭐ Can the student accurately assess his/her own levels of performance and use this information to promote his/her own educational improvement?
Whole School/Community Connections
Community Partnerships: Identify and Access Resources

Engage families as partners. They often know of potential resources, e.g.:

- Local Employers
- Community Organizations, e.g. YMCA, churches
- Public Safety Personnel
- Healthcare Professionals
- Local Colleges
- Social Opportunities, e.g. clubs, outings
Adult Services/Interagency Collaboration

-The student, if qualified, moves from an entitlement to a non-entitlement system.

-It is essential that educators, parents and students begin to learn about the adult service system many years before adult services need to be accessed.

www.doe.mass.edu/sped/links/transition.html
Making Connections

★ Your Plan for the Future
★ Connecting Activities at your school – e.g. *Work-Based Learning Plan*, [www.doe.mass.edu/connect](http://www.doe.mass.edu/connect)
★ Who in your district connects with/is in charge of:
  ★ Workforce Investment Board/Chamber of Commerce
  ★ Adult agencies
  ★ Non-profits and recreational & cultural organizations
  ★ College/Career Initiatives, e.g. Dual Enrollment
  ★ AP classes
  ★ Etc.
Transition Planning is an activity that includes the student, family, school and community.
Resources

★ National Secondary Transition Technical Assistance Center, www.nsttac.org

★ National Post-School Outcomes Center, www.psocenter.org

★ National Collaborative on Workforce and Disability for Youth, www.ncwd-youth.info

★ National Center on Educational Outcomes, www.cehd.umn.edu/nceo


Technical Assistance and Dissemination Network, www.tadnet.org