

TRANSITION SERVICES PLANNING GUIDE

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I would like to recognize and acknowledge with special thanks the following agencies for their contribution to the *Transition Services Planning Guide*:

- Michigan Department of Education Office of Special Education and Early Intervention Services' *State Performance Plan #13 Training Manual*
www.michigan.gov
- *Quick Reference Guide: Tips for Developing a Quality and Compliant Transition IEP* by Larry Stemple (Wayne RESA) and Chuck Saur (Kent ISD)
www.cenmi.org/tspmi
- *Washtenaw County Transition Guide* by the Washtenaw Transition Outcome Project Core Team.
www.wash.k12.mi.us

HOW DOES IDEA DEFINE TRANSITION SERVICES?

A coordinated set of activities for a student, designed within an outcome-oriented process that promotes movement from school to post-school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.

Why?

- At age 14, a process needs to be initiated that will assist students and families to foresee postschool needs.
- The IEP discussion should be begin with the outcome goals to assist the student with the realistic, individual plan.
- State Performance Plan (SPP) Indicator 13 (Data Collection) is a required element of IDEA 2004. In 2005 the Office of Special Education Programs (OSEP) changed the annual reporting process for states. States now have to provide data and six-year improvement plans for specific performance indicators for a SPP. SPP Indicator 13 deals with secondary transition and specifically requires data collection on *the percentage of youth ages 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition goals.*
- Self-determination is the ability of a student to determine one's desired future. This experience can create a more successful and meaningful process for each student.
- The transition process should include both short and long term goals.

STEP 1: Develop the Student's Vision for Post-School Life:

Why?

The first step towards understanding the **interest** and **preferences** of the student involves meeting with the student prior to the IEP. Using the **Transition Agenda**, the IEP Team develops a clear view of the student's direction. To consider the student's long-range interest and preferences for discussion and documentation, focus on these four areas:

- Adult living/Daily living skills
- Career
- Community involvement
- Post-secondary education/training

Remember:

The student's **interests** are future-oriented activities or areas that particularly capture the student's attention (i.e., hobbies, clubs, sports, careers, topics).

The student's **preferences** are what the student would choose, given a range of choices (i.e., Educational Develop Plan (EDP) reflect his/her interest in the area of Human Services but he/she rather does not wish to work in the field of early childhood).

The **post-secondary vision** is a starting point for determining present level of functioning. The vision is the job/career choice, training/educational experience, and /or living situation that the student chooses to pursue after the student leaves school. "I want to graduate from high school" is not a vision. However, "I want to graduate from high school so that I can _____" is a vision statement.

Do this:

Start using the Transition Agenda to answer questions prior to the IEPT meeting using career development activities, academic records, exploration and Transition Planning Inventory (TPI) and continue to update the information needed to develop the student's IEP.

TRANSITION AGENDA

Directions:

The IEP must have value for the student and family and should remain transition focused and be aligned with the student's vision for post-school life.

Do this:

Propose using a transition agenda to the IEP team members to structure the discussion at the meeting and provide a means to incorporating relevant information in the process. The IEP forms are used for developing and documenting the student's IEP-specific supports.

1. What is my vision for life when I leave school?

- Where/how am I going to live?
- What job or career am I going to have?
- How will I become part of my community?
- Will I need additional school or training?

2. Where am I relative to this vision?

- What are my strengths related to my post-school vision?
- How are my current academics leading to my goal?
- How are my functional/vocational skills?
- Do I have the accommodations I need?
- How can I make my vision of post-school life more clear?

3. What courses should I pursue to move me closer to my vision?

- Are my school programs/classes aligned with my vision of my post-school life?
- Do the IEP goals help me reach my vision?
- Do we know what transition services and agencies are available?
- What are the timelines for graduation?
- How will we know I am ready?

STEP 2:

Writing Present Level Statements (PLAAFP)

What:

The starting point is the Present Level of Academic Achievement and Functional Performance (PLAAFP). It clearly provides direction to include transition areas assessing the student's present level of performance together with academic achievement. We need to make sure that the present level is calibrated toward assessing 'where the student is functioning' relative to 'where they want to go' identified in the post-school vision.

Remember:

The Transition Planning Inventory (TPI) is a source of data to document the input into the student's vision. It should be used to assess the strengths and concerns in functional areas. Students are administered the TPI once and it is annually updated. The Transition Coordinator is responsible for sending the TPI forms to the case manager.

Do This:

Document the student's current vision in the IEP using the data from the TPI assessment. If the student's vision is unclear help them define a realistic vision using exploratory activities. For example the Educational Development Plan (EDP) is a source of information that shows what the interest survey and the career pathway recommend by Career Cruising; it is also a source of data that is used to document input into the student's vision. The next step is to choose and implement adequate assessment and data to determine the student's readiness (PLAAFP) to achieve their vision.

Points to Consider in PLAAFP Development:

- Start with the student's vision.
- Address current functioning in the area of difficulty using current assessment, observation and classroom performance data.
- Identify academic/educational needs and strengths.
- State how the student's disability affects his or her involvement and progress in the general education curriculum.
- Describe performance in areas of education affected by the disability.
- Use data to support the need for supplementary aids/services.
- Address functional performance and areas of need using transition assessment data (TPI, etc).
- Accurately describe performance in affected areas, academic and non-academic.
- There should be a direct relationship between evaluation information and PLAAFP statements.
- Use objective terms that are measurable, to the extent possible.
- Where standardized test scores are used, ensure they are self-explanatory.

Potential Strengths/Concerns/Needs Areas to Consider:

- Health consideration
- Communication
- Motor
- Social or emotional
- Assistive devices
- Academic
- Accommodation/modifications
- Least restrictive environment
- Recreation & leisure
- Community participation
- Adult living
- Career and employment
- Post-secondary training or learning
- Mobility
- Work experience
- Critical thinking/problem solving

Tools for Assessing Area of Current Function:

- Criterion reference test (measured against defined and objective criteria)
- Standardized achievement test
- Curriculum based assessment
- Diagnostic test
- Outside evaluator results
- Transition assessment (TPI)
- Medical/health information
- Behavior intervention plan results
- Most recent state or district wide assessment results
- Grades and comments from report cards
- Progress reports on previous goals and objectives
- General curriculum progress
- Classroom performance
- Attendance records
- Disciplinary records

Sample Strength Statements:

- Demonstrates organization in work behavior
- Completes tasks within allotted time
- Initiates interaction with adults and peers
- Takes part in extra-curricular activities
- Communicates personal information
- Understands saving accounts
- Demonstrates good attendance
- Understands factors with influence job retention, dismissal, and promotion
- Responds appropriately to authority figures
- Adapts to change in routine or schedule
- Makes effort to do his/her best

Sample Concern Statements:

- Has difficulty adjusting to change in routine
- Struggles with making appropriate decisions regarding work related tasks
- Does not initiate involvement in recreation/leisure activities
- Unable to complete job application form independently
- Does not maintain appropriate work habits when supervisor is not present
- Negatively responds to verbal correction
- Exhibits difficulty with fine motor resources
- Needs to improve understanding of community signs

Sample Portions of Present Level (PLAAFP) Statements:

- Based on the TPI and teacher observations, STUDENT is able to deposit and withdraw money from the bank. She does not participate in the following money management tasks: managing checkbook/saving account, paying bills on time, making purchases, and performing simple budgeting. This impacts her ability to independently manage her monthly bills which could also lead to bouncing checks and an insufficient bank account.
- Based on the TPI, STUDENT has exhibited excellent attendance and demonstrates skills related to school citizenship. STUDENT lacks the knowledge to access various resources for assistance with job searches. He does not understand the factors that influence job retention, dismissal and promotion. He needs to improve his ability to fill out a job application form. This impacts his ability to attain and maintain quality with a job within his interest level.

Present Level (PLAAFP) Checklist:

- Does the PLAAFP address all areas affected by the student's disability?
- Is the PLAAFP written in terms that are understandable, specific, and measurable?
- Does the PLAAFP describe current performance?
- Have transition assessment results been included?
- Does the PLAAFP describe how the student's disability affects the child's performance in the general curriculum?
- Are the present levels understandable so that goals, services, assessments, LRE, etc., may be easily developed?
- Does the PLAAFP provide a "snapshot" of the student?
- Does the PLAAFP provide baseline information for each need?
- Does the PLAAFP use information from a variety of sources in a comprehensive statement?
- Would anyone be able to begin instruction or intervention from the information on the PLAAFP?

STEP 3:

Determining Student's Course of Study, Transition Activities & Services

Why:

A student who reaches age 14 is considered a 'transition aged youth' who is entitled to have transition-related needs assessed and addressed in their IEP. Services and support that help the student achieve his/her adult-life vision are collectively called 'transition services.' Those transition services provided by the school are generally considered the student's 'course(s) of study.'

Do this:

After identifying a need area in the PLAAFP, there should be a distinction between two categories of need: Does the student have a learning related need (typically met within the student's course of study), or a planning community service/activity-related need? We can make a decision about what type of support the student is provided by using the following decision steps:

A. Is the need identified in the PLAAFP a learning-related need?

If yes, ask:

Is the need covered in the student's general or special education studies? Are there supports needed by the student to assure achievement?

Document the yes answers for learning need or support in the IEP using a goals page (follow procedure for writing goals), within supplementary aids and supports or in related services areas. Supplementary aids, services, and supports may include peer tutoring, interpreters, and paraprofessional personnel, as well as other instructional support provided in conjunction with general education. The section may also include calculators, tapes, tape recorders, notes and other technology devices and services. Supplementary aids, services, and supports may be provided either through general education or special education.

B. Is the need identified in the PLAAFP planning/community services or activities-related?

If yes...

Document the needed activity or service in the transition services/activity of the IEP form. Be sure that any activity is adequately supported and monitored. However, if the student does not need a transition service for any or all of the areas listed on the bottom of the transition form (*adult living, daily living, employment, community experiences, related services and further education*) then the IEP Team only has to check the "none" box in each area.

Statement of Needed Transition Services – Included by age 16 (Required)

(Recommended beginning at age 13 and annually thereafter if determined by the IEP Team.)

Needed Transition Activities/Services Related to Student PLAAFP (describe the responsibilities of each participant)	Assessment	Responsible Agency/Person	Timeline (optional)
ADULT LIVING Considered, none needed <input type="checkbox"/>			
DAILY LIVING SKILLS Considered, none needed <input type="checkbox"/>			
FUNCTIONAL VOCATIONAL EVALUATION Considered, none needed <input type="checkbox"/>			
EMPLOYMENT Considered, none needed <input type="checkbox"/>			
COMMUNITY EXPERIENCES Considered, none needed <input type="checkbox"/>			
RELATED SERVICES Considered, none needed <input type="checkbox"/>			
FURTHER EDUCATION Considered, none needed <input type="checkbox"/>			
OTHER Considered, none needed <input type="checkbox"/>			

The statement of transition service needs should relate directly to the student’s goals beyond secondary education, and show how planned studies are linked to these goals. For example, a student interested in exploring a career in computer science may have a statement of transition service needs connected to technology course work, while another student’s statement of transition service needs could describe why public bus transportation training is important for future independence in the community. To help reduce the number of students with disabilities that drop out, it is important that the IEP Team work with each student with a disability and the student’s family to select courses of study that will be meaningful to the student’s future and motivate the student to complete his or her education (**Appendix A to 34 CFR §300, Question 11, pg. 12474**).

Related Services - The IEP Team should consider the related service needs the student may have as he or she enters the adult world. If related services will be needed beyond school, the IEP should identify linkages to adult agencies before the student leaves the educational system. Special education related services do not need to be repeated on the transition page. However, if a determination has been made to include related services specifically for transition, these services must be identified under Special Education Programs/Related Services.

Sample Transition Activities:

1. Getting Ready for Employment

- Compile a job application form with references without assistance.
- Conduct 2 practice interviews with potential employers and listen to the constructive criticism.
- Prepare a resume and cover letter using a software program.
- Learn necessary Internet job searching skills to access Internet listed jobs, career information and specific labor market information.

2. Daily Living Skills

- Create a monthly expense sheet and a budget to match.
- Take a more advance cooking class to learn the importance of nutrition and to practice food preparation skills.
- Prepare nutritional meals at home.

3. Employment

- Job shadowing with an electrician.
- Continue part-time work (after school, weekends) and identify a full-time position for the summer.

4. Instruction

- Follow the general education curriculum and earn credits towards graduation. Access special supports for transition related issues.
- Take electronic courses in high school to prepare student to become an electrician after graduation.

5. Community

- Visit community agencies to develop an understanding of the location of services and their functions.
- Parents will provide opportunity to participate in the community.
- Seek and identify 3 extra-curricular activities at school or within the community to participate in.

- Participate in at least 1 of these activities: (list)



Secondary Transition & State Performance Plan (SPP) Indicator 13

The State Performance Plan (SPP) is a required element of IDEA 2004. In 2005 the Office of Special Education Programs (OSEP) changed the annual reporting process for states. States now have to provide data and six-year improvement plans for specific indicators for a SPP.

What SPP Indicator 13 is looking for in Transition IEPs?

To be compliant, they look for a Transition IEP that includes:

- Coordinated, measurable, annual IEP goals and transition services that will reasonably enable the student to meet the post-secondary goals and **vision**. A **course of study** is defined as educational content required to develop skills and knowledge the student will need to achieve his/her post-school outcome.
- If the student “doesn’t know” what his/her post-secondary vision is or if the student can’t communicate his/her vision there should be evidence in the IEP strategies or activities for helping the student/family develop a post-secondary vision or
- There is a description of what the student’s future might look like in regard to some areas of transition (employment, daily living community living and/or education).
- The IEP must show evidence of the student’s **strengths** (*what the student is good at or does well*), **preferences** (*what the student would chose, given a range of choices*), **interest** (*activities or areas that particularly capture the student’s attention such as hobbies, extra-curricular activities*), **needs** (*supports or instruction that the student requires to be successful in the general education curriculum and achieving his/her post-secondary goal*), **academic achievement and functional performance** (*progress in functional skills are those needed for independent living, such as using public transportation, making friends, accepting their strengths, and limitations and money management which can be referenced from the Vineland, Transition Planning Inventory (TPI) and teacher developed tools*).
- There is evidence that the IEP was convened within the required timeframe of 12 months from the previous IEP date.

TRANSITION CHECKLIST:

Here's handy list of items that, when included, will help assure you are on the right track.

- Post school vision identified and documented
- Transition assessment results included
- Strengths identified and documented
- Preferences identified- What would you choose?
- Interest identified – Activities/areas in which the student has shown interest
- Needs identified- learning and/or supports that a student requires to successful in G.E. curriculum and achieving post-secondary goals.
- Academic Achievement and Functional Performance – Baseline data from age appropriate assessments relate to training, education, employment, and if appropriate, independent living skills
- ALIGNMENT of vision (where student want to do) WITH the assessments and PLAAFP (where student is) AND the goals, course of study, transition activities and services (how the study will get there)
- Goals are measurable and relate to training, education, employment, and where appropriate, independent living skills
- Anticipated graduation or exit date is specified
- IEPs conducted an annual basis
- Age of majority considered and documented
- Description of how child's progress toward annual goals will be measured and when periodic reports on annual progress will be provided
- IEP invitation attached to the IEP (transition box checked if student is at least 16 years old)
- All goal sheets are attached
- Transition box checked on the IEP as one of the purposes of the IEP Team meeting.
- Senior Year Evaluation** - Under the law an Evaluation Review is not required before termination of a student's eligibility due to graduation with a regular high school diploma or attaining age 26. The exception is when a student is due for a three-year evaluation during senior year.



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Transition Coordinator Referral Form

The purpose of this form is to provide staff with a guide when requesting assistance from the Transition Coordinator. Email the completed form to Yolanda Bell at belly@aaps.k12.mi.us

Student: Date of Birth: Age:
Grade: Primary Eligibility:
Secondary Eligibility, if any: Attending Building:
Contact Teacher: Phone/extension:
Last IEP date: Next IEP date:

In regard to requesting assistance, check **all** that apply:

- I. Transition Planning Inventory (TPI) assessment assistance with
 - TPI for Students with Disabilities
 - Modified TPI for Students with Significant Disabilities
 - How to interpret the TPI Profile/results
 - Requesting forms for student(s) who have not been previously assessed
- II. Transition IEP Process and related practices
 - Consultation on the Procedure Manual section on Transition Services
 - Request for consultation prior to the IEP
 - Consultation regarding writing the goals/objectives
 - Clarification about completing a Transition IEP form
 - Consultation on the Summary of Performance
- III. Employment/Vocational (we must utilize agencies for employment assistance)
 - Information regarding how to access Michigan Rehabilitation Services
 - Information regarding how to access Michigan Works!
- IV. Other Specify: