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## Module 2

- Transition Documentation
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# Guide with Answers

**Training Materials made possible by:**

Student Support Services Team (SSS) of  
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**Content Development by:**

Project SPOT (Supporting Program Outcomes & Teachers)  
Kansas State Department of Education

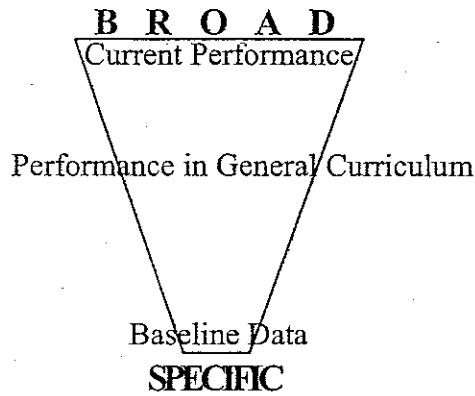
**Training Materials by:**

Project SPOT

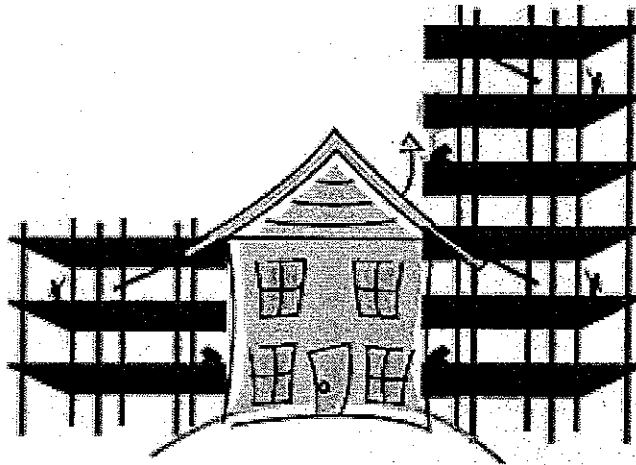
# 2

## Transition

### Present Levels of Academic Achievement and Functional Performance



### LEVEL OF SUPPORT



# Measurable Post-School Goals

## 2 Transition

### **Purpose:**

*The post-school goal(s) provide the context for all the planning that occurs during the planning that occurs during the development of the student's IEP and must be in place by the time the student is 14 years old.*

### **Characteristics of Post-School Goals:**

1. Must be based on Age appropriate transition assessments.
2. References what the student wants to do After graduation.
3. Contain the same 4 components as measurable annual goals.

### **Examples Post-School Goals:**

After high-school Sarah will attend community college to study drafting.

Toby's post-school goal is to work independently in the automotive services field after completing high school.

After graduation Suzy will obtain a job in a field of her choice through the use of employment support services.

## Age 14 Transition Services

***Purpose:***

*To determine in the context of the student's desired post-school goals, strengths, functioning levels and need for accommodations or program modifications.*

**Age 14 Transition Services Should Focus On:**

1. Post-School Goal.
2. What courses and educational experiences can be provided that will support the student's goals.
3. How the program, if needed, can be planned to prepare each student for post-school experiences such as formal education, employment, and independent living.

**Age 14 Transition Services must:**

1. reference the student's post-school goals
2. reference the courses and/or educational experiences  
that are related to the post-school goals.

# Age 14 Transition Services

## *Continued*

## 2 Transition

### Characteristics of Age 14 Transition Services

1. Is long-range planning that ensures courses & educational experiences \_\_\_\_\_ *align* \_\_\_\_\_ with the student's post-school goals.
2. Is a process for helping the student \_\_\_\_\_ *see the connection* \_\_\_\_\_ between their educational program and post-school goals..
3. Ensures that the student is making progress toward meeting the requirements of \_\_\_\_\_ *graduation/program completion* \_\_\_\_\_.

### Examples Age 14 Transition Services (Course of Study):

Sam plans on going to college and is interested in engineering. He will participate in the general education college prep curriculum with a focus on math and sciences.

Nancy is planning on working construction when she finishes high school. To attain the skills necessary for construction, in addition to general education curriculum she will take additional courses in technical education courses in trades and industry.

## Age 16 Transition Services

**Purpose:**

To design a coordinated plan to promote movement from school to post-school goals.

**Age 16 Transition Services must:**

1. document Activities & transition services for the current IEP year and identify the responsible agencies.
2. if an agency outside of the school has responsibility it must be documented who will pay for which services

**Characteristics Age 16 Transition Services should:**

1. long-range plan (sequence of steps) for what needs to happen between now and graduation/program completion to assist the student in attaining post-school goals.
2. align transition services (coordinate) with other services in the IEP.
3. address planning (linkages) for the involvement of all appropriate agencies.

**Examples Age 16 Transition Services (Course of Study):**

Sam needs improved employment skills. He will participate in 2 hours a day in the community work placement program this year.

Georgia will need adult employment supports. By the end of first semester the school will provide Georgia and her family with information about applying to CDDO for services.



## Check In

2

## Transition

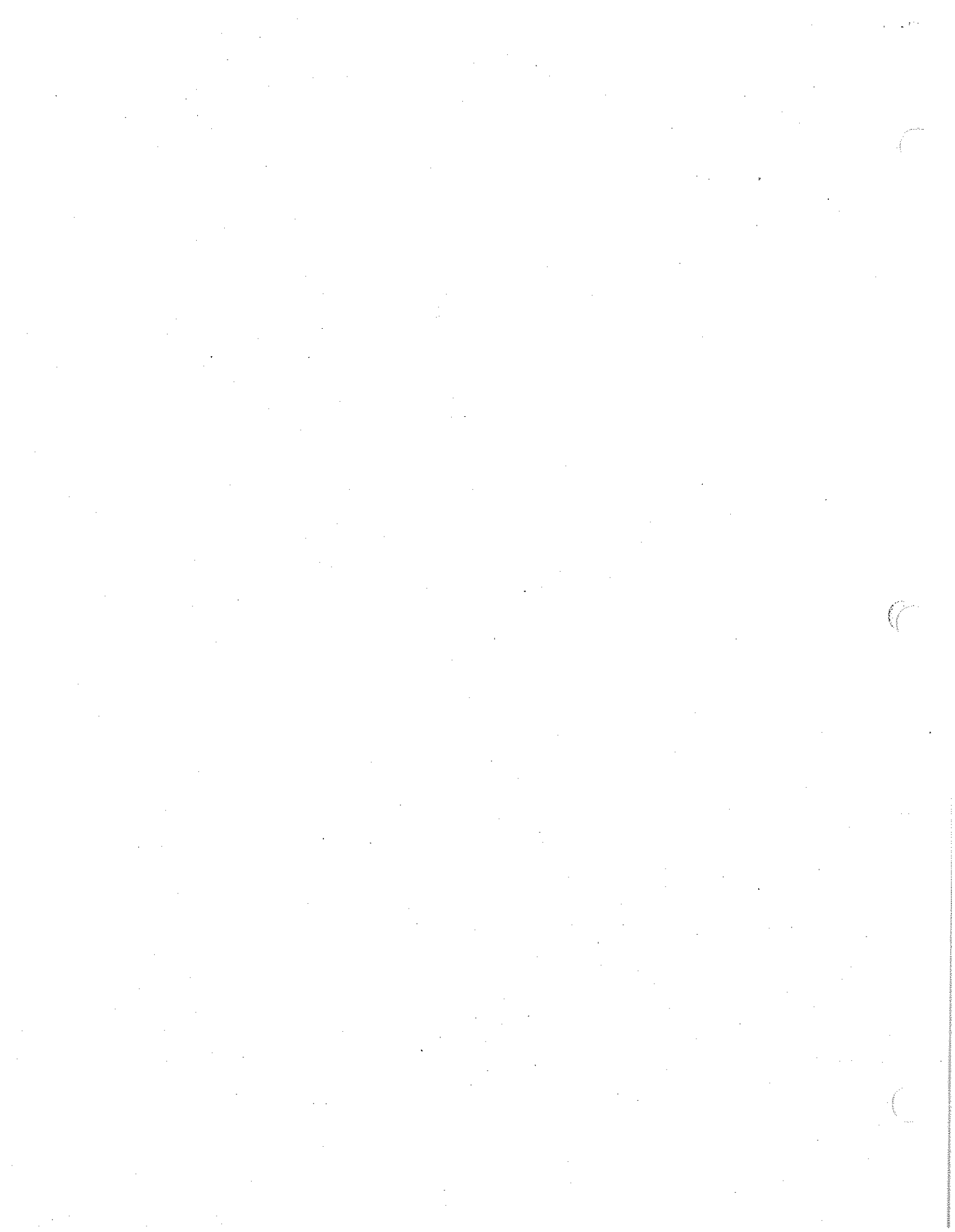
1. The Age 14 Transition Services Requirements (course of study) must be in the IEP on the day the student turns age 14. TRUE
2. When the student turns 16, the Age 16 Transition Services replaces the need for Age 14 Transition Services (course of study). FALSE
3. The file must contain documentation that the student was invited to the IEP meeting. TRUE
4. The LEA must invite representatives from any outside agency that may be providing or paying for transition services to the IEP meeting. TRUE
5. Transition services and experiences provided for the current IEP year must include frequency, location and duration. TRUE
6. Statements must be written to justify why an area (instruction, related services, community experiences, employment, post-school adult living and when appropriate, daily living skills and functional vocational evaluation) was not addressed in the IEP. FALSE

### Are the following statements acceptable Age 14 Transition Services?

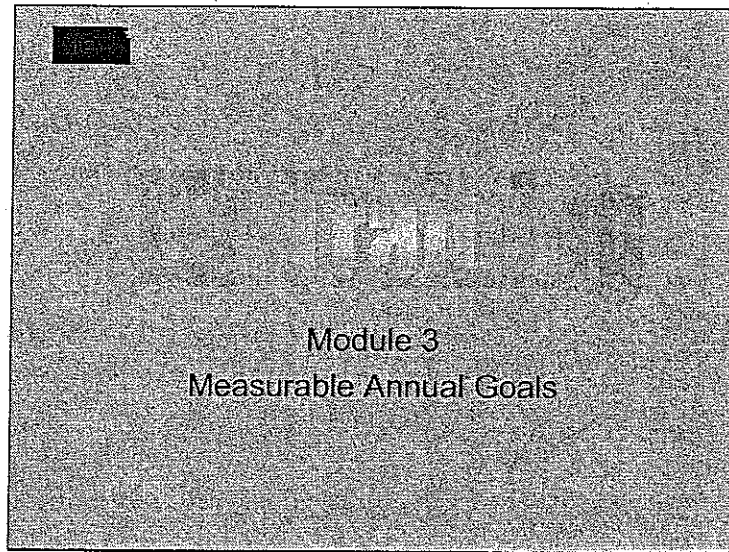
7. Sam will graduate from high school. NO
8. Marge will participate in the general curriculum and meet general education graduation requirements. NO
9. Alex will meet the general education graduation requirements with courses and electives focusing on construction related skills that are tied to his post-school desire to work in the construction industry. YES
10. Mary's post-school goal is to live independently. Her graduation requirements will be modified as outlined in the IEP and will focus on self-help and community work opportunities. YES

### Are the following statements acceptable Age 16 Transition Services?

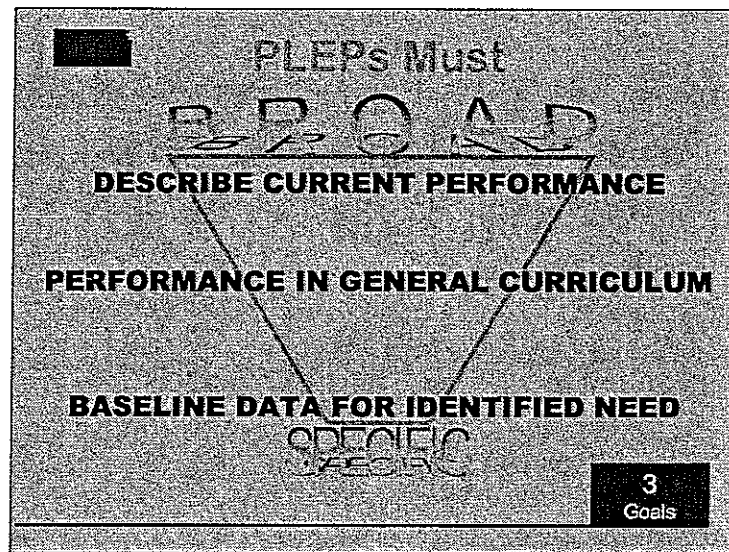
11. Mark will participate in community work experiences. NO
12. Susan will receive instruction in daily living skills through the regularly scheduled general education home economics class. YES
13. George will receive ½ day community based employment instruction with a job coach. This service will be provided once a week and paid for by KRS. YES



Slide 1

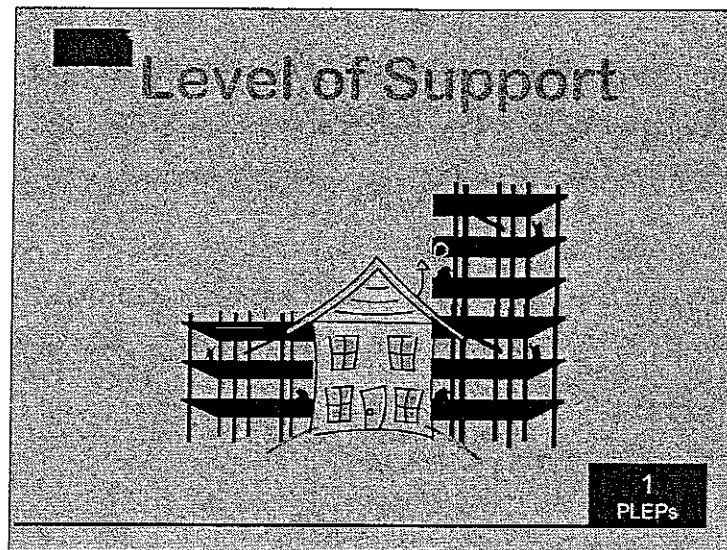


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The three parts of the PLEP move from broad information to very specific information about the student's academic achievement and functional performance.

Information must be specific enough as to enable the team to design good instruction and make appropriate service decisions later down the road.



**\*\*Frame this discussion within LRE\*\***

PLEPs provide the foundation upon which all other decisions in the student's IEP will be made. From PLEP information we determine the supports that need to be built into a student's plan to improve that student's academic achievement and functional performance.

In special education we need to be aware about how much support we're providing the student and always be looking for ways to help the student to become more independent and not rely on us for support all the time.

When prioritizing needs keep asking yourself and the team...

- how much support does this student need to be successful?
- are there skills that we could teach the student in order to reduce the amount of support he/she needs?
- are we really focusing every year on making the student as independent as possible?

A good way to think about it is scaffolding. If you're going to be painting a house how much scaffolding do you need to support you so that you can reach the top? What would happen if we doubled the amount of support? Would you still be successful? Yes...but how much work will it be to provide that much support? How much will it cost? Will you become accustomed do that much support and always assume that your scaffolding will be high enough and never worry about it?

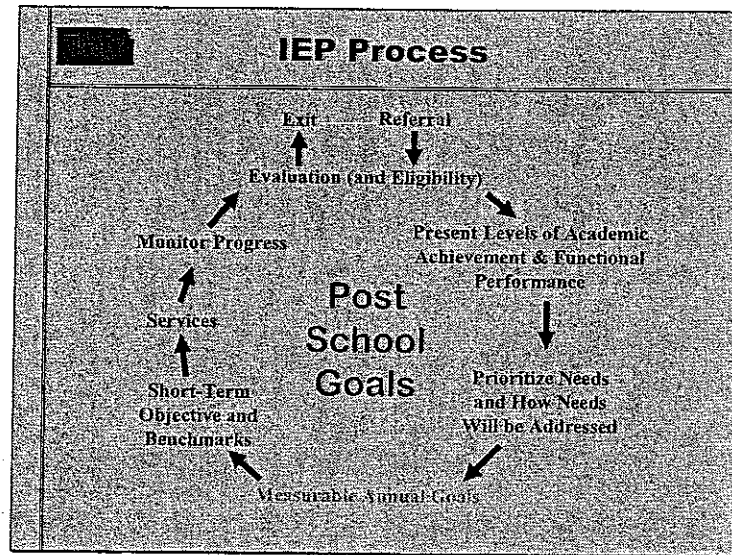
We must be very careful when selecting the supports for any given student. Too little and they won't progress, too much and they become dependent on others. We have a menu of options for providing support. Remember, the PLEP provides us the basis to select from that menu of choices.

**Some Possible Ways to Address Needs**

- Non-Special Education Supports
- Program Modifications
- Supports for School Personnel
- Assistive Technology
- Supplementary Aids & Services
- Measurable Annual Goals
- Positive Behavioral Supports
- Transition Services
- Related Services

1  
PLEPs

These are some of the many ways that students' needs might be met. Not every need will be met by a special education service or through a measurable annual goal. The IEP team needs clear information to base decisions on, the PLEP is that source of information.



**Measurable Annual Goals**

Measurable Annual Goals describe the anticipated progress that will result from specially designed instruction the student will receive.

**3 Goals**

**P**  
**L**  
**E**  
**P**

It is very important to keep in mind, that every need identified in the PLEP is addressed somewhere in the IEP but DOES NOT have to be addressed through a goal.

Measurable annual goals:

- address academic and functional needs
- are to be written in such a way that describes clearly or specifically the anticipated progress a student will make as a result of our specially designed instruction.
- ALWAYS focus on student performance and NEVER on teacher behavior.

Remember: Special education is defined in federal law as specially designed instruction. Specially designed instruction is what you are going to do to promote student success or support the student to achieve the goals set forth in the IEP.

There is an IDEA requirement to ensure students can access and have the opportunity to progress in the general curriculum. There is where the concept of standards based IEPs come from. There is no legal requirement that a goal or the

IEP contains the specific language or a direct reference to the state standards. However, it is impossible to ensure that the instruction you are providing, whether it has a goal or not, is aligned to the standards if you are not familiar with them.

Measurable Annual Goal  
Characteristic #1

Based on data contained  
in the PLEP

3  
Goals

In very simple terms when you hear “based on data contained in the PLEP” it means:

1. does the PLEP contain information to explain why this is a goal? (i.e. does the PLEP describe a student need around the specific skill contained in the goal?)
2. does the PLEP contain specific, objective, measurable data collected in a way that you will be able to continue to collect the data to monitor student progress every 6-9 weeks?

If you can answer yes to both of these items then the goal is based on data contained in the PLEP.

**Measurable Annual Goal  
Characteristic #2**

Has 4 Components:

- a. Behavior
- b. Conditions
- c. Criteria
- d. Timeframe

3  
Goals

State guidance identifies 4 components that are required in a measurable annual goal:

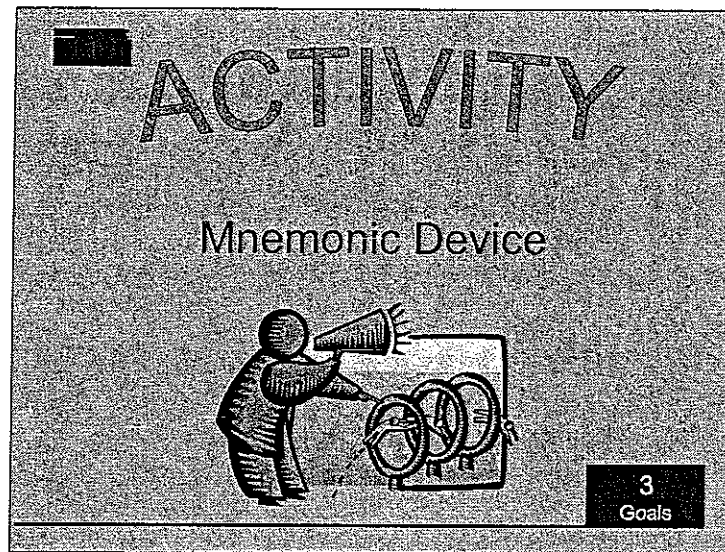
- a) **Behavior:** clearly identifies the student performance which is being monitored; it reflects an action which can be directly observed and measured.
- b) **Condition:** specifies the manner in which student progress toward the goal is measured and involves the application of skills or knowledge.
- c) **Criteria:** identifies how much, how often, or to what standards the behavior must occur in order to demonstrate that the goal has been achieved.
- d) **Timeframe:** specifies the amount of time in the goal period.

Measurable Annual Goal  
Characteristic #3

Can pass the "Stranger Test"

3  
Goals

If a goal is written correctly, someone who did not write it should be able to use it to develop appropriate instructional plans and know how to assess student progress. If this is true about the goal you have written, you pass the "stranger test!"



**Activity: Developing a Mnemonic Device**

**Materials:** Participant's Guide page 2

**Time:** 5 Minutes

**Directions:**

On the bottom of page 2 of the Participant's Guide, there is a small space where you can write a mnemonic device to help you remember the 4 parts of a measurable annual goal....Behavior, Criteria, Condition, Timeframe. Take a few minutes and develop your own.

**Answers:**

What are some of the ones you came up with? (ask participant's to share some of theirs, if need to prompt use the examples below)

**Some examples are:**

Be a Courteous and Cooperative Team

Buy Candy Corn Today

Bad Children Cause Trouble

Cute Boys Cause Turmoil

Bloody Creepy Crawly Ticks