

Transition Services Under the IDEIA

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Individuals with Disabilities Education Act

- Right to a free appropriate public education (FAPE) for children ages 3-21
 - Reaches the age of 22
 - IEP team decides the child is no longer in need of special education services
 - Graduates from high school with a regular high school diploma
- **Purpose of the Act is to guide students towards self-sufficiency and independence**
- National Policy - ensure equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities. 20 U.S.C. §1400(c)(1).

Definition of Transition Services 20 USC 1401(34)

- Coordinated set of activities
- Results-oriented process focused on achieving academic and functional achievement
- Facilitate movement from school to post-school activities
- Based upon individual needs of child
- Includes instruction, related services, development of post-school objectives, and acquisition of daily living skills
- In the areas of postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.

Development of Transition Services - Components

- Statement of Transition Service Needs of Child – Focus on Course of Study
- Age Appropriate Transition Assessments
- Postsecondary Transition Services which will be needed for the child to attain measurable goals. 20 U.S.C. 1414(d)(1)(A)(1), 34 C.F.R. § 300.320(b).
 - Postsecondary Education and Training, Employment and Independent Living
 - The services may include instruction, related services, community experiences, developing employment and adult living objectives, helping the child to acquire daily living skills and having the child participate in a functional vocational evaluation.

Development of Transition Services – Who?

- Must be included in a child's IEP no later than when the child reaches the age of 16
- **IEP team:** Parents and child (when appropriate), Special Ed teacher, Regular Ed teacher, District Rep., Person qualified to interpret Evaluation results, any other person whom parents or District feels has knowledge or special expertise about the child.
 - **Public Agency**
 - **Participating Agency**
 - **Vocational/Career-Technical Special Education Coordinator** - coordinates services for students in vocational programs and helps link students to adult services
 - **Work Study Coordinator** - works with students to provide employability skill training, school to work activities and oversees community jobs for students earning credit

Development of Transition Services – Statement

- At age 14 or earlier
- A multi-year statement outlining the child's educational needs designed to support achieving the child's intentions for living, learning, and working after graduation from high school.
- Considerations:
 - Does the child intend to go to college? Career/Tech program? Vocational program or workshop?
 - What classes the child will need to prepare for intended job/career?
 - What classes will provide the child with skills needed to achieve goals?
 - How do plans for the future match with child's interests, preferences, needs and skills?
 - How do the accommodations and services support achievement and progress in the course of study? Do they allow a child to attain the level of independence needed to achieve goals?
 - DOES THE CHILD KNOW HOW TO: (a) describe to others how his/her disability affects his/her learning, working and living; and (b) advocate for appropriate accommodations?

Development of Transition Services – Assessments

- Focus on the child's individual needs using a data-driven process:
 - Functional vocational evaluation is defined as “ongoing documentation of general work behaviors (e.g. attention to task, work rate, work organization, attendance, punctuality, & physical stamina); dexterity, following directions, working independently, or with job supports or accommodations; job interests and preferences; abilities (aptitude); and other special needs; job specific work skills, interpersonal relationships & socialization; and work related skills (e.g. independent transportation, appropriate use of break time, appropriate dress for work).”
 - Informal Assessments may include: Student interviews; Locally developed questionnaires and inventories; Direct (written) observations of student behaviors and abilities; Task analysis; Checklists for students, parents, teachers; Parent and family input.
 - Formal Assessments may include: Intelligence tests; Achievement tests; Career assessments; Aptitude tests or inventories; Adaptive behavior/daily living skills assessments; Commercially available career and employability assessments; self-determination assessments

Development of Transition Services- Goals/Activities

- At age 14 or earlier
- Postsecondary goals should relate to training, education, employment, and, if appropriate, independent living skills. 20 U.S.C. 1414(d)(1)(A)(1), 34 C.F.R. § 300.320(b).
 - activities may include post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.
- Goals must be appropriate and measurable - must contain: (1) condition, (2) clearly defined behavior, (3) the performance criteria for mastery AND frequency of skill to be demonstrated
- Course of Study – what course of study is needed to pursue achievement of the goal
- Identification of Activities necessary to support the goal, with projected beginning date, anticipated duration and person/agency responsible for activity. (Only list District personnel or public/private agency responsible for completion – not child or parent)

Development of Transition Services- Goals/Activities

- **Instruction**: specific types of training that support transition, including addressing areas such as self-determination and disability awareness, study skills training, or specific types of instruction such as occupational skill training or on-the-job training.
- **Community Experiences**: Identify ways in which the student's classroom learning can be applied in actual authentic settings to provide experiential opportunities that prepare the student for post-secondary environments. For college-bound students this might include taking actual college classes. For students planning to enter employment this should generally include community work experiences.
- **Related Services**: Services to enhance the student's ability to perform in current and future environments , including: assistive technology, psychology, special education, rehabilitation counseling, and other professional services.
- **Daily living**: Identify training or services related to activities adults do every day such as grooming, cooking, money skills, etc. This may include health training, home repair, home economics, travel training, independent living training, and money management.
- **Linkages with Adult Services**: This includes referrals to Bureau of Vocational Rehabilitation, summer youth employment programs, county board of developmental disability services, social security benefits, university/college disability services, Medicaid/health insurance benefits, and independent living centers.

Why is Data Necessary

- To develop meaningful and measureable baseline information upon which to base skills
- To clearly define the growth expected in a 12-month IEP cycle
- To provide a standard by which all team members can determine whether or not progress has been made (“meaningful participation” for parents)
- To measure the effectiveness of interventions
- To identify when interventions, strategies or methods must change

Defining “Data”

- Forms and sources of Data:
 - Observations
 - Systematic - observer gathers data on one or more precisely defined behaviors;
 - Non-systematic - observer watches the child at school in the setting of concern and takes notes on the behaviors, characteristics, and personal interactions that seem significant; or
 - Standardized, using professionally published systems.

Defining “Data”

- Forms and sources of Data:
 - Standardized Rating Scales (questionnaires completed by teachers, parents, and others familiar with the student)
 - Rating scales measure positive and problem behavior, attention, independence skills, activities of daily living, etc.
 - This information allows the IEP team to: determine how strong or weak the child’s skills are across settings; measure progress or lack of progress; and document performance over time in a reliable, valid manner.

Defining “Data”

- Forms and sources of Data:
 - Curriculum-Based Assessments
 - Direct assessment of academic skills that make up a child’s curriculum.
 - Performance criteria are established to determine acceptable levels of student performance or mastery
 - Curriculum-Based Measurements
 - Brief weekly assessments of basic academic skills along grade-level norms that are sensitive enough to measure incremental progress.

Defining “Data”

- Forms and sources of Data:
 - Frequency recording
 - Counting of how many times a behavior occurs
 - Often combined with record of trials, prompt levels, duration data, and/or interval data
 - Standardized assessments
 - Group or individual achievement
 - Functional skills
 - Sensitivity and frequency of administration may be of concern for short-term progress monitoring

Components of Measureable Goals

- “Measureable” – a goal that includes:
 - Baseline/starting point (present levels)
 - End point (annual goal)
 - Steps along the way (objectives or benchmarks)
 - How and when data is taken/reported
- Objectives v. Benchmarks
 - Objective – small, manageable learning task that breaks the skill in the goal into discrete components the child masters as a step toward the full goal
 - Benchmark – statement of what a child should know or perform in a specific segment of the year

The 5 “Must Haves” in Goal Statement

1. Child’s name
2. Clearly defined behavior describing what the child will do to complete the goal
3. Condition, or description of the situation, setting, or given material that will need to be in place for the performance of the goal
4. Performance criteria – how many times must behavior be observed to meet goal
5. Mastery criteria - level of achievement (or success) required to meet goal



AND ONE CRITICAL QUESTION ...

HOW OFTEN CAN THE CHILD PERFORM
THAT SKILL TODAY?

(Present Levels of Performance)

Troubleshooting

- IEP draft does not include specific present levels:
 - Review available data and revise
 - Design and outline a data collection procedure and reconvene the team
- Goal statement is not measureable:
 - Review and add 5 “must haves”
 - Consider reframing the conditions of the goal or breaking down the skill further
- Establish preference for objective data over subjective measurements and discuss as a team what the data collection procedures will be
- If specific goals or areas of functioning are problematic, ask the team to convene to review data more often

Development of Transition Services- Resources

- Ohio Department of Education Secondary Transition Services Planning
Website: <http://education.ohio.gov/Topics/Special-Education/Federal-and-State-Requirements/Secondary-Transition-Planning-for-Students-with-Di>
- National Secondary Transition Technical Assistance Center (NSTTAC)
Website: <http://www.nsttac.org>
 - Disability-category specific examples of good and not-so-good transition goals and statements: <http://www.nsttac.org/>
 - Toolkits for compliance with assessment and data-keeping functions: <http://www.nsttac.org/>
- OCALI Transition website: <http://www.ocali.org/center/transitions>
- State Support Team 3 Transition Resources Directory: <http://www.esc-cc.org/SecondaryTransition.aspx>
- OCECD Publication: Transition Resources: <http://www.ocecd.org/Transition-SchooltoCommunity.aspx>