

What Every PPT Chairperson Should Know about Secondary Transition

Patricia L. Anderson, Ph.D.
CT State Department of Education
Bureau of Special Education
860-713-6923
patricia.anderson@ct.gov

PPT Chair Training – 2016

Secondary Transition Pre-Test

Percent Correct	Number Correct	Transition Quality Level	Compliance
83% - 100%	18 - 15	Promising Practice	Compliance+
50% - 79%	9 - 14	Progressing	Compliance+
22%- 44%	4 - 8	Emerging	Minimum Compliance
0% - 17%	0 - 3	Unacceptable	Non-Compliance

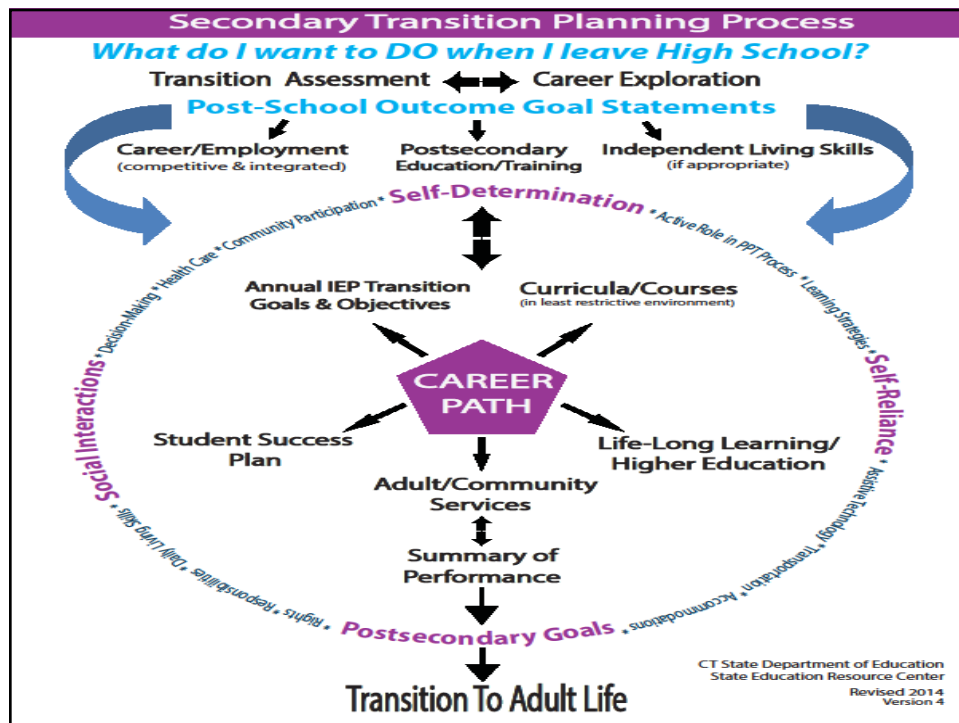
What is Transition Planning?

- Transition Planning assists a student and his/her family in “creating a vision” of what life will look like in the future –
 - Postsecondary Education or Training
 - Employment
 - Independent Living /Community Participation
- “What do you want to do when you leave high school?”



Look at **ALL** activities through a transition lens.





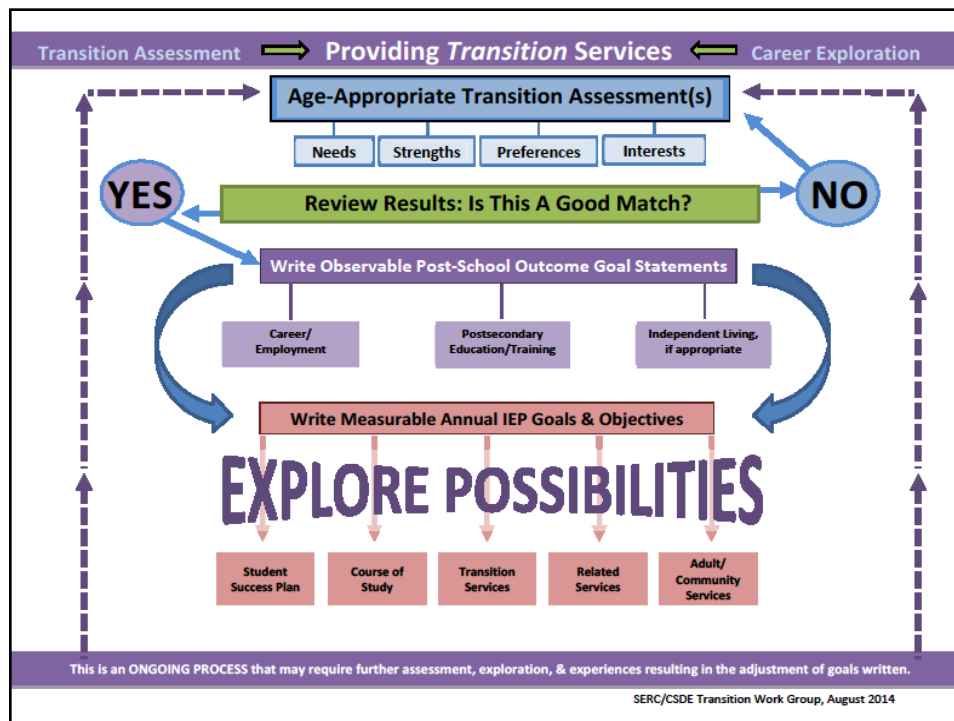
Individuals with Disabilities Education Act – IDEA 2004

Transition Services

- Coordinated set of activities
- Result-oriented process
- Improve academic AND functional achievement
- Movement from school to post-school
- Activities (integrated and inclusive)
- Based on needs, including strengths, preferences and interests

Transition Services – IDEA 2004

- Transition Services – §300.320(b)
 - Beginning not later than the first IEP to be in effect when the child turns 16, or younger
 - Updated annually, thereafter
 - IEP must include –
 - Appropriate measurable postsecondary goals based upon age-appropriate transition assessments
 - **Related to postsecondary education or training, employment, and if appropriate, independent living skills (OSEP, 2007)**
 - Transition services (including courses of study) needed to assist child in reaching postsecondary goals



Student: _____ DOB: _____ District: _____ Meeting Date: _____
Last Name, First Name mm/dd/yyyy

TRANSITION PLANNING

- ☐ Not Applicable: Student has not reached the age of 15 and transition planning is not required or appropriate at this time.
☐ This is either the first IEP to be in effect when the student turns 16 (or younger if appropriate and transition planning is needed) or the student is 16 or older and transition planning is required.
- Student Preferences/Interests – document the following:**
 - Was the student invited to attend her/his Planning and Placement Team (PPT) meeting? ☐ Yes ☐ No
 - Did the student attend? ☐ Yes ☐ No
 - How were the student's preferences/interests, as they relate to planning for transition services, determined?
☐ Personal Interviews ☐ Comments at Meeting ☐ Functional Vocational Evaluations ☐ Age appropriate transition assessments ☐ Other _____
 - Summarize student preferences/interests as they relate to planning for transition services: _____
- Age Appropriate Transition Assessment(s) performed: (Specify assessment(s) and dates administered) _____
- Agency Participation:**
 - Were any outside agencies invited to attend the PPT meeting? ☐ Yes with written consent ☐ No (If No, MUST specify reason as listed in the IEP Manual) _____
 - If yes, did the agency's representative attend? ☐ Yes ☐ No
 - Has any participating agency agreed to provide or pay for services/linkages? ☐ Yes ☐ No (If Yes, specify) _____
- Post-School Outcome Goal Statement(s) and Transition Services recommended in this IEP**
 - Post-School Outcome Goal Statement - Postsecondary Education or Training: _____
☐ Annual goal(s) and related objectives regarding Postsecondary Education or Training have been developed and are included in this IEP
 - Post-School Outcome Goal Statement - Employment: _____
☐ Annual goal(s) and related objectives regarding Employment have been developed and are included in this IEP
 - Post-School Outcome Goal Statement - Independent Living Skills (if appropriate): _____
☐ Annual goals and related objectives regarding Independent Living have been developed and are included in this IEP (may include Community Participation)
- Please select ONLY one:**
☐ The course of study needed to assist the child in reaching the transition goals and related objectives will include (including general education activities): _____
☐ Student has completed academic requirements; no academic course of study is required – student's IEP includes only transition goals and services.
- At least one year prior to reaching the age of 18, the student must be informed of her/his rights under IDEA which will transfer at age 18.
☐ NA (Student will not be 17 within one year) ☐ The student has been informed of her/his rights under IDEA which will transfer at age 18 ☐ No IDEA rights will transfer
- For a child whose eligibility under special education will terminate the following year due to graduation with a regular education diploma or due to exceeding the age of eligibility, the Summary of Performance will be completed on or before: (specify date) _____

Parents please note: Rights afforded to parents under the Individuals with Disabilities Education Act (IDEA) transfer to students at the age of 18, unless legal guardianship has been obtained.

IEP-430, Revised February 2005b INDIVIDUALIZED EDUCATION PROGRAM

Post-School Outcome Goal Statements

- A Post-School Outcome Goal Statement is “generally understood to refer to those goals that a child hopes to achieve after leaving secondary school” (IDEA 2004 Part B Regulations, §300.320(b), discussion of Final Rule p. 46,668)
- A Post-School Outcome Goal Statement is NOT the *process* of pursuing or moving toward a desired outcome.

National Secondary Transition Technical Assistance Center: <http://www.nsttac.org/>

Post-School Outcome Goal Statements

- **The fall after high school, Juanita will enroll in courses (non-degree) at the local community college.**
 - ❑ Participation in **postsecondary education** is the focus of this post-school outcome goal statement.
 - ❑ Enrollment in courses (or not) can be observed.
 - ❑ The goal will occur after Juanita leaves high school.

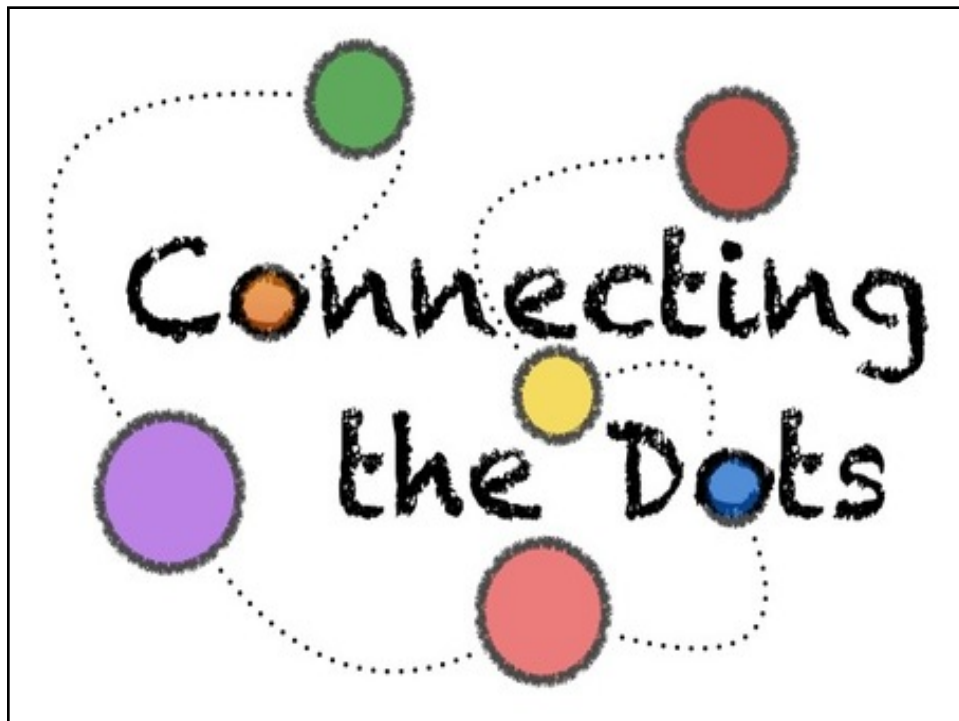
Post-School Outcome Goal Statements: Combination Statements

- **Carol will independently attend culinary training at the XYZ Center after exiting from high school, so that she can obtain entry level employment within the food services industry.**
 - Participation in **training, employment, and independent living skills** are part of this post-school outcome goal statement.
 - Enrollment in the culinary training program and entry level employment in food services job can be observed.
 - Participation in the training will occur after exiting from high school.

Student: _____		DOB: _____		District: _____		Meeting Date: _____									
Last Name, First Name		mm/dd/yyyy				mm/dd/yyyy									
<input type="checkbox"/> Academic/Cognitive <input type="checkbox"/> Self-Help		<input type="checkbox"/> Social/Behavioral <input type="checkbox"/> Employment		<input type="checkbox"/> Communication <input type="checkbox"/> Independent Living		<input type="checkbox"/> Gross/Fine Motor <input type="checkbox"/> Health									
				<input type="checkbox"/> Postsecondary Education/Training <input type="checkbox"/> Other: (specify) _____											
<input type="checkbox"/> Check here if the student is 15 years of age. (Note: Page 6, Transition Planning must be completed if this box is checked)															
Measurable Annual Goal* (Linked to Present Levels of Performance)# _____				Eval. Procedure: _____ Perf. Criteria: _____ (% Trials, etc.) _____											
				Report Progress Below (Use Reporting Key)											
				<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr> <td>5</td><td>6</td><td>7</td><td>8</td></tr> </table>				1	2	3	4	5	6	7	8
1	2	3	4												
5	6	7	8												
Short Term Objectives/Benchmarks (Linked to achieving progress towards Annual Goal)															
Objective #1 _____				Eval. Procedure: _____ Perf. Criteria: _____ (% Trials, etc.) _____											
				Report Progress Below (Use Reporting Key)											
				<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr> <td>5</td><td>6</td><td>7</td><td>8</td></tr> </table>				1	2	3	4	5	6	7	8
1	2	3	4												
5	6	7	8												
Objective #2 _____				Eval. Procedure: _____ Perf. Criteria: _____ (% Trials, etc.) _____											
				Report Progress Below (Use Reporting Key)											
				<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr> <td>5</td><td>6</td><td>7</td><td>8</td></tr> </table>				1	2	3	4	5	6	7	8
1	2	3	4												
5	6	7	8												
Objective #3 _____				Eval. Procedure: _____ Perf. Criteria: _____ (% Trials, etc.) _____											
				Report Progress Below (Use Reporting Key)											
				<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr> <td>5</td><td>6</td><td>7</td><td>8</td></tr> </table>				1	2	3	4	5	6	7	8
1	2	3	4												
5	6	7	8												
Evaluation Procedures				Performance Criteria											
1. Criterion-Referenced/Curriculum Based Assessment 2. Pre and Post Standardized Assessment 3. Pre and Post Base Line Data 4. Quizzes/Tests 5. Student Self-assessment/Rubric 6. Project/Experiment/Portfolio				7. Behavior/Performance Rating Scale 8. CMT/CAPT 9. Work Samples, Job Performance or Products 10. Achievement of Objectives (if/like: use with goal only) 11. Other (specify) _____ 12. Other (specify) _____											
Progress Reporting Key: (indicating extent to which progress is sufficient to achieve goal by the end of the year) U = Unsatisfactory Progress – Unlikely to achieve goal N = No Progress – Will not achieve goal M = Mastered S = Satisfactory Progress – Likely to achieve goal O = Other: (specify) _____															
* Related to meeting the student's needs that result from the individual's disability, to enable the student to be involved in and make progress in the general curriculum; and to meet each of the student's other educational needs that result from the student's disability.															

Student: _____		DOB: _____		District: _____		Meeting Date: _____	
Last Name, First Name		mm/dd/yyyy				mm/dd/yyyy	
SPECIAL FACTORS, PROGRESS REPORTING, EXIT CRITERIA							
1. For students whose behavior impedes her/his learning or that of others, the PPT has considered strategies, including positive behavioral interventions and supports to address that behavior, and : <input type="checkbox"/> NA <input type="checkbox"/> A behavioral intervention plan has been developed. <input type="checkbox"/> IEP Goals and Objectives have been developed to address the behavior. <input type="checkbox"/> Other (specify): _____							
2. For students with limited English proficiency, the PPT has considered the language needs of the student as they relate to the student's IEP and recommended the following: <input type="checkbox"/> NA <input type="checkbox"/> Recommendation: (specify) _____							
3. For students who are blind/visually impaired (VI): <input type="checkbox"/> NA <input type="checkbox"/> Instruction in braille or use of braille is being provided, as required. <input type="checkbox"/> The PPT has determined, after an evaluation of the student's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the student's future need for instruction in braille or the use of braille), that instruction in braille or the use of braille is not appropriate for this student.							
4. For students with print-related disabilities (such as SLD/Dyslexia, blind/VI, physical limitations or organic dysfunction): <input type="checkbox"/> NA <input type="checkbox"/> The PPT has considered accessible instructional/educational material (AEM) and/or accommodations noted on page 8 of the IEP- if so which format/accommodation utilized: <input type="checkbox"/> Large Print <input type="checkbox"/> Digital Text <input type="checkbox"/> Audio <input type="checkbox"/> Other (specify): _____							
5. For students who are deaf or hard of hearing: <input type="checkbox"/> NA <input type="checkbox"/> See attached required <i>Language and Communication Plan</i> (Form ED638) – The PPT has determined (after considering the student's language and communication needs), opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the student's language and communication mode, and considering whether the student requires assistive technology.							
PROGRESS REPORTING							
1. A report of progress toward meeting the Measurable Annual Goals and Short Term Objectives included in this IEP will be sent to parents periodically, according to the following schedule: <input type="checkbox"/> Quarterly <input type="checkbox"/> Consistent with grade level report cards <input type="checkbox"/> Other (specify): _____							
EXIT CRITERIA							
1. Exit Criteria: Student will be exited from Special Education upon: (Check One) <input type="checkbox"/> Ability to succeed in Regular Education without Special Education support <input type="checkbox"/> Graduation <input type="checkbox"/> Age 21 <input type="checkbox"/> Other: (specify) _____							
INFORMATION ON IEPs and SECONDARY TRANSITION							
1. Parents, including Surrogate Parents and the student if 18 or older have been provided (<input type="checkbox"/> electronically or <input type="checkbox"/> in hard copy) with relevant information and resources relating to IEPs created by the CSE (including, but not limited to, information relating to transition resources and services for high school students) immediately upon the formal identification of any child as a child requiring special education and at each PPT meeting thereafter: <input type="checkbox"/> Building a Bridge <input type="checkbox"/> Parent's Guide to Special Education <input type="checkbox"/> IEP Manual <input type="checkbox"/> OTHER: _____							
2. The <i>Transition Bill of Rights</i> has been provided to parents of students in sixth through twelfth grade to ensure that the PPT discusses transition services: <i>Transition Bill of Rights</i> : <input type="checkbox"/> is available on the school district website; <input type="checkbox"/> is enclosed with this document; <input type="checkbox"/> was already provided, reviewed and discussed this school year (date) _____							

What tools does your district use to ensure appropriate transition services for ALL students on an IEP?



Secondary Transition Planning IEP Checklist*
Connecticut State Department of Education

Student: _____ SASID #: _____ Date of Birth: _____
Case Manager: _____ Annual Review Date: _____

***NOTE:** Refer to IEP Manual (<http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/IEPManual.pdf>) for specific instructions.

<input type="checkbox"/> 1. Student/Parents informed about secondary transition/IEP transition planning (e.g., <i>Building a Bridge, IEP Manual</i>)
<input type="checkbox"/> 2. Student Success Plan: Obtain a copy of the student's Student Success Plan to ensure that related information (i.e., career planning, academic goals) are coordinated between the two documents.
<input type="checkbox"/> 3. Reason for Meeting: "Transition Planning" (IEP, Pg. 1, PPT Cover Page)
<input type="checkbox"/> 4. Student/Parent Input and Concerns (Pg. 4/ Present Levels of Academic Achievement and Functional Performance)
<input type="checkbox"/> 5. Present Levels of Performance (PLOP): (Pgs. 4 & 5) – All areas should be viewed through a "transition lens" – What are the implications for each of the areas listed on pgs. 4 & 5 of the IEP with regard to a student's transition planning?
<input type="checkbox"/> 6. Present Levels of Performance (PLOP): (Pgs. 4 & 5) – MUST be Annual Goal for <u>any</u> area with information under "Needs & Concerns" – Conversely, since there MUST be at least 2 transition Annual Goals, there MUST be information under "Needs & Concerns" for the Vocation/Transition row.
<input type="checkbox"/> 7. PLOP: Vocation/Transition row MUST include transition assessment results and plain-language statement of current performance/skill level in column 1 (Pg. 5). Areas of "Needs and Concerns" Must also be filled in.
<input type="checkbox"/> 8. Age-Appropriate box: (PLOP- Pgs. 4 & 5) – If this box is checked, please elaborate in the IEP regarding what is meant by "age-appropriate" for that category – What is "age-appropriate" to one person may not be "age-appropriate" to another person working with the same student. <u>Please clarify.</u>
<input type="checkbox"/> 9. Student is 16 or older and transition planning is required (Pg. 6, #1) – Second box MUST be checked for any IEP in which the student has transition goals/objectives – regardless of age of student.
<input type="checkbox"/> 10. Student invited to PPT (Pg. 6, #2)–Response MUST BE "YES" and invitation documenting that student was invited must be included in student file. Prefer student to have OWN invitation vs. being on Parent's invitation.
<input type="checkbox"/> 11. Name and date(s) of transition assessment(s) completed prior to PPT, since last annual review: (Pg. 6, #3)

RESOURCE: http://www.sde.ct.gov/sde/lib/sde/PDF/DEPS/Special/Transition_Assessment_Manual.pdf

CT Core Transition Skills

SLO's – Student Learning Objectives

- A. Explain his/her disability including individual strengths, needs, preferences and interests.
- B. Utilize effective self-determination skills including areas such as: choice-making, problem-solving, goal-setting, communication and self-advocacy.
- C. Strengthen his/her self-esteem and social-emotional awareness by analyzing his/her strengths and challenges in order to implement personal/vocational goals.
- D. Assist with the development of his/her Individualized Education Program (IEP).



CT Core Transition Skills

SLO's – Student Learning Objectives

- E. Attend, participate in and/or facilitate his/her Planning and Placement Team (PPT) meeting.
- F. Demonstrate leadership skills to affect positive social change by guiding or directing others on a course of action and/or influencing the opinion and behavior of others.
- G. Describe his/her rights and responsibilities under disability legislation (e.g., IDEA, 504, ADA).
- H. Demonstrate and accept responsibility for his/her independence and activities of daily living.



CT Core Transition Skills

SLO's – Student Learning Objectives

- I. Demonstrate appropriate social interactions and skills to develop and maintain meaningful relationships.
- J. Demonstrate skills to access appropriate physical and mental healthcare resources to meet his/her individual needs.
- K. Demonstrate skills to access community resources and participate in the community by establishing support networks.
- L. Demonstrate skills needed to access appropriate postsecondary education, training, or lifelong learning opportunities to meet his/her individual needs.



CT Core Transition Skills

SLO's – Student Learning Objectives

- M. Demonstrate skills to access appropriate employment to meet his/her individual needs.
- N. Identify and ask for accommodations necessary to ensure equal access and full participation in post-school education and/or employment settings.
- O. Demonstrate skills needed to access appropriate transportation (both public and private).
- P. Demonstrate the ability to use technology to enhance employment, learning, and community involvement.

Revised 1-13-16



IEP Rubric for Secondary Transition

September 17, 2014

Connecticut State Department of Education & State Education Resource Center. All Rights Reserved. Authorization to reproduce it in whole or in part is granted. While permission to use it is not necessary, the source must be cited as the CT State Department of Education (CSDE) & State Education Resource Center (SERC) (2014) –Adapted from the Rhode Island Indicator 13 Rubric.



Transition Bill of Rights

As a student with an individualized education program (IEP) you have certain rights under both Federal and State Laws. This *Transition Bill of Rights* will help you and your parents understand your rights related to getting an education and other important issues regarding the transition to life after high school. School districts will provide this document annually at a planning and placement team (PPT) meeting to all parents, guardians, and surrogate parents of students who are receiving special education services in grades 6-12 as well as to students who are 18 years of age or older.

Your parents, guardians, or surrogate parents, or you if you are 18 years of age or older, also have the right to receive *Procedural Safeguards in Special Education* that explain the rights and responsibilities in the federal law called the Individuals with Disabilities Education Act (IDEA). These procedural safeguards are provided at least annually at a PPT meeting by each school district. This publication describes your right to a free and appropriate public education (FAPE) in the least restrictive environment (LRE) through specialized instruction and related services in your IEP.

Students with an IEP have a right to:

1. Receive secondary transition services through their IEP starting at least at age sixteen, or younger if desired and recommended by the student's PPT. Parents and students, if appropriate, are considered to be important members of the PPT.
2. Receive appropriate individualized education services through the end of the school year in which they turn twenty-one (21) OR until graduation with a regular high school diploma. The school year is defined as July 1st through June 30th. This decision is typically recommended by a student's PPT.
3. Attend all PPT meetings including those related to transition planning to represent their education/training, employment and independent living interests, preferences and strengths.
4. Assist in the development of their IEP with accommodations and modifications designed to meet their unique needs.
5. Develop realistic and specific post-school outcome goals (PSOGs) that are measurable, based upon their needs, and reviewed annually as part of their IEP.
6. Receive secondary transition services and related supports to help them prepare to meet their post-school goals in postsecondary education/training AND employment, and independent living skills if appropriate.
7. Assist in developing annual goals and objectives to include but not be limited to those areas in the **CORE Transition Skills (think real)** areas such as health care, transportation, self-determination, and social skills.
8. Identify, explore and connect with outside agencies as appropriate, including but not limited to adult service agencies (BRS, DDS, BESB, DMHAS, DPH – see **Easing into Secondary Transition**: **Adult Transition**).
9. Be informed on or before their 17th birthday that all parental rights will transition to the student when he/she reaches the age of eighteen (18). Under Connecticut law, students may notify the school district (in writing) that the parents/guardians shall continue to have the right to make educational decisions with the students when they turn 18.

