



New York State Education Department
Office of Special Education
Educational Partnership





Transition in the Individualized Education Program (IEP)

Transition in the Present Levels of Performance



Produced by the Technical Assistance Partnership (TAP) for Transition at Cornell University.

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Disclaimer

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Introductions



- Name
- Educational Organization (EO)
- Position/Role

Blueprint for Improved Results for Students with Disabilities



Self-Advocacy

Students engage in self-advocacy and are involved in determining their own educational goals and plan.



Family Partnership

Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.



Specially-Designed Instruction

Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.



Research-Based Instruction

Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.



Multi-Tiered Support

Schools provide multi-tiered systems of behavioral and academic support.



Inclusive Activities

Schools provide high-quality inclusive programs and activities.



Transition Support

Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.

Meeting Norms

- Take care of your needs (water, food, restroom, etc.)
- Speak your truth; use “I” statements
- Ask what you need to understand and contribute
- Listen with respect
- Push your growing edge
- Participate and struggle together
- Expect a lack of closure
- Respect each other's needs

Training Objectives

Participants will:

- Identify the key components of the Present Levels of Performance.
- Recognize the relationship between transition assessments and the Present Levels of Performance.
- Ensure student strengths, preferences, interests, and needs identified through transition assessments are included in the Present Levels of Performance, and used to provide a well-developed foundation for the transition plan.
- Consider the scaffolding of supports to maximize student independence upon school exit.

Training Materials



- Transition Planning Across the IEP
- IEP Collaboration for Families— Present Levels of Performance
- Guide to Quality Transition-Focused IEP Development
- Career Development and Occupational Studies (CDOS) Standard 3A—Universal Foundation Skills
- Work Readiness Credential Profile
- Elements of Self-Determination
- National Technical Assistance Center on Transition: The Collaborative (NTACT:C) Predictors by Post-School Outcome Area
- IEP Analysis Activity Directions
- Allison Case Study

Transition in the IEP



What Is Transition Planning?

- Transition planning is an ongoing process that is student-centered, culturally responsive, and a collaborative effort to prepare students with disabilities for life after high school.
- Transition planning includes the following student-focused questions:

Where are
you now?

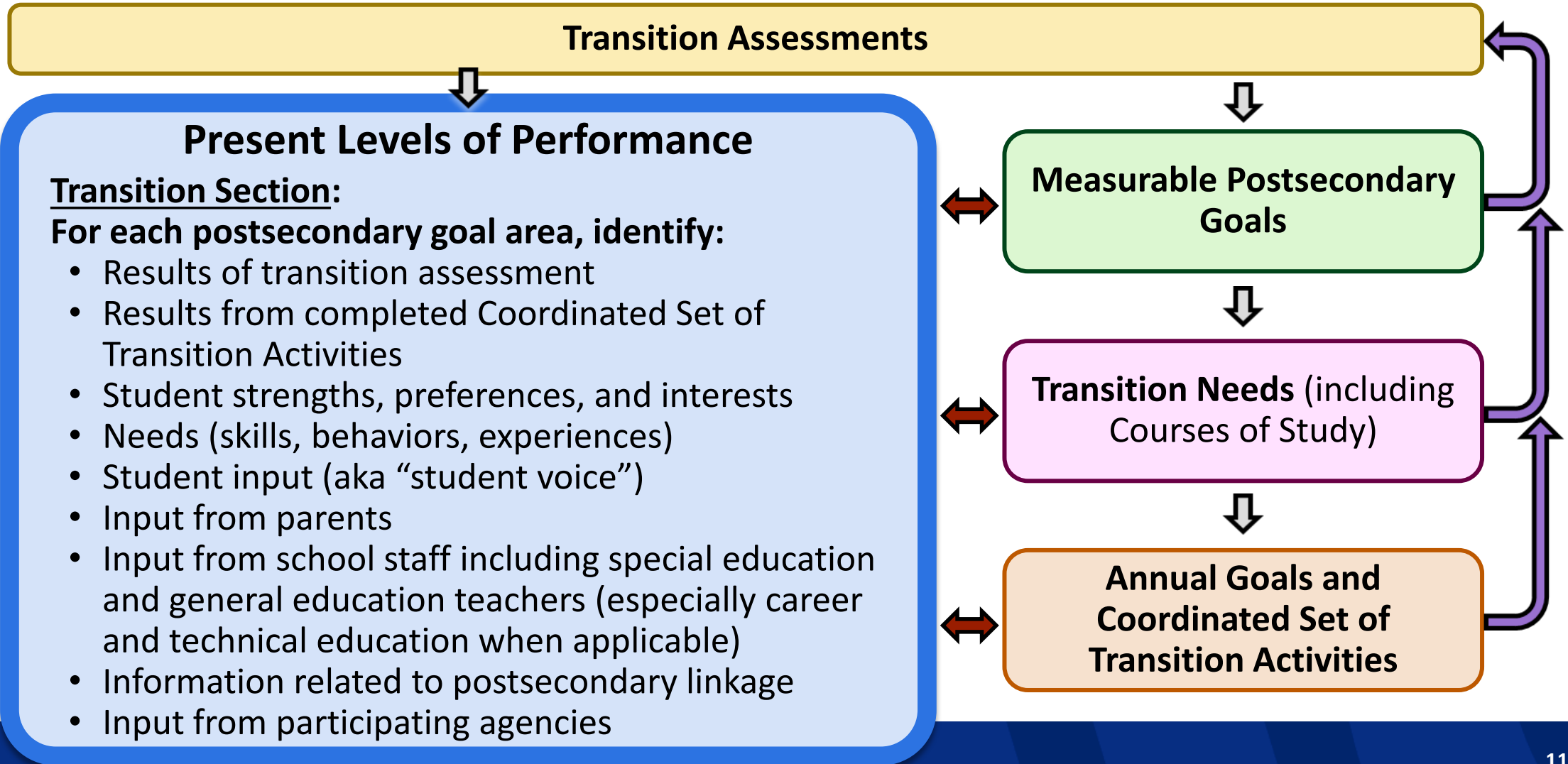
Where do you
want to go?

How do you
get there?

Transition Planning Across the IEP



Connected Transition Plan in the IEP



Student and Family Involvement

- Transition planning and IEP development have the greatest impact on the student.
- The concerns, interests, and recommendations of the student need to be considered.
- An IEP that builds on the strengths of the student and includes recommendations that the student can support is more likely to result in successful outcomes for the student.
- Family members bring history as well as current information on their child's strengths and needs, and their concerns and ideas are essential for enhancing their child's transition plan.
- The concerns of the parent/family for the education of their child must be considered in the IEP development process.

Present Levels of Performance



Present Levels of Performance is the Foundation of the IEP

The Present Levels of Performance provides the informational basis for generating goals, supports, and services that are specifically designed to meet the student's **individual** needs and begin to prepare them to select and reach their postsecondary goals.

“A problem well stated...

...is a problem half solved”

—Charles F. Kettering, American Inventor



Transition in the Present Levels of Performance



- Transition must be addressed beginning with the IEP in effect at age 15 or earlier, as appropriate.
- The Present Levels of Performance must include the student's strengths, preferences, and interests identified from transition assessments as they relate to transition from school to post-school activities.

Existing Transition Information

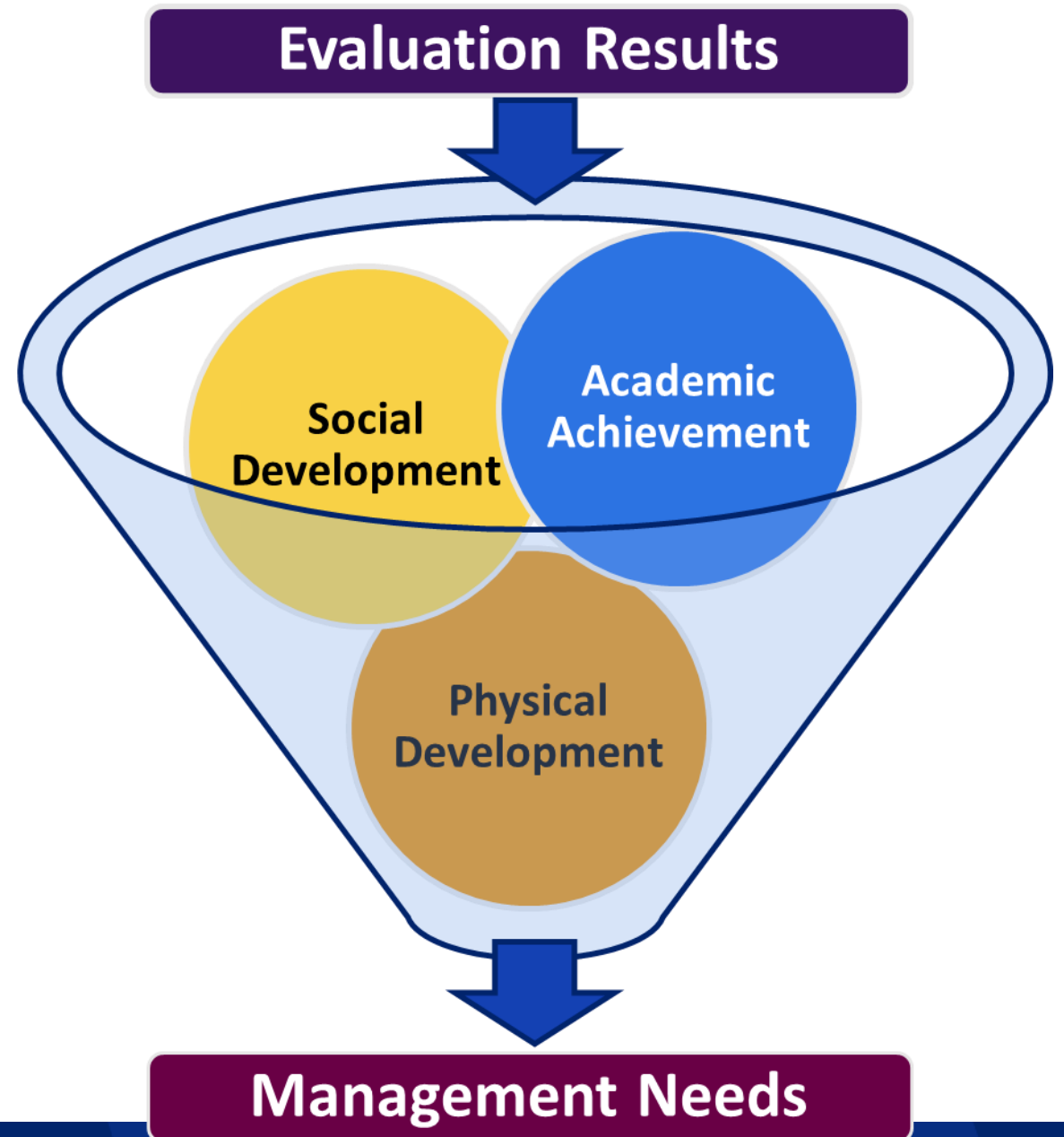


- The transition planning team should review the student's current transition plan, as represented throughout the IEP, and their progress toward annual transition goals, every year.
- Transition plan progress informs the transition assessments needed to facilitate the student's continued progress toward achieving their postsecondary goals.
- When reviewing a student's existing transition information, consider:
 - In what ways has the student demonstrated growth since this plan was developed?
 - Have any of their preferences or interests changed?
 - How will these changes impact the choice of transition assessments for the development of the next plan?
 - What were the parent concerns related to transition? Have those concerns been addressed?

Four Areas Addressed in Documenting Present Levels of Performance and Individual Needs

Including:

- Strengths
- Preferences
- Interests
- Needs
- Concerns of the parent



Evaluation Results



Evaluations are a variety of assessments, tools, and strategies, including feedback from the parent, to gather relevant information related to current needs and future career, educational, personal, and social environments.

- Should include the following details:
 - Name of transition assessment
 - Date administered
- Can be a combination of:
 - Formal assessments
 - Informal assessments
- Should include a summary of the results

Transition Assessments



Academic Achievement and Functional Performance



Levels of knowledge and development in subject and skill areas including activities of daily living, level of intellectual functioning, adaptive behavior, expected rate of progress in acquiring skills and information, and learning style. Academic achievement and functional performance also includes student needs that are of concern to the parent/guardian.

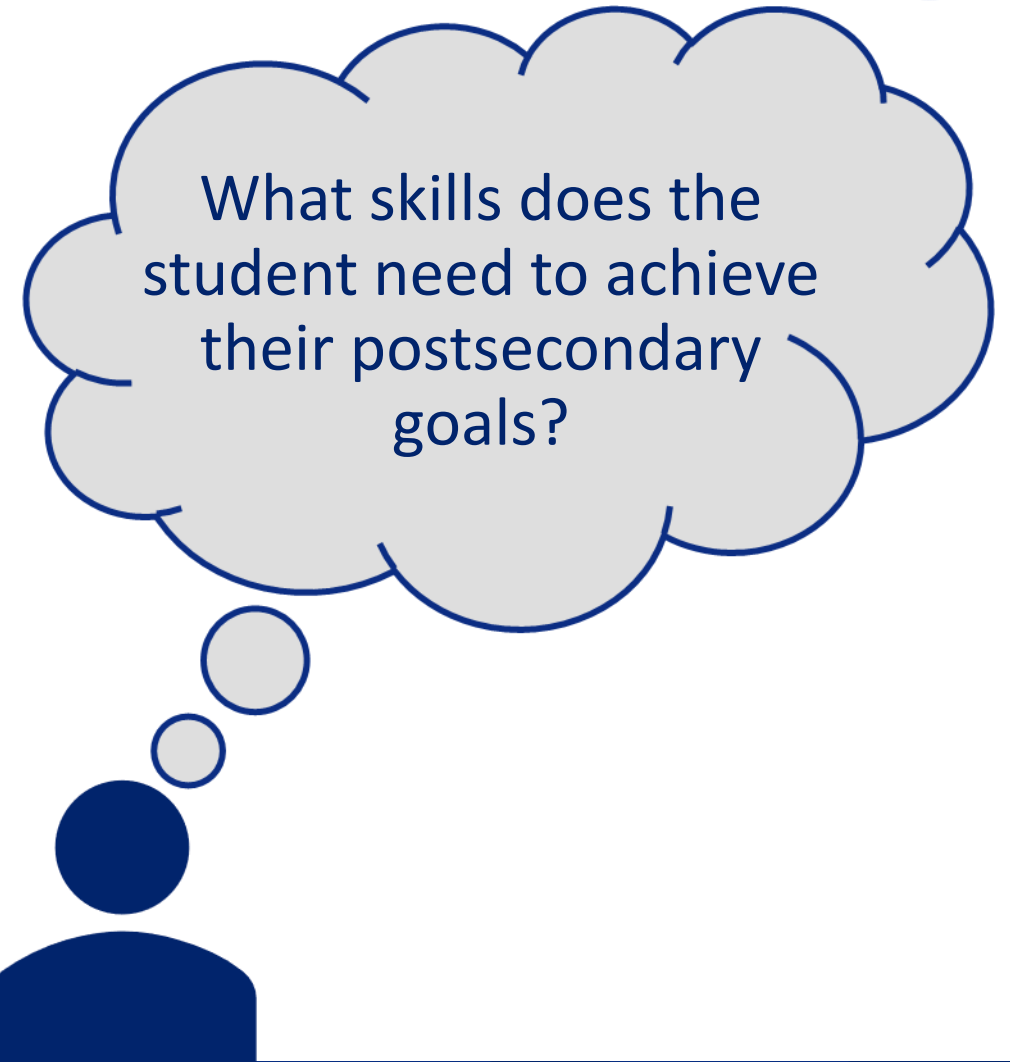
- Transition section:
 - Describes the results of age-appropriate transition assessments
 - Describes the student's progress in their transition plan
 - Incorporates the student's voice
 - Is descriptive and specific

Transition and the Academic Present Levels of Performance



When developing the transition-related Present Levels of Performance, consider the student's progress towards attaining skills related to:

- CDOS Universal Foundation Skills
- The Work Readiness Profile
- Self-Determination
- NTACTION Predictors by Post-School Outcome Area



What skills does the student need to achieve their postsecondary goals?

Developing Other Sections of the Present Levels of Performance



Social Development

Describe how the student's relationship with peers and adults, feelings about self, and social adjustment to school and community impact their postsecondary goals.

Management Needs

Consider the student's Management Needs relating to postsecondary goals and if there are opportunities to increase student independence.

Physical Development

Describe how the motor and sensory development, health, physical skills, or limitations impact their postsecondary goals.

Student Needs Relating to Special Factors

Consider if any student needs relating to special factors will impact the student's postsecondary goals.

IEP Analysis Activity

Present Levels of Performance



Directions: Using the Present Levels of Performance in the Allison Case Study:

Step 1:

Highlight transition assessment results:

- Education/Training in blue
- Employment in pink
- Independent Living in green

Underline strengths, preferences, and interests

Star transition needs using asterisks

Step 2:

Circle student voice

Draw a box around parent input

- ✓ Checkmark input from any school staff
- + Put a plus sign next to completed Coordinated Transition Activities, postsecondary linkages, and input from participating agencies

Pause, Reflect, and Discuss

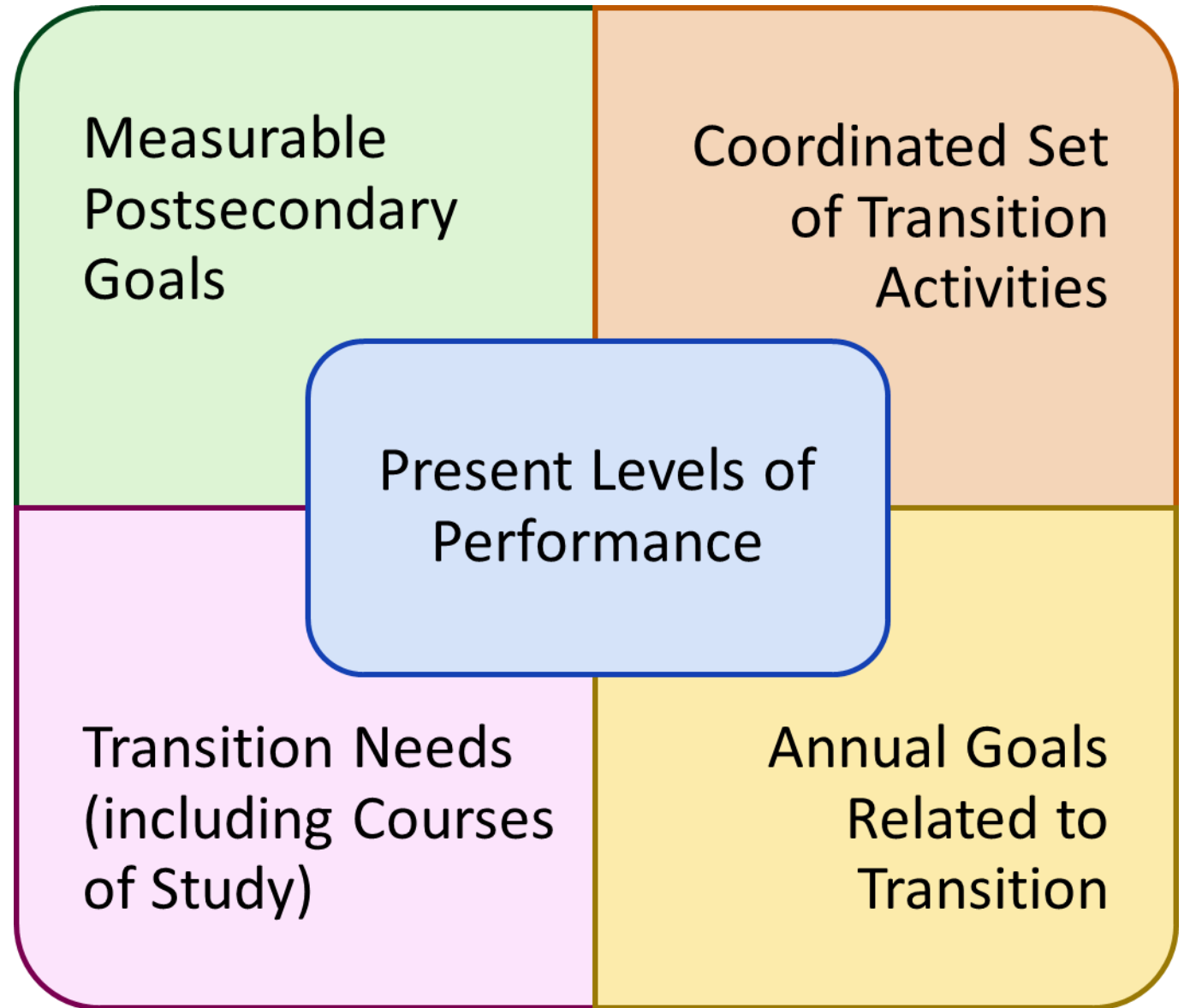


Does the Present Levels of Performance:

- Describe the results of the age-appropriate transition assessments administered?
- Explain the link between strengths, preferences, interests, needs, and the student's Measurable Postsecondary Goals?
- Describe the student's progress in their transition plan—the skills they have gained, including completed Coordinated Set of Transition Activities, and skills which need continued development?
- Include student voice?
- Consider ways to increase student independence?
- Consider Student Needs Relating to Special Factors related to the transition plan?

Present Levels of Performance Support IEP Alignment

Present levels of academic and functional performance are directly linked to other components of the IEP.



Exit Ticket



- Please share one “aha” moment you had today.
- How will this discovery change your practice?

Resources

- [General Directions to Use the State's Mandatory IEP Form](#)
- [Guide to Quality IEP Development and Implementation](#)
- [Transition from School to Post School for Students with Disabilities](#)

References (1 of 2)

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Contact Us

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Technical Assistance Partnership
for Transition

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