



New York State Education Department
Office of Special Education
Educational Partnership





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Transition in the Individualized Education Program (IEP)

Case Study Application

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

Last updated on December 17, 2024



Disclaimer

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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 key components of high-quality transition-focused IEPs and a transition planning process that supports positive post-school outcomes.
- Utilize available case studies to apply concepts.
- Utilize the IEP mapping template in tandem with their own active student IEP.
- Be able to directly apply and implement today's concepts into practice with an increased emphasis on high-quality transition-focused IEP development.

Training Materials



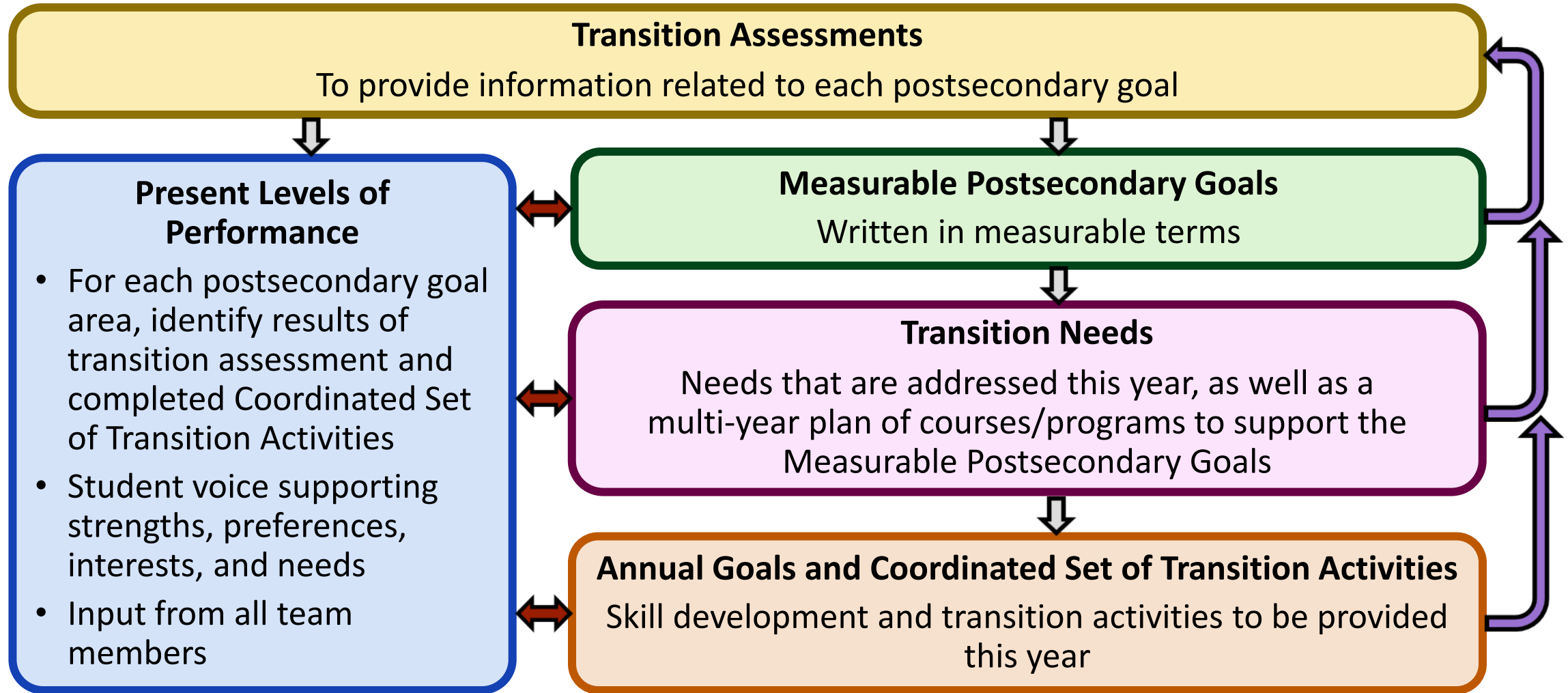
- Guide to Quality Transition-Focused IEP Development
- Transition Planning Across the IEP
- Allison Case Study
- Lilly Case Study
- Career Development and Occupational Studies (CDOS) Standard 3A—Universal Foundation Skills
- Work Readiness Credential Profile
- Transition Planning IEP Mapping Tools for Allison and Lilly
- Transition Planning IEP Mapping Tool Template
- Measurable Postsecondary Goal Template
- Measurable Annual Goal Template

Transition in the IEP

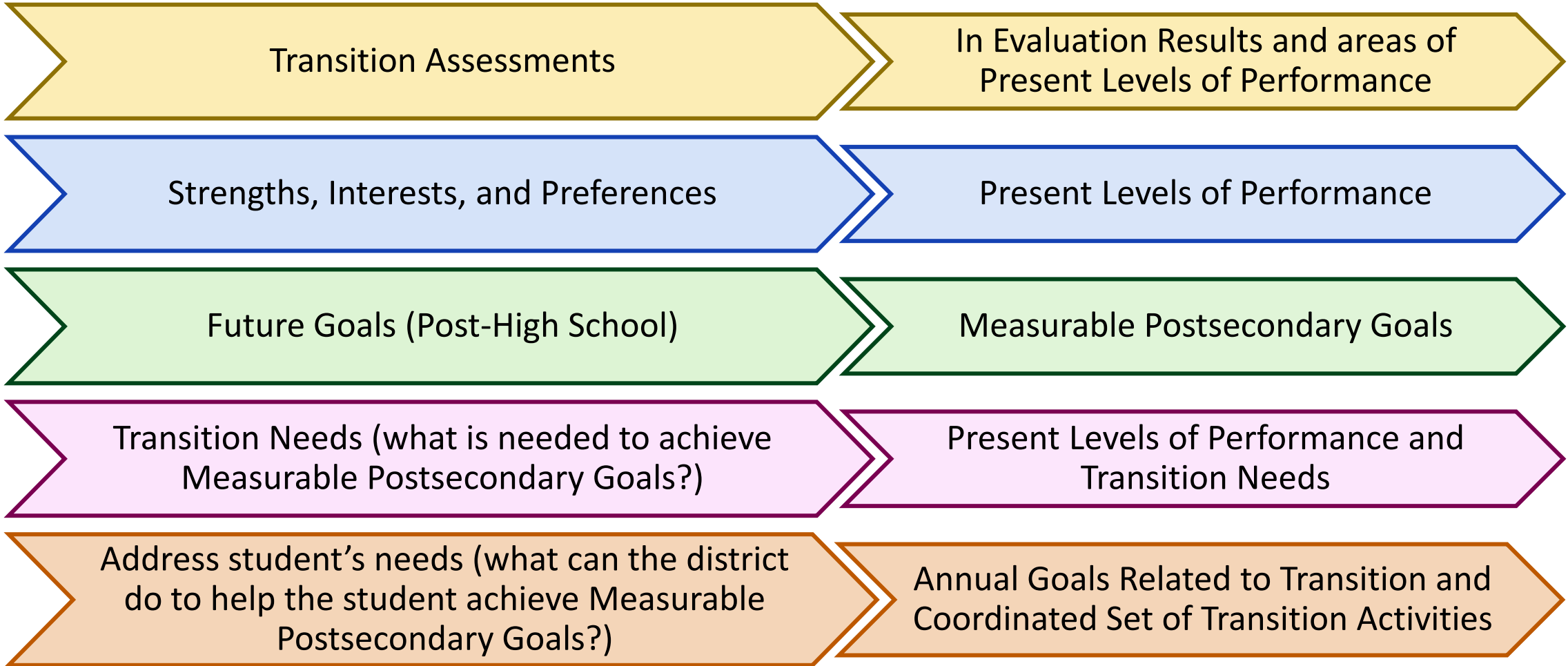


Transition Planning Across the IEP

Connected Transition Plan in the IEP



Where Does Transition Planning Go in the IEP?



Allison Case Study

- Junior in high school
- 16 years old
- Specific learning disability in reading and writing



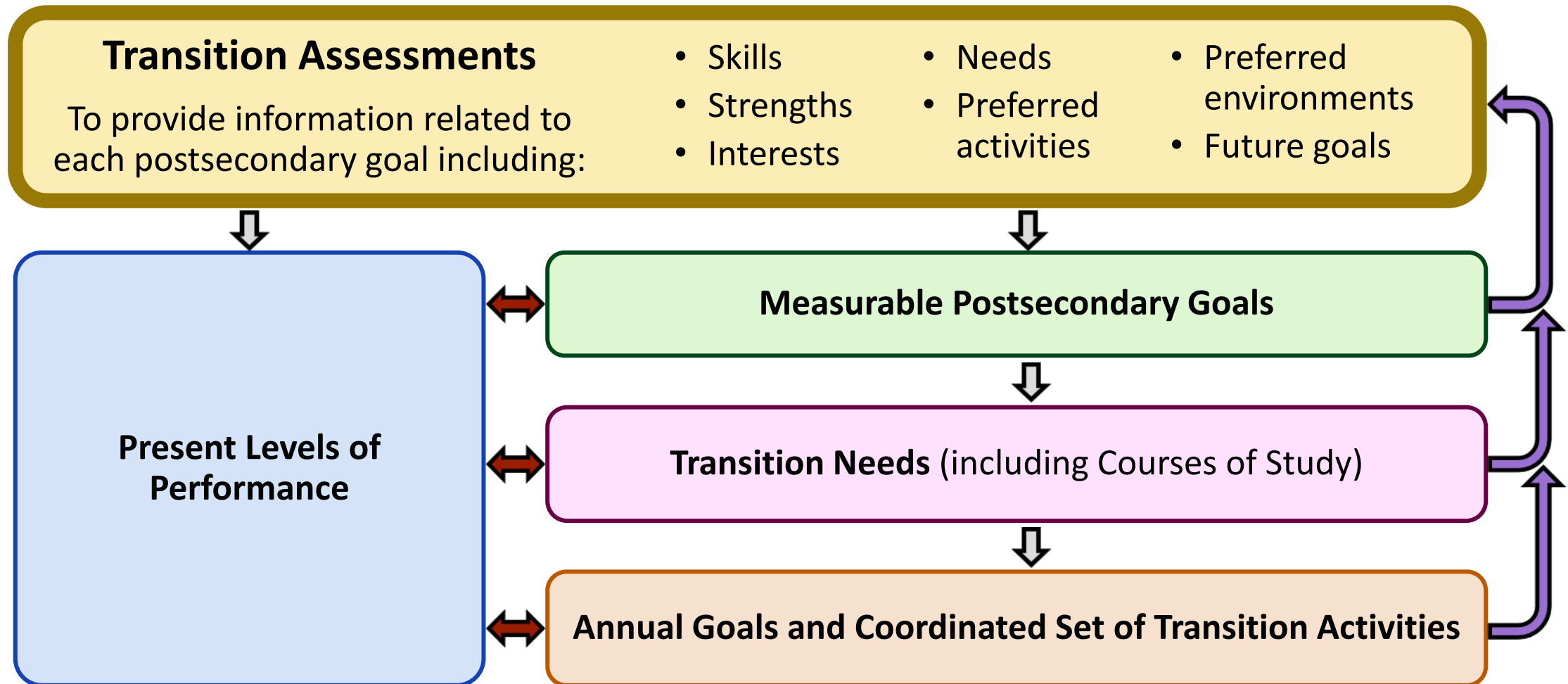


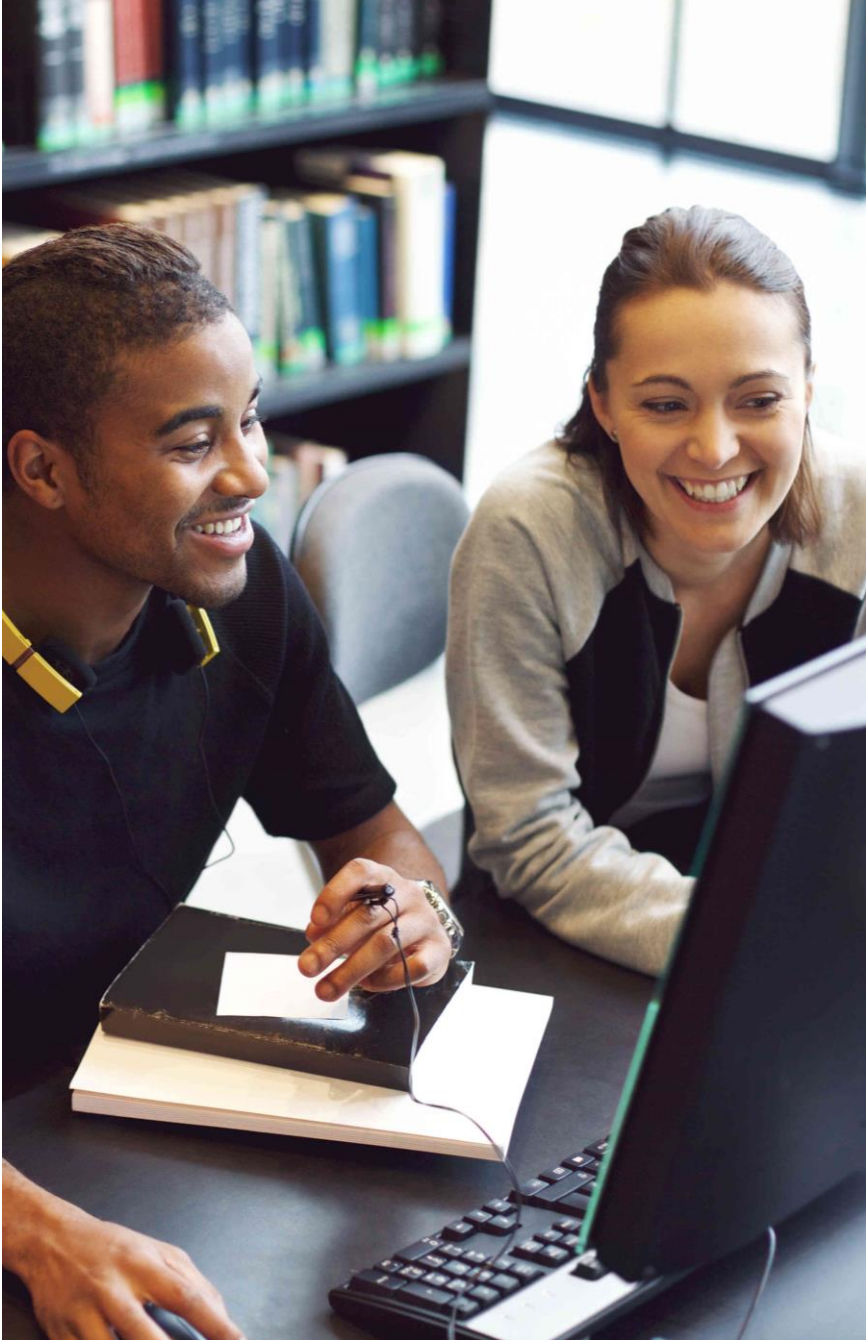
Lilly Case Study

- 20 years old
- Multiple disabilities
- Participates in the New York State Alternate Assessment (NYSAA)

Transition Planning Across the IEP (2)

Connected Transition Plan in the IEP





Activity: What Age-Appropriate Assessments Are You Using?



Share the types of transition assessments that your students, families, and/or staff currently complete.

What Is Transition Assessment?

- An ongoing process of collecting information on a student's strengths, interests, skills or aptitudes, preferences, and needs related to current demands and future career, educational, personal, and social environments
- Provides a foundation for defining IEP goals and transition services, and guides instructional decision-making
- Results from initial assessments should be the starting point for transition planning
- Transition assessments help students with disabilities identify the skills needed to achieve post-school goals
- Serves as a guide for students to make informed choices and take charge of their transition planning process

Allison's Transition Assessments

Postsecondary Vision Transition Assessment Documentation



Team Member	Postsecondary Vision	Transition Assessment Documentation
Allison	<ul style="list-style-type: none">• Complete assignments on time• Go to a four-year college and succeed• Work with young children• Travel independently	<ul style="list-style-type: none">• AIR Self-Determination Assessment• Informal transition interview• Study Skills Assessment Questionnaire• Career planning survey for juniors
Allison's Parents	<ul style="list-style-type: none">• Enroll in a college program that will help her achieve her career goals• Find a school and social life balance	<ul style="list-style-type: none">• School Parent Survey• Parent interviews

Lilly's Transition Assessments



Postsecondary Vision Transition Assessment Documentation

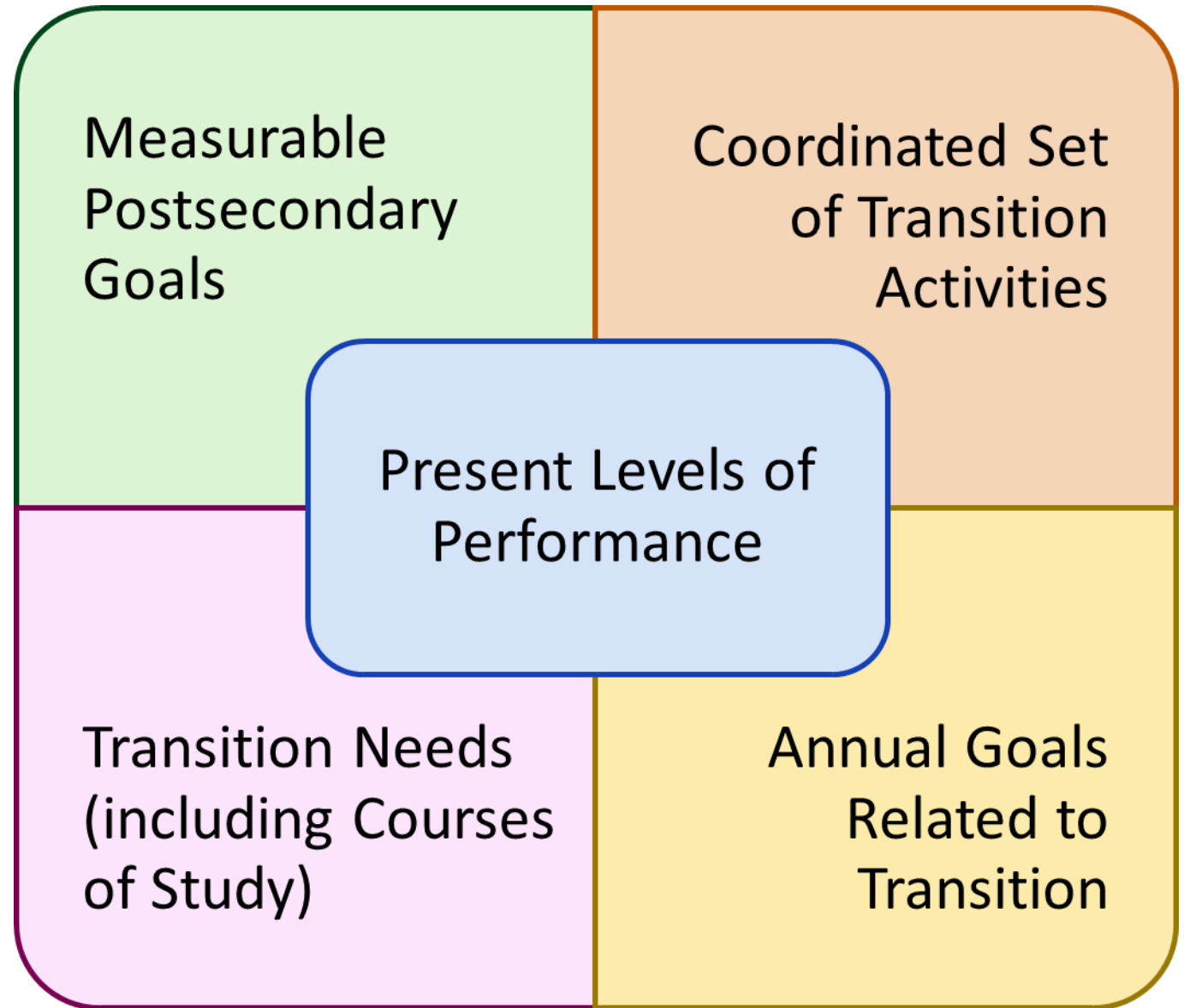
Team Member	Postsecondary Vision	Transition Assessment Documentation
Lilly	<ul style="list-style-type: none">• Inclusion in post-school classes/activities with peers• Interested in music	<ul style="list-style-type: none">• Personal Preference Indicators• Pictorial Career Interest Survey• School Transition Survey
Lilly's Parents	<ul style="list-style-type: none">• Responds well to settings where she can receive verbal and tactile attention• Responds positively in settings that have music and voices• Lilly's family would like to see her increase her use of functional communication by incorporating a head switch, or similar communication device	<ul style="list-style-type: none">• Parent interview• Environmental Analysis• IEP meeting documentation• Daily performance log for Sip-Em employees• Task analyses from job sites

Transition Assessment Results in the IEP

Transition Assessment Results	IEP Location
Name of the Transition Assessment and date of completion	Evaluation results section and areas of the Present Levels of Performance
Transition Assessment Results	Present Levels of Performance
Any needs or areas of support identified in the assessment results	<ul style="list-style-type: none">• Transition Needs section• Present Levels of Performance areas• Annual Goals

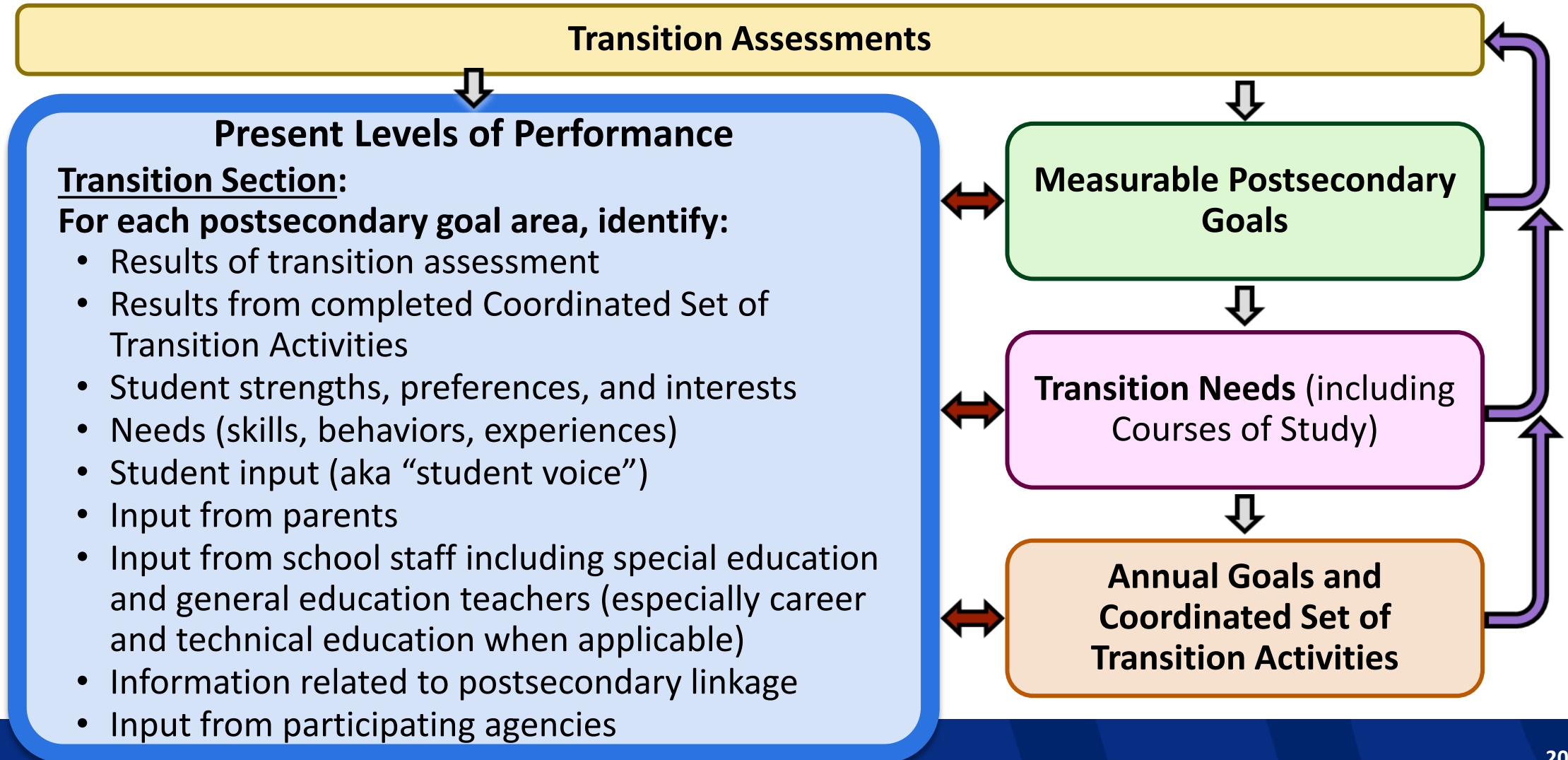
Present Levels of Performance Support IEP Alignment

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



Transition Planning Across the IEP (3)

Connected Transition Plan in the IEP



Present Levels of Performance: Transition Information

- 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

Universal Foundation Skills



Basic Skills:

- Can read
- Can write
- Performs math functions
- Listens effectively
- Speaks clearly

Personal Qualities:

- Demonstrates responsibility
- Can plan
- Can take independent action
- Acts with integrity/honesty
- Has self-determination and the ability to self-evaluate knowledge, skills, and abilities

Thinking Skills:

- Can think creatively
- Uses decision-making skills
- Uses thinking to lead to problem solving
- Knows how to learn
- Applies knowledge to new situations

Systems:

- Improves and designs systems
- Monitors and corrects performances
- Understands how systems perform related to goals, resources, and organizational function

Universal Foundation Skills (continued)



Managing Resources:

- Understands how to use materials, facilities, time, money, human resources, networking

Managing Information:

- Acquires and evaluates information
- Organizes/maintains information
- Interprets/communicates information
- Uses computers to enter, modify, retrieve, and store data

Technology:

- Selects/applies technology
- Maintains equipment
- Designs and creates to meet needs

Interpersonal Skills:

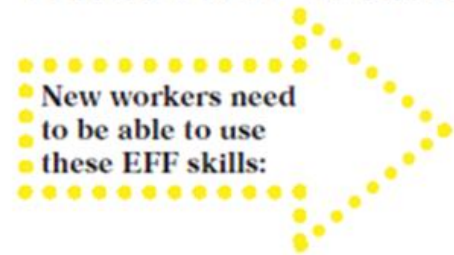
- Teaches others
- Serves clients
- Exercises leadership
- Negotiates/communicates
- Works as a member of a team
- Works with diversity

The Work Readiness Profile



Handout

What New Workers in Entry-level Jobs Need to Be Able to Do



New workers need to be able to use these EFF skills:

Communication Skills

- 1 Speak so others can understand
- 2 Listen actively
- 3 Read with understanding
- 4 Observe critically

Interpersonal Skills

- ▲ Cooperate with others
- ▲ Resolve conflict and negotiate

Decisionmaking Skills

- 1 Use math to solve problems and communicate
- 2 Solve problems and make decisions

Lifelong Learning Skills

- ◆ Take responsibility for learning
- ◆ Use information and communications technology*

* Skill not currently tested in WRC.

...well enough to successfully carry out these critical entry-level tasks:

Acquire and Use Information

- › Acquire, use, and share information accurately and in a timely manner in order to:
 - › Get work done
 - › Identify appropriate procedures
 - › Respond to requests from internal and external customers
- 1 2 3 4 ▲ 1 ◆ 2
- › Read and understand information presented in written form well enough to get the job done 2 3
- › Communicate in spoken English well enough to get the job done 1 2 3
- › Ask for clarification or help from supervisor or appropriate others when needed 1 2 4 ▲ 1

Use Systems

UNDERSTAND SYSTEMS

- › Understand how one's own performance can impact the success of the organization 1 2 4 ▲ 1
- › Comply with organizational policies and procedures in a consistent manner 2 3 4 ▲ 1
- › Pay attention to company guidelines regarding:
 - › Personal and professional interactions
 - › Appropriate dress
 - › Health and safety
- 1 2 3 4 ▲ 1
- › Follow established procedures for handling urgent situations or emergencies 1 2 3 4 2
- › Keep informed about quality and health standards set by external sources, including unions

Work with Others

DIVERSITY

- › Work as part of a team to develop and achieve mutual goals and objectives 1 2 4 ▲ ▲ 2
- › Develop and maintain good working relationships with coworkers, supervisors, and others throughout the organization, regardless of background or position:
 - › Be respectful and open to the thoughts, opinions, and contributions of others
 - › Avoid use of language or comments that stereotype others 1 2 4 ▲ ▲ 1

NEGOTIATE

- › Work through conflict constructively 1 2 4 ▲ ▲ 2

SERVE CLIENTS

Know How to Learn

- › Accept help from supervisors and coworkers 1 2 4 ▲ 1
- › Learn new/additional skills related to your job 2 3 4 ▲ 2 1
- › Learn about the products/services of the organization 2 3 4 1 2

Responsibility

- › Demonstrate willingness to work 1 2 ▲ 1
- › Take responsibility for completing one's own work assignments:
 - › Accurately
 - › On time
 - › To a high standard of quality
 - › Even when the work is physically or mentally challenging
- › As efficiently as possible, to minimize costs, rework, and

Solve Problems

- › Cope with a work situation or tasks that change frequently:
 - › Demonstrate flexibility
 - › Accept new or changed work responsibilities with a positive attitude
 - › Adjust to unexpected problems and situations by seeking advice from a supervisor or appropriate others 1 4 ▲ ▲ 2 1
- › Identify actual or potential problems related to one's own work:
 - › Report them in a timely manner, according to company policy
 - › Help to fix them 1 2 4 ▲ ▲ 1 2

Self-management

- › Display responsible behaviors

Allison's Present Levels of Performance

Transition Section

- Through the school's junior planning survey, Allison reported:
 - Responsibilities at home include caring for younger siblings and doing light household chores. She enjoys visiting the class her sister teaches and helps her make materials for lessons. After high school, Allison is planning to go to a four-year university. She expressed concern about making a good decision for college that will support her needs.
- During her transition interview, Allison explained:
 - She has decided she wants to work with preschoolers or kindergarteners but is not sure if she wants to be a classroom teacher. After visiting the local Board of Cooperative Educational Services (BOCES) human services program last year, she decided not to attend because she would not have room in her schedule to take a Child Development or Psychology class.

Allison's Present Levels of Performance Continued

Transition Section continued

- The Study Skills Assessment Questionnaire indicates that Concentration and Memory as well as Motivation and Attitude are strengths for her, and that she needs to improve her time management skills and continue to develop her reading and writing strategies.
- Allison reported that her organizational skills could be a barrier to achieving her postsecondary goals. She is trying to use the calendar on her phone to remind her of assignments.
- Allison enjoys a variety of social activities but relies on her family and friends to transport her because she has yet to pass her permit test.
- Allison and her parents are interested in meeting with the school's Adult Career and Continuing Education Services-Vocational Rehabilitation (ACCES-VR) counselor to learn more about potential services and supports.

Additional Transition Information— Academic Strengths and Needs

Strengths:

- Can answer explicit grade-level questions
- Writes in complete sentences, makes a claim, and writes a concluding sentence
- Maintains a B in English Language Arts (ELA)

Needs:

- ELA teacher reports that she has difficulty incorporating feedback into her work
- Multiple teachers report that she struggles with turning in large, multi-component assignments on time
- Needs to improve reading comprehension and writing composition for college

Allison's Social and Physical Present Levels of Performance

Social Development

- All of Allison's teachers report that she has excellent peer relations.
- Allison's teachers report that she will advocate for herself in class and can explain how her disability impacts her learning.
- On the AIR Self-Determination Assessment, Allison rated herself lower in making choices and plans to meet goals. When asked to give an example of a goal she is working on Allison stated, "I want to choose a college that is right for me," but when asked what she is doing to reach this goal Allison said, "When I think about it I feel overwhelmed. I don't know where to start."

Physical Development

- The school nurse reports Allison's health and physical status (hearing/vision) are normal. Allison enjoys physical education and school sports. She states that she monitors her nutrition and sleep habits to maintain her health on a daily basis.

Additional Transition Information— Social and Physical Strengths and Needs

Strengths:

- Demonstrates strong interpersonal skills
- Self-advocates for support or assistance, can explain how her disability impacts her learning
- Utilizes her accommodations

Needs:

- Feels overwhelmed by the idea of choosing a college that is right for her, doesn't know where to start
- Parents concerned about her lack of homework completion

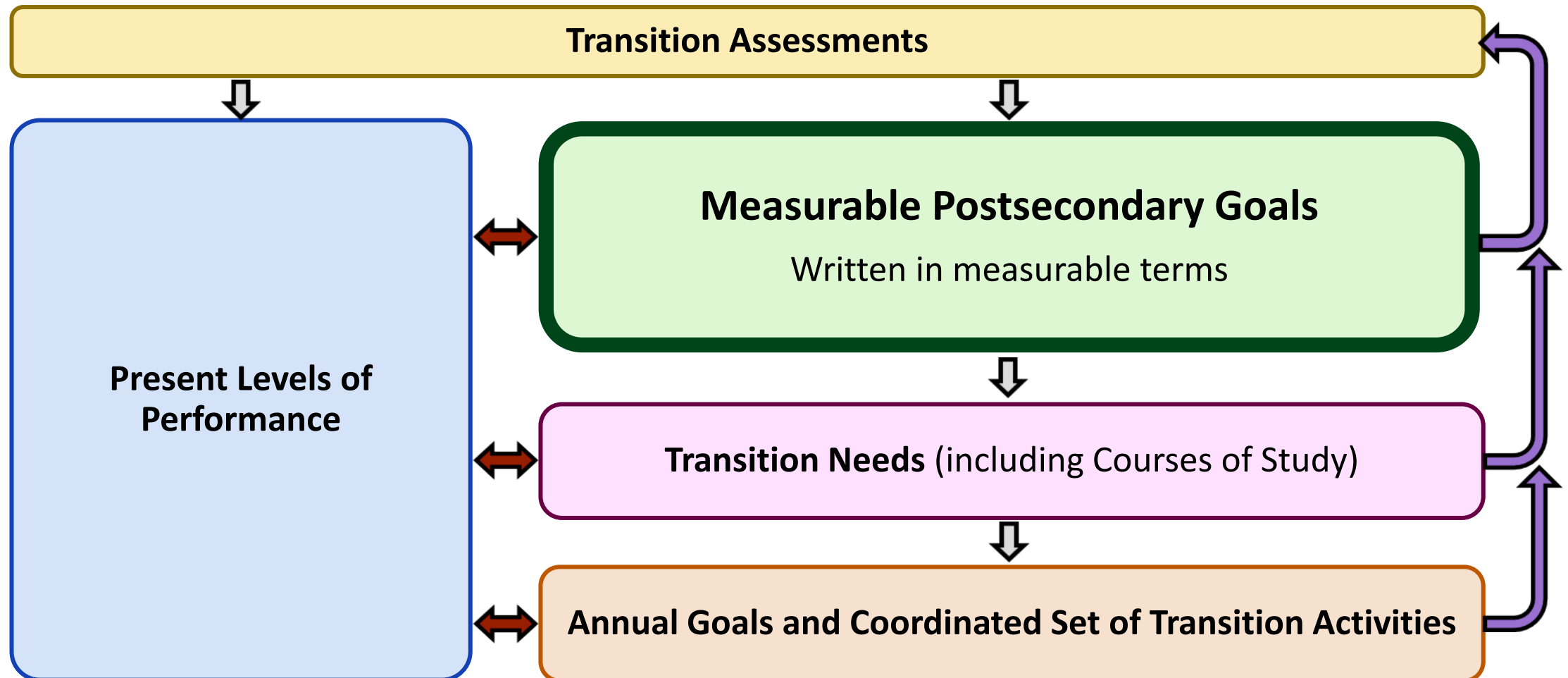
Allison: Transition Planning IEP Mapping Tool (1)



Evaluation Results	Present Levels of Performance	Measurable Postsecondary Goals	Transition Needs	Annual Goals	Coordinated Set of Transition Activities
<p><u>Transition Assessments:</u> Study Skills Assessment: Strengths in Concentration and Memory as well as Motivation and Attitude. Needs include improving her time management skills and continuing to develop her reading and writing strategies.</p> <p>Career Planning Survey: Responsibilities at home include caring for younger siblings</p>	<p><u>Strengths:</u></p> <ul style="list-style-type: none"> • Maintains B average • Oral expression • Interpersonal skills • Has met previous year's IEP annual goals • Utilizes accommodations • Describes her disability and accommodation needs to teachers <p><u>Preferences:</u></p> <ul style="list-style-type: none"> • Being in classes with friends • Enjoying free time with others 	<p><u>Education/Training:</u> After graduation from high school, Allison will attend a four-year college and take courses in Child Development.</p> <p><u>Employment:</u> After graduation from high school, Allison will work part-time in a child-care center while attending college.</p> <p><u>Independent Living:</u> After high school, Allison will use strategies to</p>	<p><u>Transition Needs:</u></p> <ul style="list-style-type: none"> • Improve reading comprehension and writing composition skills. • Break down large tasks into smaller parts. • Complete tasks in a given timeframe. • Incorporate feedback into her work. • Develop a clear understanding of postsecondary options that 	<p>Given a graphic organizer for prewriting essays, Allison will complete the graphic organizer, including the main idea and relevant details, with 80 percent accuracy across content areas.</p> <p>When given 3 pieces of feedback on assignments, Allison will incorporate 2 out of 3 pieces of feedback into her assignment in 4 out</p>	<p><u>Instruction:</u></p> <ul style="list-style-type: none"> • Child Development course. • SDI on using a digital calendar. <p><u>Related Services:</u> Considered, not needed.</p> <p><u>Community Experiences:</u></p> <ul style="list-style-type: none"> • Meet with an ACCES-VR counselor to learn about services. <p><u>Employment and Other Post School Living Objectives:</u></p> <ul style="list-style-type: none"> • Job shadow experience with staff at

Transition Planning Across the IEP (4)

Connected Transition Plan in the IEP



Measurable Postsecondary Goals Defined



Post means *after*.

Measurable Postsecondary Goals tell us where the student will work, learn, and live *after* high school.

Must be *measurable* and *observable*.

Measurable Postsecondary Goals— Questions

- Where and how is the student going to continue to learn and/or develop skills after graduation?
- Where is the student going to work or engage in productive activities after graduation?
- Where is the student going to live and how are they going to access adult services, participate in the community, and have fun after graduation?

Allison's Measurable Postsecondary Goal: Education and/or Training



After graduation from high school, Allison will attend a four-year college and take courses in Child Development.

The summer after high school, Allison will take a course in first aid and CPR to obtain certification through the local Red Cross.

Non-example: The fall after graduation from high school, Allison plans to enroll in a four-year university in the Southeast. Allison wants to take a CPR/first aid class after high school.

Allison's Measurable Postsecondary Goal: Employment



After graduation from high school, Allison will work part-time in a child-care center while attending college.

The summer after graduation from high school, Allison will work part-time at the child development center near her home.

Non-example: Allison hopes to work with young children someday. Allison is thinking about applying for a job at a daycare.

Allison's Measurable Postsecondary Goal: Independent Living



After high school, Allison will use strategies to effectively manage her time, so that she successfully meets her deadlines for college.

After high school, Allison will travel independently in the community.

Non-example: Allison hopes she can manage the demands of college. Allison will access disability supports to assist with college.

Lilly's Measurable Postsecondary Goals



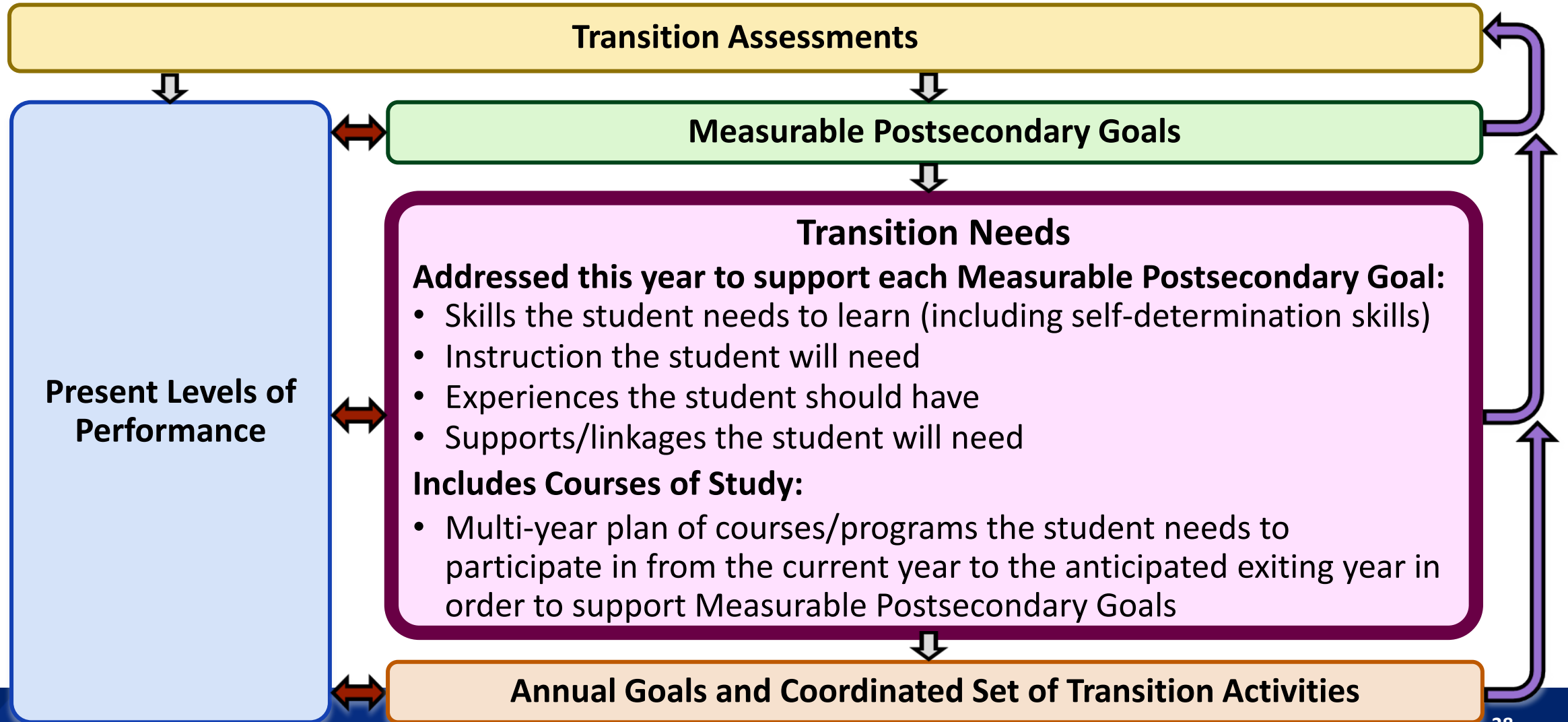
Education/Training: After exiting high school, Lilly will attend a day habilitation program a few days per week with individuals of similar age and needs, to maintain and improve communication and self-care skills.

Employment: After high school, given intensive support from a job coach, Lilly will obtain part-time employment or a volunteer position in a setting she enjoys (e.g., the mall, a coffee shop, restaurant, or public music venue).

Independent Living: After high school, Lilly will use a Head Switch system of communication so that she can effectively communicate her wants and needs.

Transition Planning Across the IEP (5)

Connected Transition Plan in the IEP





Transition Service Needs



§200.4(d)(2)(ix)(a)(3)

In addition, the IEPs of students who are transition age must include a statement of the transition service needs of the student that focuses on the student's courses of study, considering the student's strengths, preferences, and interests as they relate to transition from school to post-school activities.

Allison's Transition Needs

Allison needs to:



- Incorporate feedback into her work
- Break down large tasks into smaller parts
- Complete tasks in a given timeframe
- Improve reading comprehension and writing composition skills
- Develop a clear understanding of postsecondary options that match her interests and skills

Lilly needs to:

- Increase functional communication skills by using her head-activated switch with consistency
- Practice self-determination skills by making choices on preferred activities/settings
- Improve her ability to complete job-related tasks with minimal prompting
- Improve functional reading skills



Lilly's Transition Needs

Courses of Study Aligned with Measurable Postsecondary Goals

Long-term plan of courses and instruction that the student will take while in high school which will support the attainment of their Measurable Postsecondary Goals.

Could include:

- Specific Regents coursework that relates to Measurable Postsecondary Goals
- Sequence of courses in a career or vocational field (Career and Technical Education [CTE])
- Electives related to Measurable Postsecondary Goals

Allison's Courses of Study

Beyond the required curriculum for a Regents diploma, Allison will take courses in Child Development, Psychology, and Financial Management.





Based on Lilly's assessment results and interests, Lilly will receive Specially Designed Instruction (SDI) in a modified general education curriculum that includes skill development in the following areas:

- Life Skills;
- Functional Finance;
- Modified Health; and
- Music Appreciation.

In addition, Lilly will be working toward the achievement of the CDOS learning standards to support the Skills and Achievement Commencement Credential which includes participating in a supervised work experience.

Lilly's Courses of Study

Allison: Transition Planning IEP Mapping Tool (2)

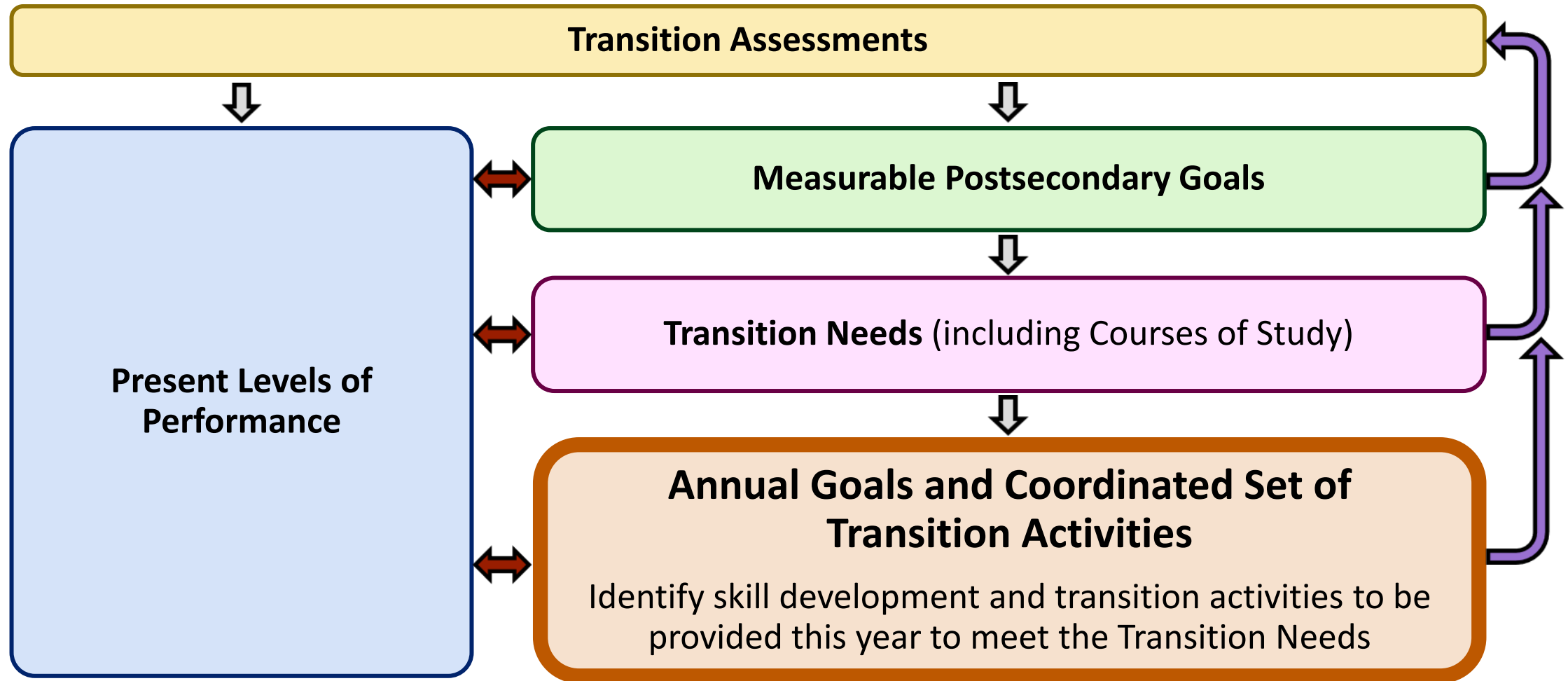


Handout

Evaluation Results	Present Levels of Performance	Measurable Postsecondary Goals	Transition Needs	Annual Goals	Coordinated Set of Transition Activities
<p><u>Transition Assessments:</u> Study Skills Assessment: Strengths in Concentration and Memory as well as Motivation and Attitude. Needs include improving her time management skills and continuing to develop her reading and writing strategies.</p> <p>Career Planning Survey: Responsibilities at home include caring for younger siblings</p>	<p><u>Strengths:</u></p> <ul style="list-style-type: none"> • Maintains B average • Oral expression • Interpersonal skills • Has met previous year's IEP annual goals • Utilizes accommodations • Describes her disability and accommodation needs to teachers <p><u>Preferences:</u></p> <ul style="list-style-type: none"> • Being in classes with friends • Enjoying free time with others 	<p><u>Education/Training:</u> After graduation from high school, Allison will attend a four-year college and take courses in Child Development.</p> <p><u>Employment:</u> After graduation from high school, Allison will work part-time in a child-care center while attending college.</p> <p><u>Independent Living:</u> After high school, Allison will use strategies to</p>	<p><u>Transition Needs:</u></p> <ul style="list-style-type: none"> • Improve reading comprehension and writing composition skills. • Break down large tasks into smaller parts. • Complete tasks in a given timeframe. • Incorporate feedback into her work. • Develop a clear understanding of postsecondary options that 	<p>Given a graphic organizer for prewriting essays, Allison will complete the graphic organizer, including the main idea and relevant details, with 80 percent accuracy across content areas.</p> <p>When given 3 pieces of feedback on assignments, Allison will incorporate 2 out of 3 pieces of feedback into her assignment in 4 out</p>	<p><u>Instruction:</u></p> <ul style="list-style-type: none"> • Child Development course. • SDI on using a digital calendar. <p><u>Related Services:</u> Considered, not needed.</p> <p><u>Community Experiences:</u></p> <ul style="list-style-type: none"> • Meet with an ACCES-VR counselor to learn about services. <p><u>Employment and Other Post School Living Objectives:</u></p> <ul style="list-style-type: none"> • Job shadow experience with staff at community child

Transition Planning Across the IEP (6)

Connected Transition Plan in the IEP



Measurable Postsecondary Goals Correspond to Annual Goals



For each of the Measurable Postsecondary Goal areas identified in the student's IEP, there is an annual goal or short-term objective included in the IEP related to the student's transition services/needs.

- Consider what skills and knowledge will be required for the student to achieve the postsecondary goal.
- One annual goal may link to more than one postsecondary goal.

Allison's Annual Goal to Support Education and Training



- **Postsecondary Education and Training Goal:**

- After graduation from high school, Allison will attend a four-year college and take courses in Child Development.

- **Transition Need:**

- Writing comprehensive paragraphs, including specific details for essay responses.

- **Annual Goal:**

- Given a graphic organizer for prewriting essays, Allison will complete the graphic organizer, including the main idea and relevant details, with 80% accuracy across content areas.
 - Criteria: 3 out of 4 trials, over 4 weeks
 - Method: work sample/teacher rubric
 - Schedule: weekly

Allison's Annual Goal to Support Employment



- **Postsecondary Employment**

- **Goal:**

- After graduation from high school, Allison will work part time in a childcare center while attending college.

- **Transition Need:**

- Incorporate feedback into her work.

- **Annual Goal:**

- When given 3 pieces of feedback on assignments, Allison will incorporate 2 out of 3 pieces of feedback into her assignment in 4 out of 5 trials.
 - Criteria: In 4 out of 5 trials, every 2 weeks
 - Method: student work samples
 - Schedule: weekly

Allison's Annual Goal to Support Independent Living



- **Postsecondary Independent Living Goal:**

- After high school, Allison will use strategies to effectively manage her time, so she successfully meets her deadlines for college.

- **Transition Needs:**

- Break down multi-step tasks into smaller parts to complete tasks in a given timeframe.

- **Annual Goal:**

- When given SDI on breaking multi-step tasks into smaller units, Allison will complete each step in the allotted timeframe 75% of the time.
 - Criteria: In 3 out of 4 trials, monthly
 - Method: structured data collection
 - Schedule: weekly

Lilly's Postsecondary Goal: Education and Training



Postsecondary Education and Training Goal—After exiting high school, Lilly will attend a day habilitation program a few days per week with individuals of similar age and needs to maintain and improve communication and self-care skills.

Transition Need—Lilly needs to continue to improve her communication and self-care skills.

Lilly's Annual Goal to Support Education/Training



Annual Goal: Given direct instruction on utilizing a head switch for communication, Lilly will independently (without teacher prompting) actively respond in classroom activities with 70% accuracy as measured by teacher rubrics.

- Criteria: 70% accuracy over the course of 4 weeks
- Method: Teacher rubric
- Schedule: Weekly

Benchmark 1: Lilly will utilize a head switch to answer yes and no questions with moderate prompting (3-5 physical prompts).

Benchmark 2: Lilly will utilize a head switch to answer yes and no questions with minimal prompting (1-2 physical prompts).

Benchmark 3: Lilly will answer a story elements question with moderate prompting (2-5 verbal prompts).

Benchmark 4: Lilly will answer a story elements question with minimal prompting (1-2 verbal prompts).

Lilly's Postsecondary Goal: Employment



Postsecondary Employment Goal—After high school, given intensive support from a job coach, Lilly will obtain part-time employment or a volunteer position in a setting she enjoys (e.g., the mall, a coffee shop, restaurant, or public music venue).

Transition Need—Lilly needs to continue to improve her ability to complete job-related tasks with minimal prompting.

Lilly's Annual Goal to Support Employment



Annual Goal: Given explicit instruction, Lilly will direct customers with 75% accuracy.

- **Criteria:** 2 consecutive trials over 2 weeks
- **Method:** Structured teacher observation
- **Schedule:** Weekly

Short-term objective 1: Lilly will greet customers upon entering the coffee shop with minimal prompting (1–2 physical prompts).

Short-term objective 2: Lilly will direct customers to complete an order form with minimal prompting (1–2 physical prompts).

Short-term objective 3: Lilly will direct customers to place their completed order form in the order basket (1–2 physical prompts).

Lilly's Postsecondary Goal: Independent Living



Postsecondary Independent Living Goal—After high school, Lilly will continue to live at home with family and use a head switch system of communication so that she can effectively communicate her wants and needs.

Transition Need—Lilly needs to continue to develop her self-determination skills of choice-making.

Lilly's Annual Goal to Support Independent Living



Annual goal: Given four options for leisure activities to participate in during the school day, Lilly will identify her likes and dislikes by using her communication device.

- Criteria: In 3 out of 4 trials, over 4 weeks
- Method: Recorded observations
- Schedule: Weekly

Benchmark 1: By November, Lilly will express a like or dislike for one leisure activity by using her communication device.

Benchmark 2: By February, Lilly will express a like or dislike for two leisure activities by using her communication device.

Benchmark 3: By April, Lilly will express a like or dislike for three leisure activities by using her communication device.

Coordinated Set of Transition Activities

- The Coordinated Set of Transition Activities are aligned with:
 - Present Levels of Performance
 - Measurable Postsecondary Goals
 - Transition Needs
 - Annual Goals
- Activities are individualized and clearly stated in areas as needed.
- The district or agency responsible for each activity must be noted.
- Identifying the role/title of the person responsible for coordinating the activity is recommended.

Coordinated Set of Transition Activities—a Few More Things...

- Each transition service identified should be something that will occur during the year the IEP is implemented.
- Related services are reflected in programs/services.
- All areas within the Coordinated Set of Transition Activities must be considered.
- Using a null statement if there are no activities listed in a specific section is recommended:
 - “Considered, but not needed.”
 - “No needs at this time.”

Meeting Allison's Transition Needs with the Coordinated Set of Transition Activities



Needed Activities	Service/Activity	District/Agency Responsible
<p>Instruction</p>	<ul style="list-style-type: none"> • Child Development course • SDI on using a digital calendar 	<ul style="list-style-type: none"> • General Education Teacher, ABC School District • Special Education Teacher, ABC School District
<p>Related services</p>	<ul style="list-style-type: none"> • Considered, not needed 	<ul style="list-style-type: none"> • Not Applicable
<p>Community experiences</p>	<ul style="list-style-type: none"> • Meet with an ACCES-VR counselor to learn about services 	<ul style="list-style-type: none"> • School Counselor, ABC School District

Meeting Allison's Transition Needs with the Coordinated Set of Transition Activities

(continued)

Needed Activities	Service/Activity	District/Agency Responsible
<p>Employment and other post-school adult living objectives</p>	<ul style="list-style-type: none"> • Complete a job shadow experience with staff at community child development center • Use a career exploration website to compare and contrast three careers working with young children 	<ul style="list-style-type: none"> • Work Program Coordinator, ABC School District
<p>Daily living skills (if applicable)</p>	<ul style="list-style-type: none"> • Complete application and review driver's manual for driving permit 	<ul style="list-style-type: none"> • Special Ed Teacher, ABC School District
<p>Functional vocational assessment (if applicable)</p>	<ul style="list-style-type: none"> • Considered, not needed 	<ul style="list-style-type: none"> • Not Applicable

Meeting Lilly's Transition Needs with the Coordinated Set of Transition Activities



Needed Activities	Service/Activity	District/Agency Responsible
<p>Instruction</p>	<ul style="list-style-type: none"> • SDI in functional math and reading 	<ul style="list-style-type: none"> • Special Education Teacher, ABC District
<p>Related services</p>	<ul style="list-style-type: none"> • Receive instruction on how to use a head-activated switch to increase functional communication 	<ul style="list-style-type: none"> • Speech-language Pathologist, ABC District
<p>Community experiences</p>	<ul style="list-style-type: none"> • Visit community-based employment in preferred settings: record store, skating rink, and coffee shop 	<ul style="list-style-type: none"> • Job Coach, ABC District

Meeting Lilly's Transition Needs with the Coordinated Set of Transition Activities

(continued)

Needed Activities	Service/Activity	District/Agency Responsible
Employment and other post-school adult living objectives	<ul style="list-style-type: none"> • Tour postsecondary day habilitation programs for individuals with intellectual and developmental disabilities 	<ul style="list-style-type: none"> • Care Coordinator, XYZ Agency
Daily living skills (if applicable)	<ul style="list-style-type: none"> • Identify options for participation in recreational activities in the community 	<ul style="list-style-type: none"> • Special Education Teacher, ABC District
Functional vocational assessment (if applicable)	<ul style="list-style-type: none"> • Receive weekly situational assessments through task analysis and work performance logs 	<ul style="list-style-type: none"> • Job Coach, ABC District

Allison: Transition Planning IEP Mapping Tool (3)



Handout

Evaluation Results	Present Levels of Performance	Measurable Postsecondary Goals	Transition Needs	Annual Goals	Coordinated Set of Transition Activities
<p><u>Transition Assessments:</u> Study Skills Assessment: Strengths in Concentration and Memory as well as Motivation and Attitude. Needs include improving her time management skills and continuing to develop her reading and writing strategies.</p> <p>Career Planning Survey: Responsibilities at home include caring for younger siblings</p>	<p><u>Strengths:</u></p> <ul style="list-style-type: none"> • Maintains B average • Oral expression • Interpersonal skills • Has met previous year's IEP annual goals • Utilizes accommodations • Describes her disability and accommodation needs to teachers <p><u>Preferences:</u></p> <ul style="list-style-type: none"> • Being in classes with friends • Enjoying free time with others 	<p><u>Education/Training:</u> After graduation from high school, Allison will attend a four-year college and take courses in Child Development.</p> <p><u>Employment:</u> After graduation from high school, Allison will work part-time in a child-care center while attending college.</p> <p><u>Independent Living:</u> After high school, Allison will use strategies to</p>	<p><u>Transition Needs:</u></p> <ul style="list-style-type: none"> • Improve reading comprehension and writing composition skills. • Break down large tasks into smaller parts. • Complete tasks in a given timeframe. • Incorporate feedback into her work. • Develop a clear understanding of postsecondary options that 	<p>Given a graphic organizer for prewriting essays, Allison will complete the graphic organizer, including the main idea and relevant details, with 80 percent accuracy across content areas.</p> <p>When given 3 pieces of feedback on assignments, Allison will incorporate 2 out of 3 pieces of feedback into her assignment in 4 out</p>	<p><u>Instruction:</u></p> <ul style="list-style-type: none"> • Child Development course. • SDI on using a digital calendar. <p><u>Related Services:</u> Considered, not needed.</p> <p><u>Community Experiences:</u></p> <ul style="list-style-type: none"> • Meet with an ACCES-VR counselor to learn about services. <p><u>Employment and Other Post School Living Objectives:</u></p> <ul style="list-style-type: none"> • Job shadow experience with staff at community child

Transition Planning As Reflected in the IEP



The Student Today

Present Levels of Performance

What are the student's functioning levels and what do they need to access the curriculum—and to achieve the Measurable Postsecondary Goals?

The Student Tomorrow (Post High School)

Measurable Postsecondary Goals

What will the student's life look like post high school in the areas of: Education/Training, Employment, and Independent Living Skills (if needed)?

How We Will Help the Student to be Successful?

Coordinated Set of Transition Activities

Transition Needs (including Courses of Study)

Annual Goals

Resources

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

References

- Bateman, B. D., & Herr, C. M. (2006). *Writing Measurable IEP Goals and Objectives*. IEP Resources.
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Contact Us

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New York State Education Department
Office of Special Education
Educational Partnership
Technical Assistance Partnership
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