STEPS FOR SUCCESSFUL SECONDARY TRANSITION PLANNING:

MEASURABLE ANNUAL IEP GOALS & POST-SECONDARY GOALS ALIGNED

2020-21 - Transition Tuesdays Webinar Series

PEAL Center Services

- Outreach
- Resources
- Individual Assistance
- Training
- Leadership Development
- Partnerships
NTACT:C Funders and Partners

- Jointly funded by: The Office of Special Education Programs (OSEP) and the Rehabilitation Services Administration (RSA)
- Five Year Grant: October, 2020 – September, 2025
- Awarded to: University of North Carolina at Charlotte, with multi-site partners
  - East Tennessee State University
  - The George Washington University
  - Portland State University
  - University of Kansas
  - University of Maryland
  - University of Oregon

Outcome of the NTACT:C

- All students and youth with disabilities will be prepared to graduate from high school with the knowledge, skills, and supports for postsecondary education, training, employment, and community engagement, with a focus on:
  - enrollment in postsecondary education
  - credential attainment
  - competitive integrated employment
  - community engagement
Participants will be able to:

- Discuss what families need to know about putting this topic into practice and how this applies to the IEP
- Discuss the importance of services and activities during transition planning
- Describe how the topic aligns with the Transition Discoveries Guide

Key Reminders

- Transition services must be addressed in the IEP of the student in the year in which the student turns 14 years of age.
- Secondary Transition planning is a coordinated effort, between families and students, schools, and agencies and support services.
- Planning for a successful Secondary Transition begins with a vision
The Secondary Transition Process

- Eight areas of focus
- 2020-21 Secondary Transition Series for Families

The Secondary Transition Process

- Youth and Young Adult Driven ✔
- Outside Agencies Collaborating with Schools & Families ✔
- Age-Appropriate Transition Assessment ✔
- Post Secondary Education/Training, Employment and Independent Living Goals ✔
- Thoughtful Courses of Study ✔
- Transition Services & Activities aligned to Post-Secondary Goals ✔
- Measureable Annual IEP Goals aligned to Post-Secondary Goals ✔
- Ongoing secondary transition process that includes progress monitoring, assessment
Transition Discoveries

- The Transition Discoveries Guide was developed by collecting voices and experiences from youth, families and stakeholders
- Highlights key elements that make a successful transition from high school to adult life
- Collection of indicators and sub-indicators that can be used as a road map to guide your transition plan
- Tip Sheets and Activities for families, students, and teachers
- Additional Resources
- Website is LIVE! [www.transitiondiscoveries.org](http://www.transitiondiscoveries.org)

Indicators with Transition Services & Activities Components

- Transition Planning
- Postsecondary Education and Training
- Employment
- Independent Living and Community Engagement
Measurable Annual IEP Goals & Post-Secondary Goals Aligned

Measurable Annual Goals:

- Are at the core of a student’s individualized education program
- Must provide a clear description of the skills the student needs in order to access, participate, and make progress in the general educational curriculum
- Relate directly to the areas of need identified in the Present Levels of Academic Achievement and Functional Performance section of the IEP
Present Levels of Academic Achievement and Functional Performance

- It is **impossible** to write clear and measurable annual goals if you don’t have clear and measurable present levels of academic achievement and functional performance.
- Present Levels include:
  - Parent input
  - Evaluation data
  - Assessments and interest surveys
  - Observations

Measurable Annual Goals

- Build skills (identified in Needs)
- Consider prioritizing 3-5 goals for **most** students
- The expectation is that after one year of instruction, the student will reach the goal
- Begin from baseline of skill (present levels)
- Contains measurable, countable data
- Are written to include progress monitoring
Measurable Annual Goals & Short Term Objectives

• For students age 14-21, every measurable annual goal and short term objective supports the student’s post-secondary goals.

• Short term objectives must be part of any/every Measurable Annual Goal for students participating in the PASA (PA Alternate System of Assessments) and can be part of any/every Measurable Annual Goal for all students.

Measurable Annual Goals & Objectives are NOT:

• Curriculum
• Specific to subject areas
• Grade averages or passing a course
• Only for students instructed in special education classes
• Activities such as visiting a college fair or job shadowing
• Specified as “transition goals”
• The same as post-secondary goals
Measurable Annual Goals
Must Be Skill-Building

Goals must focus on an area of need that will allow full participation for the student to be able to:

- Access
- Participate
- Make progress in the general curriculum and the life of the school/community
- Make progress towards their post-secondary goals

Writing IEP Goals

Measureable Annual Goals

- Condition
- Student’s Name
- Clearly Defined Behavior
- Performance Criteria
  - How well?
  - How consistently?
  - How frequently will progress be monitored?
1. Condition

- Describes the situation in which the student will perform the behavior (e.g., accommodations, assistance provided prior to or during assessment)
- Describes material that will be used to evaluate the learning
- May describe the setting for evaluation
- Examples:
  - During lunch breaks on the job …
  - Given picture checklists to follow …
  - Using graphic organizers for writing assignments…
  - Using grade level passages…
  - Given a two step direction…
  - Given a grocery list and $20…
  - Using the alarm feature on his cell phone…

2. Student Name

- Should not be a problem!

- Caution if using “copy/paste”
  - Names
  - Pronouns (she/he, him/her, they/them)
3. Clearly Defined Behavior

- Describe the behavior in measurable, observable terms
- Ask yourself...what will the student actually DO?
  - Examples:
    - Say, print, write, read orally, point to, solve...
  - Non-examples:
    - Understand, know, recognize, behave, comprehend, improve...

4. Performance Criteria

1. Criterion Level
   - How well- the level the student must demonstrate for mastery

2. Number of Times Needed to Demonstrate Mastery
   - How consistently the student needs to perform the skill(s) before it's considered “mastered”

3. Evaluation Schedule
   - How frequently the teacher plans to assess the skill
   - HOW progress will be monitored (Note: On the IEP form, this is placed in the column to the right of the goal.)
### Performance Criteria Examples

#### “How Well?”

- % of time
- # times/#times
- with # or % of accuracy
- with fewer than # errors
- words/digits/correct per minute
- with “x” movement on a prompting hierarchy
- “x” or better on a rubric
- with no more than “x” occurrences of...
- with an “x” or better on “x” rating scale
- with “x/x” points on an assessment checklist
- independently

#### Performance Criteria Examples

**Times to Mastery**

- “How Consistently?”

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3 of 5 random trials</td>
<td>5 consecutive trials</td>
<td>9 out of 10 trials</td>
</tr>
</tbody>
</table>

**Evaluation Schedule**

- Daily (seldom used for progress monitoring because instruction needs to occur between monitoring opportunities)
- 2 times per week
- Weekly
- Biweekly
- Tri-weekly
- Note: “Quarterly” is often used, but not Best Practice
## Measurable Annual Goals at a Glance

<table>
<thead>
<tr>
<th>Condition</th>
<th>Name</th>
<th>Clearly Defined Behavior</th>
<th>Performance Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the situation in which the student will perform the behavior.</td>
<td>Use the Student’s Name</td>
<td>Describe behavior in measurable, observable terms. Use action verbs.</td>
<td>The level the student must demonstrate for mastery:</td>
</tr>
<tr>
<td><strong>Materials, settings, accommodations?</strong></td>
<td></td>
<td><em>What will they actually DO?</em></td>
<td><em>How well?</em></td>
</tr>
<tr>
<td>Examples:</td>
<td></td>
<td><em>Examples: Locate Name Point Separate Rank Choose</em></td>
<td><em>Examples: % of the time times/ times</em></td>
</tr>
<tr>
<td>Given visual cues...</td>
<td></td>
<td>Remember—Academic Standards, Assessment Anchors, Big Ideas, Competencies from the Standards Aligned System (SAS) provide the content for goals.</td>
<td><em>With the % or % accuracy “X” or better on a rubric or checklist.</em></td>
</tr>
<tr>
<td>During lectures in math...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Given active response checks...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Evaluation Schedule:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>How often?</strong> How often will the student be assessed? AND: What will be the method of evaluation?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Number of times needed to demonstrate mastery:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>How consistently?</strong> How consistently will the student need to perform the skill(s) before considered “mastered?”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Transition Goals link to Instruction

- If a GOAL has been listed in any of the three areas, be sure that AT LEAST ONE activity is developed that is addressed in an IEP goal.
  - Post-Secondary Education and Training
  - Employment
  - Independent Living

This links transition to instruction!
Graphic Organizer

The Voices of Youth

Lilly & Shaniya
Non-example vs. Example

- Jordan will answer comprehension questions with 80% accuracy.
  - Given grade level reading content at Jordan’s independent reading level,
  - he will read and use comprehension skills to retell five details of the story, such as: character, setting, & problem,
  - getting 4/5 details correct.

Non-example vs. Example

- Sophie will get 80% correct on biology unit quizzes.
  - While participating in 12th grade biology,
  - Sophie will be able to name and describe four big ideas from each unit of study
  - with 80% accuracy for each unit.
Lilly’s Measurable Annual Goal

• When presented with the need to take notes without guided notes or in a lecture style note-taking situation, Lilly will utilize an appropriate learned note-taking strategy to assist her with taking notes in these instances 100% of the time. This will be monitored during 5 day school weeks by her personal nurse and her special education case manager.

• Progress reported Quarterly

<table>
<thead>
<tr>
<th>Service/Activity</th>
<th>Location</th>
<th>Frequency</th>
<th>Projected Beginning Date</th>
<th>Anticipated Duration</th>
<th>Person(s)/Agency Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lilly will continue to try different note-taking strategies to assist her in post-secondary education</strong></td>
<td>BSAS</td>
<td>Weekly</td>
<td>04/06/20</td>
<td>04/06/23</td>
<td>Special Education Teacher, Lilly</td>
</tr>
<tr>
<td><strong>Lilly will look into The Office of Disability Officers at her prospective college for possible accommodations.</strong></td>
<td>BSAS</td>
<td>1 time</td>
<td>04/06/20</td>
<td>04/06/23</td>
<td>Special Education Teacher, Lilly</td>
</tr>
<tr>
<td><strong>Lilly will have the opportunity to take her SAT’s.</strong></td>
<td>BSAS</td>
<td>1 time</td>
<td>04/06/20</td>
<td>04/06/23</td>
<td>BSAS, Lilly</td>
</tr>
<tr>
<td><strong>Lilly will continue to explore technology to assist in post-secondary education</strong></td>
<td>BSAS</td>
<td>Daily</td>
<td>04/06/20</td>
<td>04/06/23</td>
<td>BSAS, Lilly</td>
</tr>
</tbody>
</table>

**Postsecondary Education and Training Goal:**
Lilly has indicated that she is interested in attending post-secondary education after graduation to pursue a career in public speaking and advocacy.

**Courses of Study:**
Expected 2021: English IV, Government/Economics, Journalism/Yearbook, Electives

**Measurable Annual Goal**
(See Document in Section V)
Shaniya’s Measurable Annual Goal

- Given a 5th grade level nonfiction reading passage, Shaniya will identify key concepts and summarize the passage with 85% accuracy based upon bi-weekly assessments.
- Easy CBM assessment
- Progress reported Quarterly

<table>
<thead>
<tr>
<th>Service/Activity</th>
<th>Location</th>
<th>Frequency</th>
<th>Projected Beginning Date</th>
<th>Anticipated Duration</th>
<th>Person(s)/Agency Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participate in the SAT exam</td>
<td>Remote Learning and School Environment</td>
<td>once while in high school</td>
<td>6/1/2020</td>
<td>5/28/2021</td>
<td>transition counselor student</td>
</tr>
<tr>
<td>Attend college fairs</td>
<td>Remote Learning and School Environment</td>
<td>at least once while in high school</td>
<td>6/1/2020</td>
<td>5/28/2021</td>
<td>transition counselor student</td>
</tr>
<tr>
<td>Complete assessments in Naviance</td>
<td>Remote Learning and School Environment</td>
<td>at least once a year</td>
<td>6/1/2020</td>
<td>5/28/2021</td>
<td>transition counselor student</td>
</tr>
<tr>
<td>Improve reading skills</td>
<td>Remote Learning and School Environment</td>
<td>daily</td>
<td>6/1/2020</td>
<td>5/28/2021</td>
<td>Carrick staff LEA student</td>
</tr>
<tr>
<td>Have the opportunity to participate in PAS program</td>
<td>Remote Learning and School Environment</td>
<td>once a week for 8 weeks</td>
<td>6/1/2020</td>
<td>5/28/2021</td>
<td>student SOS teacher transition counselor</td>
</tr>
</tbody>
</table>

**MEASURABLE ANNUAL GOAL**
Include: Condition, Name, Behavior, and Criteria
(Refer to Annotated IEP for description of these components)

- Given a 5th grade level nonfiction reading passage Shaniya will identify key concepts and summarize the passage with 85% accuracy based upon bi-weekly assessments.
- Easy CBM assessment
- Quarterly
Reminders

- Even with the best plans...
  - Lives change.
  - Adjust your plan as your needs change with time.
- Remember, you are not alone in the process...
  - Use all available resources.
  - Ask for help.

2020-21 Secondary Transition Series for Families

Next Session:
- May 25th
- Ongoing Process including Progress Monitoring & Assessment

BONUS SESSION!
- Healthcare Transition
- June 22nd

Visit www.pealcenter.org/transitiontuesdays to review handouts
Resources

- Writing Effective IEP Goals
- Measurable Annual Goal Writing Check Sheet
- Considerations for Measurable Goals and Specially Designed Instruction

All Roads Lead to NTACT:C

Visit our website [http://www.transitionta.org](http://www.transitionta.org)

Email ntact-collab@uncc.edu or reach out to any NTACT:C partner staff you already have a relationship or connection

Sign up for our listserv by going to the bottom of the homepage at [www.transitionta.org](http://www.transitionta.org) (can join a CoP too)
Thank You!

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