Evidence Based Practices:
Student-Focused Planning in the IEP

Sharon Rutherford
Texas Division on Career Development and Transition
sarsped@gmail.com

Secondary Transition Pre-Test

1. Which federal laws protect the rights of individuals with disabilities?

2. What are the required components of an IEP at the secondary level?

3. What are the major components of the transition process?

4. When does transition planning begin –
   a. Under federal law?
   b. Under state law in Texas?

5. What are the state required areas of transition that must be addressed in the IEP?

6. Who is responsible for transition planning?

7. When must the student be invited to participate in the ARD meeting?
Evidence Based Practices: Student-Focused Planning in the IEP

Presented by
Sharon Rutherford
Texas Division on Career Development and Transition
sarsped@gmail.com

Workshop Etiquette
- Participate actively
- Take care of yourself
- Take care of your neighbor
- Ask questions for clarification
- Please turn off or mute cell phones
- Be courteous with texting
- Take side conversations outside

Today’s Learning Objective
- Recognize the relationship between the required components of an IEP and the requirements for transition planning.
- Consider student-focused IEP decision-making designed to prepare the student to achieve post-secondary goals.
- Identify strategies for including the student in the development of the IEP.
Evidenced-based practices in Transition

Student-Focused Planning
Student Development
Program Structures
Family Involvement
Interagency Collaboration


Pre-Test

1. Which federal laws protect the rights of individuals with disabilities?
2. What are the required components of an IEP at the secondary level?
3. What are the major components of the transition process?
4. When does transition planning begin -
   a. Under federal law?
   b. Under state law in Texas?
5. What are the state required areas of transition that must be addressed in the IEP?
6. Who is responsible for transition planning?
7. When must the student be invited to participate in the ARD meeting?

1. Which federal laws protect the rights of individuals with disabilities?
   - IDEA
   - ESEA/NCLB
   - FERPA
   - 504
   - The Civil Rights Act of 1964
   - ADA
   - ADA
2. What are the required components of an IEP at the secondary level?

- Graduation
- Transition
- Measurable annual goals
- Special Education Related services
- PLAAFP Evaluation data
- State and district assessments
- Supplementary aids/services Accommodations
- Least Restrictive Environment
- Consideration of Special Factors

IDEA §300.320; Texas Legal Framework

3. What are the major components of the transition process?

- Transition Assessments
- Measurable Post-Secondary Goals
- Transition Services (including courses of study)
- Coordinated Sets of Activities
- Age of Majority
- Agency Linkages
- Graduation
- Summary of Performance

IDEA 2004; TEC/TAC

4. When does transition planning begin?

**Texas State Law**
- Beginning not later than when the student reaches 14 years of age
- Nine areas

**Federal Law**
- Beginning not later than the first IEP to be in effect when the child is 16
- Post-secondary goals, transition services, courses of study, coordinated sets of activities

TEC §29.0111
IDEA §300.320 [b]
5. What are the state required areas of transition that must be addressed in the IEP?

- Post-secondary education
- Parent involvement before age 18
- Parent involvement after age 18
- Employment goals
- Independent living goals
- Functional vocational evaluation
- Agency referrals
- Instructional environments

6. Who is responsible for transition planning?

The ARD committee / IEP Team

- Parents
- SpEd Teacher
- GenEd Teacher
- Evaluation
- Administration
- Others

IDEA 2004; TEC/TAC

7. When must the student be invited to participate in the ARD meeting?

- Whenever transition planning is discussed
- No later than age 14 under Texas law
The IEP is the student’s transition plan!

At the secondary level, TRANSITION drives the development of the IEP.

Individuals with Disabilities Education Improvement Act
IDEA 2004

To ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living.

IDEA §300.1 Purposes http://idea.ed.gov/
Transition Assessments
Evaluation Data ➔ PLAAFP

It all begins with assessment!

Age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills

Plural – Multiple Sources
Student-focused On-going

Included in Evaluation Data for PLAAFP

• Present levels of academic achievement
  • Progress in the general curriculum
  • Present levels of functional performance
  • Knowledge and skills needed for learning
  • Knowledge and skills related to post-secondary goals
  • Knowledge and skills needed for participation in educational, home, work, and community environments

Student Information for Informed Choices

• Student growth and development
  • Self-knowledge
  • Self-advocacy
  • Post-secondary goals
  • Relevant courses of study
• Student characteristics
  • Interests
  • Preferences
  • Strengths

It’s all about the STUDENT!
### Information for ARD decision-making

- Annual IEP goals
- Special factors
- Least Restrictive Environment
- Supplemental aids and services
- Special education and related services
- Transition services
- Course of study
- Coordinated sets of activities
- Agency linkages
- Graduation options
- Summary of Performance

### What does transition assessment look like in your district?

- Question/answer
- Checklists/Inventories
- Rating scales
- Rubrics
- Manipulatives
- Work samples
- Anecdotal records
- Situational/Functional

**Paper-Pencil**  **Hands-on/Observation**  **Online/Computer-based**

### What does transition assessment look like in your district?

- Stand up
- Hand up
- Pair up
At the secondary level, TRANSITION drives the development of the IEP.

Measurable Post-Secondary Goals

- Transition Assessments
- Evaluation Data
- PLAAFP

Measurable Postsecondary Goals

- Based on age-appropriate transition assessments
- Interests, preferences, and strengths
- Student identified goals in the following areas:
  - Education/training
  - Employment
  - Independent living, where appropriate

Postsecondary goals cannot stand alone!

Post-Secondary Goals
- Education/training, Employment, and Independent Living
  - Measurable one year after exiting high school

Annual Goals
- Academic achievement
- Functional performance
- Facilitate movement toward postsecondary goals
- Progress within a twelve month period
Postsecondary goals guide the student’s desired outcomes

- **Student shares** their post-secondary goals and vision for the future with the IEP team
- **The IEP includes annual goals that support the student’s postsecondary goals**
- **The student’s course of study is aligned to postsecondary goals**
- **Transition services and activities are designed to prepare the student to attain post-secondary goals**
- **A summary of performance is provided prior to graduation with recommendations for post-secondary services and supports**

---

**Postsecondary Goals**

- **By beginning with the end in mind,** the student has the opportunity to...
  - Develop an IEP with meaningful goals, services and supports
  - Design an educational program that is relevant to post-secondary goals
  - Gain knowledge and skills needed to participate in postsecondary activities and outcomes

---

**At the secondary level,** TRANSITION drives the development of the IEP.

- **Transition Assessments**
- **Evaluation Data**
- **PLAAFP**

<table>
<thead>
<tr>
<th>Transition Services, Including Courses of Study</th>
<th>Measurable Post-Secondary Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordinated Sets of Activities</td>
<td>Measurable Annual Goals</td>
</tr>
<tr>
<td>Texas DCDT</td>
<td>Texas DCDT</td>
</tr>
</tbody>
</table>
The IEP must include transition services, including courses of study, that is a coordinated set of activities

- Results oriented process
- Focused on improving academic and functional achievement
- Facilitate movement from school to post-school activities

**Transition Services and Coordinated Sets of Activities**

- Instruction
- Related services
- Community experiences
- Employment objectives**
- Other post-school adult living
- Independent living goals and objectives**
- Acquisition of daily living skills (if appropriate)
- Functional vocational evaluation (if appropriate)**

**Required by state, if appropriate**

Based on age-appropriate transition assessments

**Transition Services and Activities Additional state requirements, if appropriate**

- Postsecondary education options
- Appropriate student involvement in transition
- Parental involvement
  - Before age 18
  - After age 18
- 18+ age-appropriate instructional environments
- Referral to governmental agencies

**Recommended by state, if appropriate**

TX CDT
### Transition Services – Instruction

**PLAAFP and Annual Goals**

<table>
<thead>
<tr>
<th>Academic achievement</th>
<th>Functional performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Progress in the general curriculum (TEKS)</td>
<td>• Skills for participation in instruction</td>
</tr>
<tr>
<td>• Grade level curriculum</td>
<td>• Ability to put learning into practice</td>
</tr>
<tr>
<td>• Modified curriculum</td>
<td>• Skills for success in post-secondary activities</td>
</tr>
<tr>
<td>• Prerequisite skills</td>
<td>• Ability to use academic learning strategies</td>
</tr>
<tr>
<td>• Ability to use academic learning strategies</td>
<td></td>
</tr>
</tbody>
</table>

---

### Other Instruction That Supports Postsecondary Goals

<table>
<thead>
<tr>
<th>Self-advocacy</th>
<th>Self-determination</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Asking for help in class</td>
<td>• Participating in ARD/IEP meetings</td>
</tr>
<tr>
<td>• Seeking other assistance</td>
<td>• Self-monitoring progress</td>
</tr>
<tr>
<td>• Communicating needs to teachers and counselors</td>
<td>• Making educational decisions</td>
</tr>
<tr>
<td>• Requesting and using accommodations</td>
<td>• Managing time at school, home, work, community</td>
</tr>
</tbody>
</table>

---

### Transition Services – Course of Study

- Grade 8 graduation credits
- Grades 9-12
  - Foundation coursework
  - Endorsement coursework
  - Distinguished coursework
  - Industry Recognized Credential or Certification

**Consider post-secondary goals and post-secondary education options**

---

Texas DCDT

---

3/12/2015
Transition Services – Course of Study

Personal Graduation Plan

- **4-year plan**
  - All students
- **5-6 year plan**
  - Students earning college credit in high school
  - Students who will continue in grade 12 after their 4th year
  - Transition/18+ program
  - “Age-out”

Consider post-secondary goals and education options

ESC Region 13
http://www4.esc13.net/ccr-support-center/pgp-apos-alignment/

Transition Services – Instruction

LRE Decision-Making

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>To what extent is the student able to master the general education curriculum?</td>
<td>What is the most appropriate setting in which to provide instruction?</td>
</tr>
</tbody>
</table>

Post-secondary goals

18+ age-appropriate instructional environments

Who makes decisions about each student’s course of study in your district?

What is the student’s level of involvement in course selection in your district?
Transition Services – Related Services

- Must support educational/instructional needs of the student, including transition needs
- May need to be reviewed as the student ages, needs change, and post-secondary goals are defined

- Speech-language pathology and audiology
- Interpreting services
- Psychological services
- Physical and occupational therapy
- Recreation/therapeutic recreation
- Orientation and mobility
- Counseling services
- Medical services
- School health/school nurse services
- Social work services in schools
- Parent counseling/training
- Transportation

Planning for Related Services from Postsecondary Providers

- Adult service providers that will support continued training, upgrading and purchasing of AT devices, speech therapy, job coaching, OT/PT, etc.
- Sources of support for coping with difficult life situations
- Financial resources/insurance for postsecondary activities
- Communication, self-advocacy and self-determination regarding services needs and preferences
- Transportation to access related services

Transition Services – Community experiences

- School-based/facilitated activities
  - Work-based learning (paid or unpaid)
  - Nonacademic/extracurricular activities
- Community participation
  - Volunteering
  - Social activities
  - Community organizations
  - Independent mobility and transportation

Interests and preferences
Supports needed for participation
Transition Services – Employment objectives

- Career development
  - Career assessment – interests, preferences, aptitudes
  - Career awareness and exploration activities
- Classroom instruction – CTE courses
- Employability knowledge and skills
  - Unpaid community based instruction and training
  - Resume, work skills portfolio
  - Job applications and interviewing skills
- Independent mobility and transportation

Transition Services – Employment objectives

- Employment experiences
  - Paid and unpaid work based learning
  - Supported employment with a job coach
  - Work related communication skills
  - After-school work (not part of a class or school supported)
  - Coordination and management of school schedule and work schedule
- Connections with agencies and other employment support providers in the community

Transition Services – Other post-school adult living objectives

- Independent living goals and objectives**
- Legal rights and responsibilities of adults (Selective Service, Voting, Jury duty)
- Driver’s license or state ID
- Power of Attorney and guardianship options
- Financial/medical support for home and health
- Independent mobility and transportation

**Required by state, if appropriate
Transition Services – Acquisition of daily living skills*
- Personal care and safety
- Housing and home management
- Emergency identification and assistance
- Management of time and daily schedule
- Family and social relationships
- Money management
- Medical services
- Other personal services
- “Hidden curriculum”
*If Appropriate under IDEA

Transition Services – Functional Vocational Evaluation*
- Situational/observation in varied settings
- Job/career matching to abilities, interests, preferences
  - Interest and preferences inventories
  - Formal aptitude tests
  - Job sampling opportunities (community based assessment)
- Functional vocational assessments provided by community agencies
*If appropriate under IDEA and TEC state requirements

Transition Services and Activities Schedules and Timelines
- Instructional goals (academic and functional)
- Related services
- Transition services and activities identified in the IEP
  - Frequency, duration, location
- Other activities that will occur within the current school year
  - During the school day
  - After school
  - During school breaks/summer

Texas DCDT
Postsecondary Goals vs. Coordinated Set of Activities

- **Transition services and the coordinated set of activities**
  - Services and activities that occur DURING the time the student is enrolled in public school

- **Postsecondary goals**
  - Based on activities that will occur AFTER the student graduates from high school

Transition Services and Activities Providers and Payers

<table>
<thead>
<tr>
<th><strong>Enforceable</strong></th>
<th><strong>NOT Enforceable</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Special education, related services and specific transition services identified in the IEP to be provided by school district employees</td>
<td>• Activities that are the responsibility of the student and their parents</td>
</tr>
<tr>
<td></td>
<td>• Agency services</td>
</tr>
</tbody>
</table>

Is there an identifiable coordinated set of transition services and activities that is threaded throughout your students’ IEPs?
At the secondary level, TRANSITION drives the development of the IEP.

Transition Assessments
Evaluation Data
PLAAFP

Transition Services
Courses of Study
Supplementary Aids/Services, Special Education, Related Services

Measurable Post-Secondary Goals
Measurable Annual Goals

Coordination of Sets of Activities
Least Restrictive Environment
State/District Assessments

Parents’ Changing Roles at Age of Majority

- Parents have rights as primary decision-makers until a student reaches age of majority
- The ARD committee must consider appropriate parental involvement in the student’s transition**
  - Before age 18
  - After age 18 (age of majority)

**State requirements
TEC §29.011

Age of Majority

- Statement in the IEP one year before the student reaches age of majority that the student has been informed of their rights that will transfer to them at age 18
- Rights under IDEA
- Rights under FERPA
- Parents continue to receive notices
- Notice does not constitute an invitation

IDEA 2004; TEC/TAC
Age of Majority

- Notify in writing the adult student and parent of the transfer of parental rights

  Separate from the ARD notice

- Exceptions to transfer of rights
  - Power of Attorney
  - Guardianship
  - Guardianship alternatives

Parental Involvement at Any Age

- Focus on the student when expressing concerns and requests
- Support the student's right to become a full participant in the process
- Help the student express his/her desires clearly
- Stay involved, even after they are no longer the primary decision-maker for the student's educational program and post-secondary plans

At the secondary level, TRANSITION drives the development of the IEP.

- Transition Assessments
  - Measurable Post-Secondary Goals
- Evaluation Data
- PLAAFP
- Measurable Annual Goals
- Transition Services
  - Courses of Study
- Consideration of Special Factors
- Least Restrictive Environment
- States/District Assessments

Supplementary AIDS/Services, Special Education, Related Services
- Coordinated Sets of Activities

Agency linkages
Agency Linkages
ARD committee responsibilities

- Provide information about appropriate agency services
- Determine appropriate circumstances for referral to a governmental agency at age 14, if appropriate (TEC 29.011)

Agency Linkages
ARD committee responsibilities

- Exercise caution when assigning specific responsibility for agency services in the IEP
- Use generic descriptors for agencies and community service providers (vocational rehabilitation provider, disability services provider, etc.)

Agency Linkages and Consent

- Secure consent from parents/adult student in compliance with district policy/operating guidelines
- On the ARD notice, identify any agency that will be invited to send a representative.

- Consent – Gray Letter
- Agreement between DARS and TEA, March 2009
  
  http://www.transitionintexas.org/Page/104
The Texas Transition and Employment Guide

- Provides youth, young adults, parents and professionals with secondary transition resources to facilitate a young person's progress towards post-secondary goals to education, employment, and community living. (Continually updated)

HHSC Quick Resource Guide

http://www.hhsc.state.tx.us/community/index.shtml

Define Reasonable Expectations

<table>
<thead>
<tr>
<th>What agencies can reasonably expect from school districts</th>
<th>What students and parents can reasonably expect from school districts</th>
</tr>
</thead>
<tbody>
<tr>
<td>What school districts can reasonably expect from agencies</td>
<td>What students and parents can reasonably expect from agencies</td>
</tr>
</tbody>
</table>

What is expected. What can be done.
At the secondary level, TRANSITION drives the development of the IEP.

Graduation means...

- That the student has received a regular high school diploma
- That the student has met graduation requirements based on the year the student entered grade 9
- Credit and curriculum requirements
- State assessment requirements
- IEP requirements

Graduation is an end...

- Graduation with a regular high school diploma ends eligibility for special education and related services
- Students may complete the school year in which they are 21 years of age on September 1st, however...
- Receipt of a regular high school diploma ends eligibility, regardless of the student’s age
Graduation is a transition...

FROM
- Childhood
- Entitlement
- Structured, controlled environments
  - A full range of services, centrally coordinated and managed

TO
- Adulthood
- Eligibility
- Environments with choices and uncontrollable events
  - A limited range of services dependent upon multiple service providers

Summary of Performance
- Summary of academic achievement and functional performance provided to the student prior to graduation
  - Recommendations for achieving postsecondary goals
  - Views of parents and students
  - Written recommendations from adult service agencies
  - May include current evaluation

Who is responsible for communication and developing relationships among students, parents, school personnel, and agencies?
At the secondary level, TRANSITION drives the development of the IEP.

It’s all about the student!

Student Focused Planning

Involving the Student in the IEP Process

- The student must be invited to any ARD meeting considering the students postsecondary goals and transition services needed to reach those goals.
- Provide the student with a personal invitation to the ARD/IEP meeting
- Facilitate support for student participation in the meeting from all members of the ARD committee

Strategies for Student Involvement

- Student Focused Planning
- Student Involvement in the IEP
- IEP Team Education Module to Increase Student Involvement
- Student-Directed Transition Planning
- Self-Advocacy Strategy
- Self-Determination
**Student Involvement in the IEP**

**BEFORE the ARD meeting**
- Plan the IEP
- Draft the IEP

**DURING the ARD meeting**
- Revise the draft IEP

**AFTER the ARD meeting**
- Implement the IEP

DCDT Fact Sheets; National Secondary Transition Technical Assistance Center (NSTTAC) [http://www.nsttac.org/content/nsttacdcdt-fact-sheets](http://www.nsttac.org/content/nsttacdcdt-fact-sheets)

**IEP Team Education Module.ppt**

- Three-minute narrated PowerPoint
- Use at the beginning of the ARD/IEP meeting to explain the roles and responsibilities of each team member to facilitate student involvement in ARD/IEP meeting discussions.

[http://www.ou.edu/content/education/centers-and-partnerships/zarrow/transition-education-materials/iep-team-education-module.html](http://www.ou.edu/content/education/centers-and-partnerships/zarrow/transition-education-materials/iep-team-education-module.html)

**Student-Directed Transition Planning**

- Eight lessons to teach students the knowledge needed to actively participate in their transition-focused IEP meetings.

Zarrow Center for Learning Enrichment, University of Oklahoma [http://www.ou.edu/education/centers-and-partnerships/zarrow.html](http://www.ou.edu/education/centers-and-partnerships/zarrow.html)
Student-Directed Transition Planning

- Eight lessons to teach their the knowledge needed to actively participate in their transition-focused IEP meetings.

Zarrow Center for Learning Enrichment, University of Oklahoma [http://www.ou.edu/education/centers-and-partnerships/zarrow.html](http://www.ou.edu/education/centers-and-partnerships/zarrow.html)

Self-Advocacy Strategy

The Self-Advocacy Strategy.

VanReusen, Bos, Deshler, Schumaker, rev. 2007; Edge Enterprises, Inc., Lawrence, Kansas. [www.edgeenterprisesinc.com](http://www.edgeenterprisesinc.com)

Student Focused Planning: Self-Advocacy Strategy

National Secondary Transition Technical Assistance Center (NSTTAC). [http://www.nsttac.org/content/student-focused-planning](http://www.nsttac.org/content/student-focused-planning)

Self-Advocacy Strategy

SHARE Behaviors

- S: Sit up straight
- H: Have a pleasant tone of voice
- A: Activate your thinking
- R: Relax
- E: Engage in eye communication
Self-Advocacy Strategy

I-PLAN

**BEFORE the ARD meeting**
- Inventory your strengths

**DURING the ARD meeting**
- Provide your inventory information
- Listen and respond
- Ask questions
- Name your goals

Self-Determination Online Resources

*I'm Determined*
Resources and videos for educators, parents and students
Virginia Department of Education Self-Determination Project
http://www.imdetermined.org/

What actions will you take to ensure that students are active participants in transition planning in your district?
References and Resources

• Age Appropriate Transition Assessment Toolkit 3rd Edition
• National Secondary Transition Technical Assistance Center (NSTTAC)
  http://www.nsttac.org/content/age-appropriate-transition-assessment-toolkit-3rd-edition

References and Resources

Personal Graduation Plan/Programs of Study Alignment
ESC Region 13
http://www4.esc13.net/ccr-support-center/pgp-pos-alignment/

References and Resources

• “Coordinated Set of Activities – Transition Services: Helping Educators, Parents, and Other Stakeholders Understand Post-school Outcomes, Course of Study, Coordinated Set of Activities”.
• Ed O’Leary and Wendy Collison, February 2002; Revised 2009
• http://www.texasprojectfirst.org/RelatedServicesTransition.html
The mission of Texas DCDT is to promote Texas efforts to improve the quality of and access to, career/vocational and transition services, increase the participation of education in career development and transition goals and to improve services delivery for career development and transition services for persons with disabilities.
Join Texas DCDT today!

- Become a contributing member of the future of transition in Texas!
- Join the Council for Exceptional Children at http://www.cec.sped.org/membership
- Choose your special interest division:
  - Division for Career Development and Transition (DCDT)
- You will automatically become a member of Texas DCDT!

http://texasdcdt.org/

---

Thank you for your participation today!
The Self-Advocacy Strategy

The “SHARE” Behaviors

S - Sit up straight
H - Have a pleasant tone of voice
A - Activate your thinking
• Tell yourself to pay attention
• Tell yourself to participate
• Tell yourself to compare ideas
R - Relax
• Don’t look uptight
• Tell yourself to stay calm
E - Engage in eye communication

I-PLAN

I - Inventory your
 ‣ Strengths
 ‣ Areas to improve or learn
 ‣ Goals
 ‣ Choices for learning or accommodations
P - Provide your inventory information
L - Listen and respond
A - Ask questions
N - Name your goals

VanReusen, Bos, Deshler, Schumaker, 2007; Edge Enterprises, Inc., Lawrence, Kansas.
www.edgeenterprisesinc.com