

PART 3: ANNUAL GOALS THAT ADDRESS TRANSITION SERVICE NEEDS, STUDENT INVITATION AND OUTSIDE AGENCY INVITATION

SPONSORED BY THE [NH TRANSITION COMMUNITY OF PRACTICE](#); [NH RESPONDS](#), A RESPONSE TO INTERVENTION (RTI) PROJECT OF THE NH DEPARTMENT OF EDUCATION; AND [APEX III](#), A POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS) PROJECT OF THE NH DEPARTMENT OF EDUCATION, IN COLLABORATION WITH THE UNH INSTITUTE ON DISABILITY.

Heidi Wyman, MSW

Transition Resource Network at Strafford Learning Center

Credits & Recognition

- NH Focused Monitoring and School Approval team
- National Secondary Transition Technical Assistance Center (www.nsttac.org)
- Dr. Ed O'Leary and the Transition Outcomes Project
- NH Transition Community of Practice
- Institute on Disability
- NH RESPONDS and APEX III projects
- NH Dept of Education Bureau of Special Education
- Strafford Learning Center

Parts 1 & 2

- Measurable Post Secondary Goals, Age Appropriate Transition Assessment, Course of Study and Transition Services
- Three case studies
- Meeting facilitation, youth engagement, initiating difficult conversations and connecting to outside agencies
- Available at <http://iod.unh.edu/Projects/apex/webinars.aspx>

Part 3 Agenda

- Annual goals that address transition service needs
- Student invitation
- Outside agency invitation

Language of Transition: Goal-types & Indicator 13 Compliance

- MPSG vs Annual Goals
- Indicator 13 Compliance
 - ▣ NH Monitoring process
 - ▣ Transition-driven IEP (vs Transition Plan) = Results Oriented

Annual Goal Compliance

- Requirement: Is (are) there an annual goal that addresses a transition service need?
- No requirement about number of annual goals
- No requirement about how it is titled
- Must address a transition service need

Annual Goal Requirements

- Annual goal itself needs to be measurable:
 - ▣ What skill or knowledge will be measured?
 - ▣ How will it be measured?
 - ▣ Where is the student functioning now? (baseline)
 - ▣ What is the goal? (target)
- Baseline data can be in present levels
- Be sure that the baseline and targets are related

Annual Goal Practice

- Any transition service that builds the student's skills or knowledge can be addressed via annual goals (but does not HAVE to be.)
- Annual goals can be for the course of a year, or for less
 - ▣ Ex. Learning and describing college level disability support services may be a short-term annual goal

Identifying Transition Service Needs

Post Secondary Goal: Be a police officer



Case Studies

- 1. Allison
- 2. Lissette
- 3. Lilly

1. Allison's Post Secondary Goals

- (Education and Training 1) After graduation from high school, Allison will attend a 4-year Liberal Arts College and take coursework leading to a major in the area of Child Development.
- (Education and Training 2) The summer after high school, Allison will take a course in first aid and CPR and obtain certification through the local red cross.
- (Employment 1) After graduation from college, Allison will become an early childhood education teacher in the public schools in her community.
- (Employment 2) The summer after high school, Allison will work part-time at the child development center near her home.

Age Appropriate Transition

Assessments

- •Record of student grades throughout high school, indicating a B average throughout high school (9th through first half of 11th grades) and a statement of how her GPA meets the minimal requirements for entry into college
- •Scores from curriculum-based measurements that indicate Allison's level of performance in English and math and a statement describing how her level performance is acceptable for admission into college
- •A statement by Allison, gathered during an informal interview, recorded on the IEP regarding her interest in attending a university to pursue a degree in Child Development.
- A summary of student Psychological test scores obtained during her 3-year re-evaluation in the spring of 10th grade indicating specific learning disabilities in reading comprehension and written expression
- •End of grade test scores from the end of 10th grade demonstrating her participation in the standard course of study with passing scores of 3's (on a 4-point scale) in reading and math and a statement of how she has met the graduation requirements for statewide testing

Transition Services

- Instructional support of guided notes for lessons
- Instructional support for organization and study skills
- Audio-taped texts for English 1 2
- Extended time on tests in English, Algebra II and Advanced Biology
- Modified ACT testing
- Job shadow experiences with children
- Visit three university campuses, including a tour through the admissions department and a visit to the disability services office, between the late Spring and early Fall
- Part time employment in a position related to working with children
- Apply for possible college financial aid
- Vocational rehabilitation referral to determine eligibility for tuition assistance
- Apply for college and disability support service, no later than December

Course of Study

Year 1:

English 9, Math, Earth Science, Physical Education, Band, Fine Art

Year 2:

English 10, Mathematics, Chemistry, Modern Civilization, Health, Physical Education

Year 3:

English 11, American Literature, U.S. History, Algebra 1, Resource Room, Band

Year 4:

English 12, Algebra II, Band, Psychology, Cooperative Work Experience (semester), Child Development (semester), Advanced Biology (year), Resource Room (year)

Annual Goals

- Given direct instruction on solving algebraic equations and a problem solving mnemonic, Allison will solve multistep word problems with 80% accuracy as measured by curriculum based measurement and teacher made quizzes and tests by the end of the 1st school semester of 2012. **(relates to goal to attend 4-year college)**
- By the end of the first school quarter, given explicit instruction on problem solving steps during an emergency and role play activities, Allison will state the problem solving steps to be used in an emergency situation with 100% accuracy as measured by a task analysis and problem solving rubric. **(relates to goal to get CPR cert)**
- Given 2 job shadowing experiences, one in each of the following: early childhood education and elementary education, Allison will identify her likes and dislikes of each setting by completing a job site interest survey and verbally describing her preferences during the duration of this IEP. **(relates to interest in education field and narrowing interest)**
- Given direct instruction for completing a job application, guided practice, and personal information, Allison will complete a job application with 100% accuracy by the end of the 1st school semester. **(relates to goal to seek employment immediately after high school)**

2. Lissette's Current Post Secondary Goals

Education and Training

- 1) After graduation from high school, Lissette will attend the Workforce Development Program and complete a non-degree program in food service at Montgomery County Community College
- 2) After high school, Lissette will participate in weekly instruction on independent living skills at Area Agency for developmental services.

Employment

- 1) After high school, Lissette will work on campus part-time in the food court at the college with supports from Vocational Rehabilitation and the staff at the college.
- 2) After completion of the Workforce Development Program at Montgomery County Community College, Lissette will work as a prep cook at a local restaurant near her home with time-limited supports provided by the Area Agency.

Independent Living

- 1) Upon completion of high school, Lissette will utilize public transportation, including the public bus and uptown trolley with time limited supports provided through Vocational Rehabilitation.
- (2) After high school, Lissette will live semi-independently with a roommate in a assisted living apartment with supports provided through Area Agency.

Lisette's Age Appropriate Transition Assessments

- Classroom observation notes monthly August 2005 – April 2006;
- Community Based Instruction (community and work activities) task analysis checks August 2005 – April 2006”,
- *Transition Planning Inventory*, student, home, and school forms, April 2006;
- *Making Action Plans [MAPS]* (Forest & Lusthaus, 1990), completed May, 2005

Lisette's Transition Services

Instruction

Instruction on Community Safety skills

Travel instruction

Math instruction related to money usage

Literacy instruction related to sight word identification

Instruction related to community safety and self defense at the YMCA

Math instruction related to telling time on a variety of watches and clocks

Related Service

Assistive technology services to increase use of voice output device

Physical therapy to improve independent ambulation

Employment and Other Post School Living Objectives

Purchase a monthly bus pass

Safety skills in the community

Learning to choose a seat near the bus driver

Learning to use the pull cord to identify her upcoming stop

Lisette's Course of Study

Functional Math I, II, III, IV (4 Credits)

Functional Reading I, II, III, IV (4 Credits)

Introduction to Cooking I, II, III, IV (4 Credits)

Safety in the Community I, II, III, IV (4 Credits)

Recreation Leisure I, II, III (3 Credits)

Work Study Skills I, II, III, IV (4 Credits)

Annual Goals

- Given small group instruction on hand washing, a task analysis, and self-monitoring sheet, Lissette will demonstrate how to appropriately wash her hands with 100% accuracy as measured by the number of correct steps completed on the task analysis during the duration of the IEP. **(related to enrollment in postsecondary culinary training program)**
- By May 2009, Given whole task instruction, a task analysis, and independent practice, Lissette will state problem solving strategies when lost in the community independently with 90% accuracy as measured by number of correct steps completed on the task analysis. **)(related to all goals, given team concern about safety)**
- Given a cell phone with pertinent telephone numbers programmed and weekly practice in school and community settings, Lissette will successfully call her boss to communicate important messages in 5 out of 5 role-play scenarios in school and community settings for the duration of this IEP. **(related to preparing for employment)**
- Given direct instruction for completing a job application, guided practice, and personal information, Lissette will complete an application with 100% accuracy by the end of the 2nd school semester. **(related to preparing for employment)**
- Given a bus schedule adapted with pictures, Lissette will select the correct time and stop for five scenarios of activities presented to her with 95% or better accuracy by December of the current school year. **(related to independent living)**
- Given community-based instruction on grocery shopping and a grocery list, Lissette will independently navigate the grocery store, locate items on the grocery list, and purchase items 3 out of 4 times by December 2009. **(related to ind living)**

3. Lilly's Current Post Secondary Goals

□ **Education and Training**

After graduation, Lilly will participate in an area agency-based program with an adult curriculum focused on gaining maximum social communication, daily living, and vocational skills.

□ **Employment**

After graduation, Lilly will participate in an area agency-based program with an adult curriculum, receiving services to increase her stamina and mobility to prepare her for work.

□ **Independent Living**

After graduation Lilly will use an augmentative communication device at home and the area agency based program to communicate her wants, needs, and desires and to interact with her environment more independently.

Lilly's Age Appropriate Transition Assessments

- Anecdotal records for an observation period of 10 days
- A portfolio assessment
- Notes in the permanent folder document regarding augmentative communication devices since elementary age
- Results of a physical therapy evaluation
- Signed examination summary from Lilly's pediatrician, dated during the current year

Lilly's Transition Services

Instruction

- Self-care skill instruction
- Instruction in use of augmentative device

Community Experience

- Community-based independent and community living instruction
- Visits to recreational agencies/facilities in the community

Related Services

- Assistive technology evaluation and selection of appropriate device for school and post school environments
- Speech therapy services for training in use of augmentative communication device
- Occupational therapy for use of assistive technology
- Physical therapy to maintain and improve strength and flexibility
- Nursing services to increase Lilly's ability access to community environments

Functional Vocational Evaluation

- Refer to Vocational Rehabilitation for non-verbal, modified assessments of adaptive behavior, mobility, dexterity
- Ecological Assessment

Post school living

- Leisure and recreational interest survey through student response to different leisure opportunities in the community
- Meeting with SSI representative to determine possible financial benefits

Course of Study

Year 1: Life Skills (2 credits), Elective (Music, 1 credit)

Year 2: Life Skills (2 credits), Elective (Music, 1 credit)

Year 3: Career/Technical (2 credits), Life Skills (2 credits), Elective (Chorus) (1 credit)

Year 4: Career/Technical (2 credits), Life Skills (2 credits), Elective (Chorus) (1 credit)

18-21: Career/Technical (2 credits), Life Skills (2 credits), Elective (Chorus) (1 credit)

Annual Goals

- Given two physically or auditorally presented choices (e.g., classical music, outside noises), Lilly will manipulate a switch with her head to choose the preferred activity or item with 80% accuracy by December of 2009. **(related to participation in a habilitive or voc program for training after hs)**
- Given placement in her chair with a work table or in a stander in the classroom, Lilly will increase her stamina for exposure to multiple vocational tasks by 10% as measured by awake and comfortable during a 20 minute session during one school semester. **(related to *Lily manipulating and interacting with her environment independently after graduation.*)**
- Given physical prompts and picture schedule, Lily will manipulate a switch with her head to signal to staff it is time for her to eat lunch or snack with 80% accuracy by June 2012. **(related to *Lily manipulating and interacting with her environment independently after graduation.*)**

Indicator 13 wrap-up

- Evidence of Student Invitation
- Agency Invitation

Student Invitation

- Is there evidence that the student was invited?
- A copy of the meeting invitation in the file, signed by LEA, can suffice.
- Better? An invitation that addresses the student directly, and provides some explanation of what the meeting is about.
- For example:
 - Dear Jeff, Your IEP meeting is scheduled for May 4th at 10am in Room 205. It is very important that you attend this meeting, because the team is meeting to discuss your plans for life after high school and how to help you reach your goals. I look forward to seeing you there!

Previous webinar: Connecting with Outside Agencies

Examples of entities this would apply to:

- Area Agency for Developmental Services
- Vocational Rehabilitation
- Community Mental Health Services
- College Disability Support Services

Agency Invitation

- Is there evidence that a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?
- Purpose

Agency Invitation

AUTHORIZATION TO INVITE AN OUTSIDE AGENCY

Date: _____

Child's Name: _____ DOB: _____ School: _____

Parent's Name: _____ Phone: _____

Address: _____

*We are planning to request an outside agency representative attend your child's IEP meeting.

Outside Agency: _____

Representative Name: _____

Outside Agency: _____

Representative Name: _____

*We are requesting your consent to invite this agency to your child's IEP meeting:

_____ I give my permission to invite agency indicated above.

_____ I do not give my permission to invite agency indicated above.

Signature (parent, guardian, adult student) _____ Date: _____

Questions about the content?

- Contact:

Heidi Wyman, MSW

Strafford Learning Center

317 Main Street

Somersworth, NH 03878

hwyman@slc.k12.nh.us

603.692-4411 ext. 41