Transition Best Practices – What New Directors Need to Know about Transition

SELDA

February 28, 2024

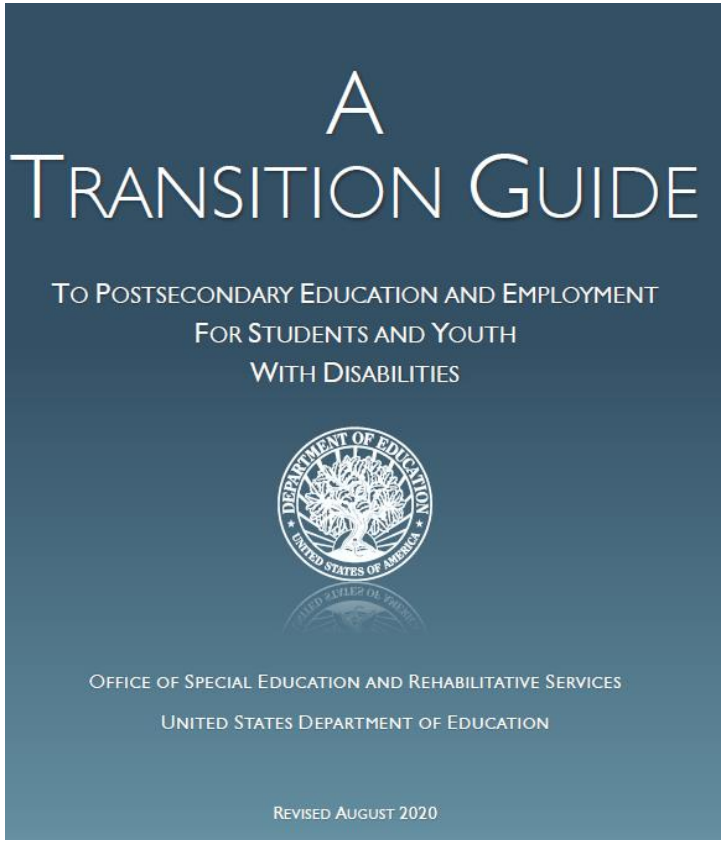
IDEA - Transition Services Plan

(b) Transition services. Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include -

- (1) Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and
- (2) The transition services (including courses of study) needed to assist the student in reaching these goals. [34 C.F.R 300.320(b)(1) – (2)]

A Transition Guide

[A Transition Guide to Postsecondary Education and Employment for Students and Youth with Disabilities]



Monitoring Secondary Transition *Indicator 13* & Post-School Outcomes *Indicator 14*

IDEA Requirements – Indicator 13

COMPLIANCE INDICATOR

EVALUATES LEAS IMPLEMENTATION OF IDEA

DESCRIBES THE PLAN FOR IMPROVING IMPLEMENTATION

State Monitoring - Indicator 13

COMPLIANCE – LETTER OF THE LAW

Review of a sampling of transition plans from LEAs across the state yearly, as required by IDEA.

Currently, transition plans are reviewed during the Cross-Functional Monitoring process and those results are reported for Indicator 13.

While the process for reviewing transition plans may vary yearly, the required components of the transition plan do not change.

Age-appropriate Assessments

The collection of evidence and artifacts that document a student's interests, preferences, and strengths.

Measurable Postsecondary Outcome Goals

Goals for after high school in the areas of ***education/training, employment, and independent living.***

Course of Study

Reflects the academic course work to reach the postsecondary goals.

Measurable Annual Goals

Facilitates movement towards meeting the postsecondary goals.

Activities

Provides the opportunities for exploration and skill development to achieve the annual goal.

Services

Specially designed instruction, related services, community interaction, and collaboration within school.

Student Invited

Evidence that indicates the student was invited to participate in the IEP Team meeting.

Agency Representation

Evidence that a representative from an agency that is likely to provide or pay for services is invited, if appropriate.

Parental Consent

Prior parental consent for the invitation of an agency representative must be evident.

Transition Documentation Checklist

COMPLIANCE – LETTER OF THE LAW

Georgia Department of Education
Division for Special Education Services

Transition Documentation Checklist

System _____ Date _____

NAME	1. POSTSECONDARY (PS) GOAL FOR EMPLOYMENT	2. POSTSECONDARY (PS) GOAL FOR EDUCATION/TRAINING	3. POSTSECONDARY (PS) GOAL FOR INDEPENDENT LIVING	4. ANNUAL IEP TRANSITION GOALS TO MEET PS GOALS	5. PS GOALS BASED ON TRANSITION ASSESSMENTS	6. TRANSITION SERVICES (ACTIVITIES) ACADEMIC AND/OR FUNCTIONAL TO FACILITATE MOVEMENT TO PS GOALS	7. COURSE OF STUDY TO FACILITATE MOVEMENT TO PS GOALS	8. STUDENT INVITED TO IEP MEETING	9. AGENCY REPRESENTATIVE MEETING INVITED TO MEETING	10. PRIOR PARENTAL CONSENT FOR AGENCY REPRESENTATIVE TO ATTEND	*ALL AREAS IN COMPLIANCE (Y=YES, N = NO)*

Georgia Department of Education
Richard Woods, State School Superintendent
July 24, 2019

Cross-Functional Monitoring Due Process Checklist

COMPLIANCE – LETTER OF THE LAW

GEORGIA DEPARTMENT OF EDUCATION
DIVISION FOR SPECIAL EDUCATION SERVICES AND SUPPORTS

DUE PROCESS CHECKLIST FOR STUDENT FOLDER REVIEW

J.	TRANSITION SERVICES PLAN 34 C.F.R. 300.320, 34 C.F.R. 300.43	Yes	No	NA
24.	Postsecondary outcome goal for Employment	✔		
25.	Postsecondary outcome goal for Education/Training	✔		
26.	Postsecondary outcome goal for Independent Living (if appropriate)			✔
27.	Reflects steps to desired post-secondary outcomes	✔		
28.	Postsecondary goals based on transition assessments	✔		
29.	Transition services and/or activities to facilitate movement to postsecondary outcomes	✔		
30.	Course of study to facilitate movement to post-school outcomes	✔		
31.	Student invited to meeting	✔		
32.	Agency representative invited, if applicable		✔	
33.	Parent consent received prior to inviting agency representative, if applicable			✔
34.	Informed of the transfer of all due process rights to student at age 17			✔
35.	All due process rights transferred to the student at age 18	✔		

Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

Reporting Requirements: Indicator 14

14A. Enrolled in higher education within one year of leaving high school

14B. Enrolled in higher education or competitively employed within one year of leaving high school

14C. Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school

Monitoring Indicator 14

- The monitoring priorities and indicators of the Office of Special Education Programs (OSEP) State Performance Plan (SPP) mandate the gathering of data on the postschool activities of individuals exiting special education.
- To meet the requirements of the SPP, the Postschool Survey for individuals exiting school during the previous school year is conducted from May 15 through July 31 each year. The report must be submitted to the GaDOE Division for Special Education by July 31.

Transition for Students with Disabilities

COMPLIANCE –
LETTER OF THE LAW

BEST PRACTICE –
SPIRIT OF THE LAW

Transition = Action Plan

Mapping out the steps that will reasonably enable the goals to be reached

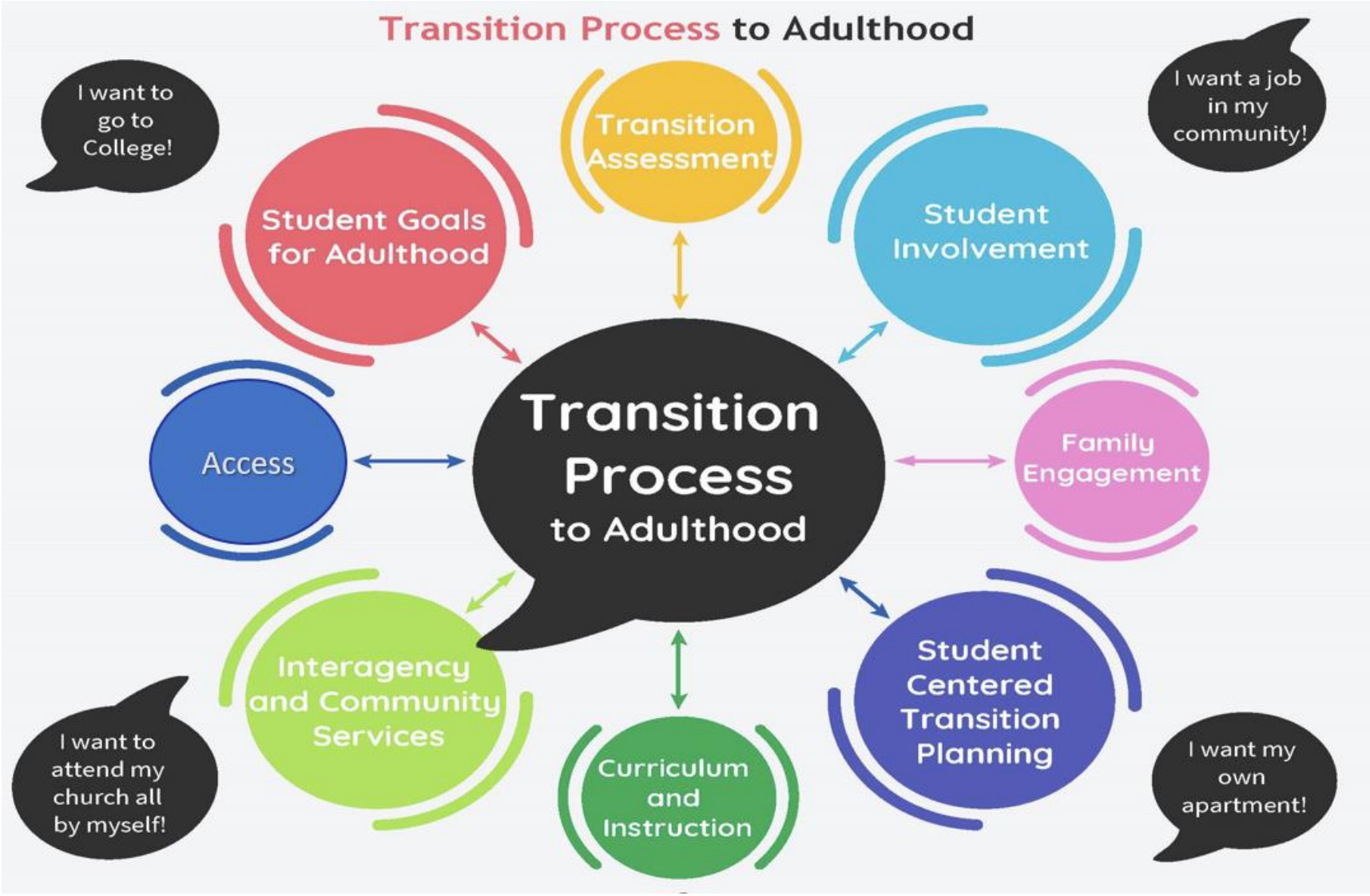
Providing support and opportunities to be exposed to and build skills

Collaborating to build and establish relationships with service providers and community resources

Setting goals for life after high school and providing the steppingstones to reach those goals

Put First Things First

- **State Performance Plan Indicators**
  - Indicator 1: Graduation Rate
    - Percent of youth with IEPs graduating from high school with a regular diploma
  - Indicator 2: Dropout Rate
    - Percent of youth with IEPs dropping out of high school.
  - Indicator 13: Transition Compliance (secondary transition components of the IEP
    - Percent of youth with IEPs aged 16 and above with an IEP that includes coordinated, measurable, annual goals and **transition** services that will reasonably enable the students to meet postsecondary goals."



Adapted from “Your Complete Guide to Transition Planning and Services” (Morningstar and Clavenna-Deane, 2018)

The End Result Counts

Sometimes when you're cooking its messy, but the outcome is good.

Peter Facinelli

Best Practices for Transition

- Designate a transition specialist, coordinator, or lead to coordinate the work
- Begin transition activities as early as possible (Pre-K)
- Create policies, practices, and procedures for the implementation of the compliance and best practices in transition
- Participate in transition technical assistance, webinars, and state sponsored initiatives

Best Practices for Transition

- Engage with OSEP supported technical assistance
  - National Technical Assistance Center: The Collaborative (NTACT:C)
  - Council for Exceptional Children: Division on Career Development and Transition (DCDT)
- Establish a peer review system for compliance and reference the GaDOE's Transition Documentation Checklist or the Cross-Functional Monitoring Due Process Checklist
- Participate in the Optional Transition Planning Survey, if needed

Best Practices for Collaboration

Consider:

- What services and providers are needed to begin transitioning the students to their postsecondary outcomes?
- Has the family been involved in the planning process?
- Who else is needed to collaborate in the planning process?
- How can team members assist students in reaching their goals?

Best Practices for Collaboration

Consider:

- Are the activities reflective of a coordinated collaboration of stakeholders?
- Are the appropriate activities in place to allow the student to move toward reaching their goals?
- Has an assistive technology evaluation been complete?

Team Members for Planning

- Student
- Family members
- Special Education Teachers/
- LEA/District Leaders
- General Education Teachers
- Agency Representative
- Counselors
- CTAE/CTI Staff
- Related Services
- Assistive Technology
- School Psychology
- Other individuals?

Collaboration

- **Before**

What services and service providers may be needed to begin transitioning the student to their postsecondary outcomes?

- **During**

How can families, school staff, providers and community organizations and members assist the student to reach their postsecondary goals?

- **After**

Are services being provided to meet the postsecondary goals?

From IGP to IEP and Transition

- Course of Study
- Career Pathways
  - Guidance Counselor
  - Career Technical Instruction
    - Working in collaboration with instructors from Career, Technical and Agricultural Education Programs

Best Practices for Transition Assessments

- Begin completing assessments early
- Incorporate multiple perspectives, approaches and/or tools
- Be age-appropriate and practical
- Generate data that can inform
- Discuss results with the student
- Identify needed skills, experiences, connections, and supports
- Provide resources for assessments to teachers in the LEA

Examples of Formal Assessments

- YouScience
- Life Centered Education Assessment
- Pictorial Inventory of Careers
- Interest Inventories
- Brigance Life Skills Inventory
- Self-Determination Assessments (SDI)
- Standardized Tests
- Vocational Assessment

Examples of Informal Assessments

- Transition Questionnaires
- Interviews
- Checklists
- Anecdotal records (observation)
- Teacher and Parent observations
- Person-Centered Planning
- MAPS
- Curriculum-based Assessments
- Previous Information

Examples of Standardized Tests

- Preliminary Scholastic Aptitude Test (PSAT)
- Scholastic Aptitude Test (SAT)
- Georgia Milestones Assessments System (GMAS)
- Georgia Alternate Assessment 2.0 (GAA)
- End of Course Test (EOCT)
- End of Pathway Assessment (EOPA)
- American College Testing (ACT)
- Armed Services Vocational Aptitude Battery (ASVAB)

Supplemental Information: Added to Formal and Informal Assessments

- Psychological reports
- IEPs or Transition Plans from previous school/year
- School transcripts
- Disciplinary Records

Resource for Assessment Toolkit

The **National Technical Assistance Center on Transition** (NTACT) has developed a document produced under a grant from the U.S. Department of Education (USDOE), Office of Special Education Programs (OSEP) to aid in understanding and identifying age-appropriate transition assessments.

IDEAs that Work

February 26, 2024

Student Involvement/Student Centered Transition Planning

- Student-led IEP (SLIEP)
- Self-determination/Self-advocacy
- Student-focused planning/person centered planning
- Independent living skills
- Social skills training

Something to Think About

- An Independent Living Goal is not required for Indicator 13 if the IEP team, based on the Preferences, Strengths, and Interests, indicates there is no need to address for the student.

HOWEVER

- In best practice, all students should have an Independent Living Goal. Consider:
  - Household and Money Management
  - Transportation
  - Community Involvement
  - Personal Safety
  - Self-Determination/Self-Advocacy

Considering Students with Significant Cognitive Disabilities

- According to State Board Rule 160-4-2-.48
  - students with significant intellectual disabilities or intellectual disabilities concurrent with motor, sensory or emotional/behavioral disabilities who require substantial adaptations and support to access the general curriculum and require additional instruction focused on relevant life skills and participate in the Georgia Alternate Assessment (GAA).
- ...curriculum includes instruction in self-determination, independent living and personal care...

Family Engagement

- Use the services of a parent mentor
- Transition discussions early (Pre-K)
- Engagement in transition process vs invited to transition planning meeting
- Build capacity for developing students' self-determination skills
- Transfer of Rights and Decision-Making Options discussions early
- Transitioning youth to adult care (middle school)
- Use the
- Partner with Parent to Parent of Georgia (P2P)

Curriculum and Instruction (Access)

- Inclusion in general education course
- Community-based Instruction (elementary school)
- Community-based Vocational Instruction (middle school)
- Work-based learning, internships, apprenticeships (high school)
- Dual-enrollment
- Vocational education participation/ Pathways
- Robust 18-22 transition programs for students with more needs

Interagency and Community Services

- Pre-employment transition (Pre-ETS)
- Referral to Georgia Vocational Rehabilitation Services
- Connect with Transitioning Youth to Adult Care (Department of Public Health)
- Community mapping for services, resources, and potential employment

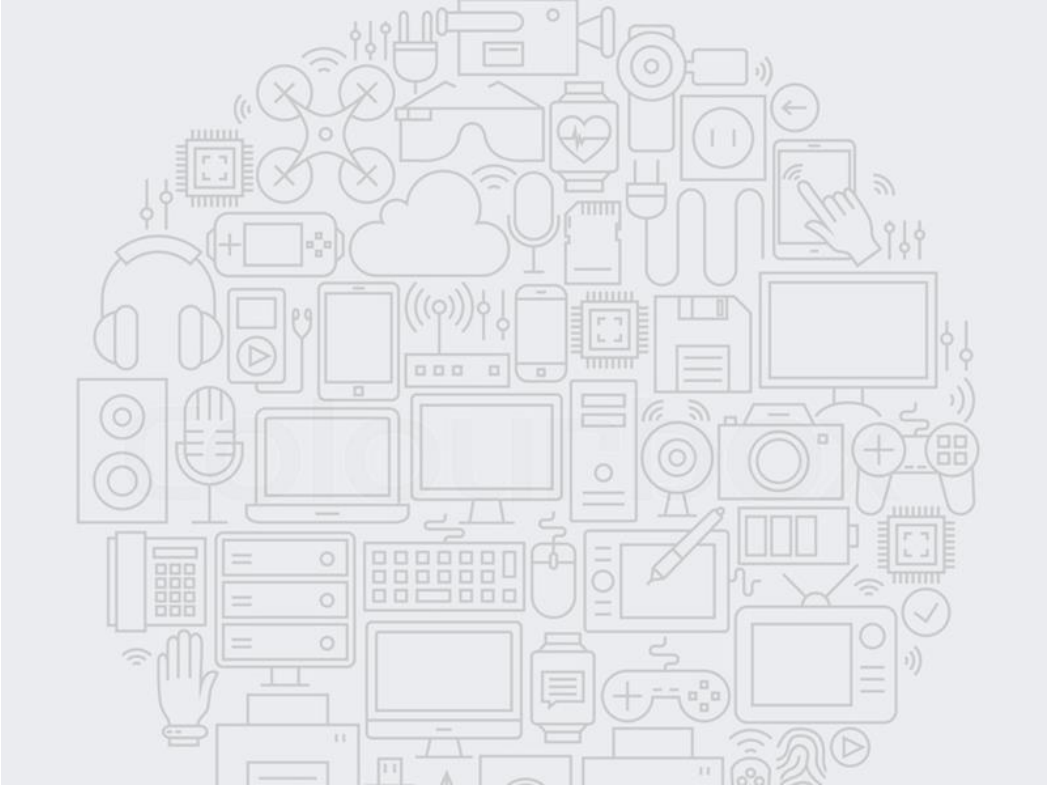
Agency Representatives

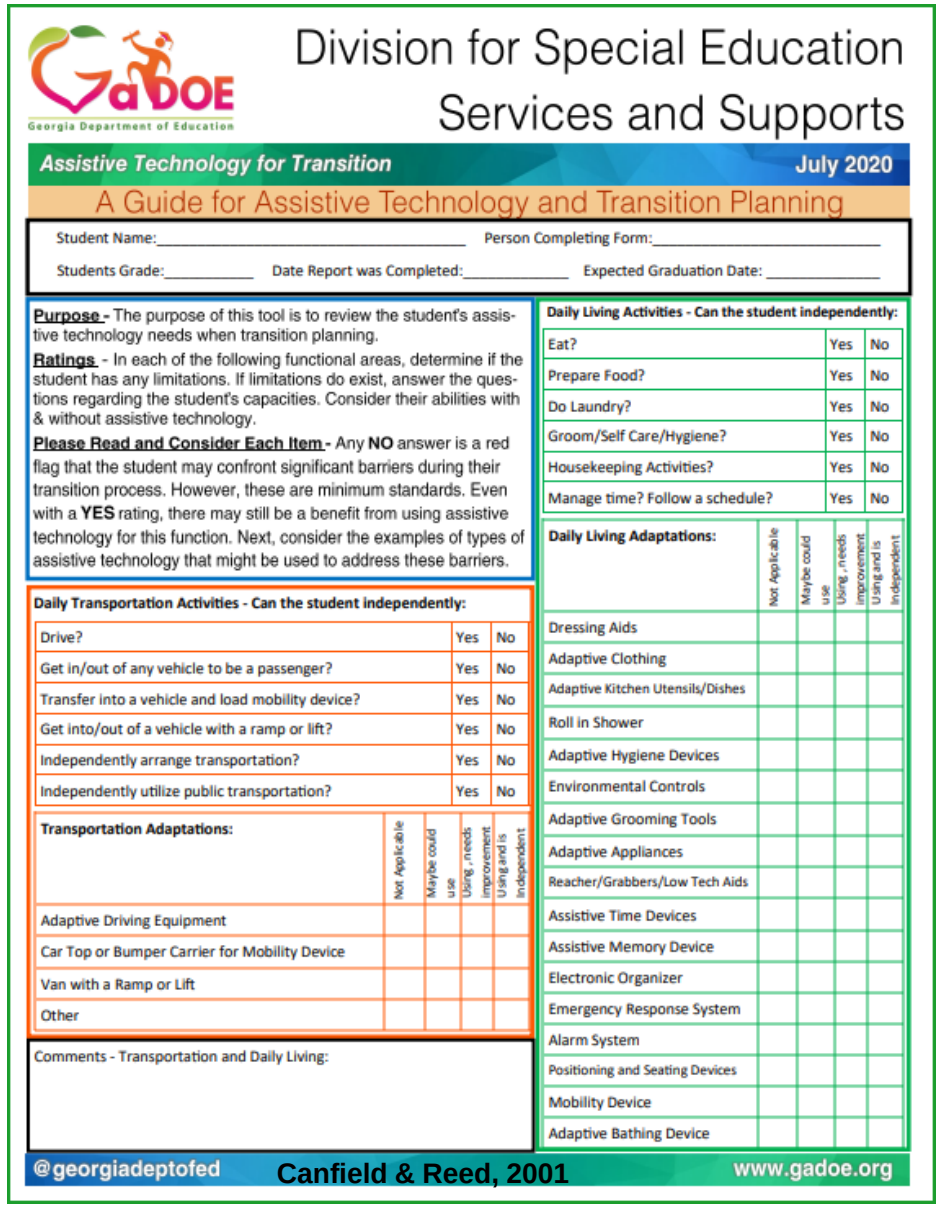
Agencies or other organization representatives who are likely to provide services and supports to students may be invited to attend IEP meeting to discuss transition:

- Georgia Vocational Rehabilitation (GVRA)
- Department of Public Health
- Day Program Providers
- Employers
- Department of Family & Children Services
- College/Technical School Representatives
- Goodwill Industries
- High School High Tech
- Department of Behavioral Health and Developmental Disabilities (DBHDD)
- Mental Health Providers
- Easterseals

Collaborating for Assistive Technology

- Assistive Technology
  - School
  - Work
  - Community Participation
  - Recreation and Leisure





Georgia Department of Education

Division for Special Education Services and Supports

Assistive Technology for Transition — July 2020

A Guide for Assistive Technology and Transition Planning

Student Name:_____ Person Completing Form:_____

Students Grade:_____ Date Report was Completed:_____ Expected Graduation Date: _____

Purpose - The purpose of this tool is to review the student's assistive technology needs when transition planning.

Ratings - In each of the following functional areas, determine if the student has any limitations. If limitations do exist, answer the questions regarding the student's capacities. Consider their abilities with & without assistive technology.

Please Read and Consider Each Item - Any **NO** answer is a red flag that the student may confront significant barriers during their transition process. However, these are minimum standards. Even with a **YES** rating, there may still be a benefit from using assistive technology for this function. Next, consider the examples of types of assistive technology that might be used to address these barriers.

Daily Transportation Activities - Can the student independently:

Drive?	Yes	No
Get in/out of any vehicle to be a passenger?	Yes	No
Transfer into a vehicle and load mobility device?	Yes	No
Get into/out of a vehicle with a ramp or lift?	Yes	No
Independently arrange transportation?	Yes	No
Independently utilize public transportation?	Yes	No

Transportation Adaptations:	Not Applicable	Maybe could use	Using , needs improvement	Using and is independent
Adaptive Driving Equipment				
Car Top or Bumper Carrier for Mobility Device				
Van with a Ramp or Lift				
Other				

Comments - Transportation and Daily Living:

Daily Living Activities - Can the student independently:

Eat?	Yes	No
Prepare Food?	Yes	No
Do Laundry?	Yes	No
Groom/Self Care/Hygiene?	Yes	No
Housekeeping Activities?	Yes	No
Manage time? Follow a schedule?	Yes	No

Daily Living Adaptations:	Not Applicable	Maybe could use	Using , needs improvement	Using and is independent
Dressing Aids				
Adaptive Clothing				
Adaptive Kitchen Utensils/Dishes				
Roll in Shower				
Adaptive Hygiene Devices				
Environmental Controls				
Adaptive Grooming Tools				
Adaptive Appliances				
Reacher/Grabbers/Low Tech Aids				
Assistive Time Devices				
Assistive Memory Device				
Electronic Organizer				
Emergency Response System				
Alarm System				
Positioning and Seating Devices				
Mobility Device				
Adaptive Bathing Device				

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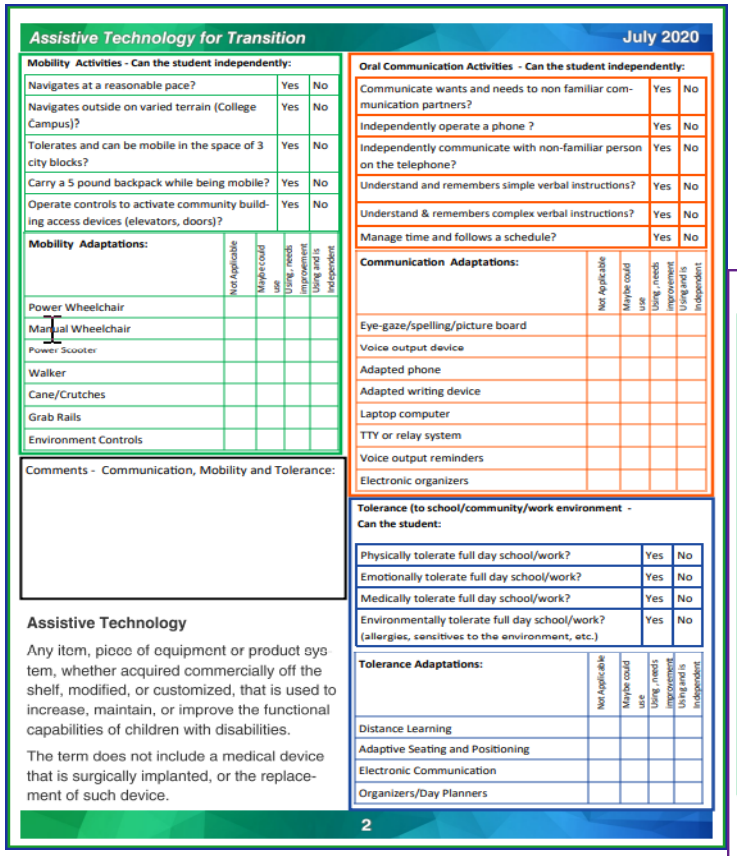


Assistive Technology for Transition — July 2020

Mobility Activities - Can the student independently:

Navigates at a reasonable pace?	Yes	No
Navigates outside on varied terrain (College Campus)?	Yes	No
Tolerates and can be mobile in the space of 3 city blocks?	Yes	No
Carry a 5 pound backpack while being mobile?	Yes	No
Operate controls to activate community building access devices (elevators, doors)?	Yes	No

Mobility Adaptations:	Not Applicable	Maybe could use	Using , needs improvement	Using and is independent
Power Wheelchair				
Manual Wheelchair				
Power Scooter				
Walker				
Cane/Crutches				
Grab Rails				
Environment Controls				

Comments - Communication, Mobility and Tolerance:

Assistive Technology

Any item, piece of equipment or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of children with disabilities.

The term does not include a medical device that is surgically implanted, or the replacement of such device.

Oral Communication Activities - Can the student independently:

Communicate wants and needs to non familiar communication partners?	Yes	No
Independently operate a phone ?	Yes	No
Independently communicate with non-familiar person on the telephone?	Yes	No
Understand and remembers simple verbal instructions?	Yes	No
Understand & remembers complex verbal instructions?	Yes	No
Manage time and follows a schedule?	Yes	No

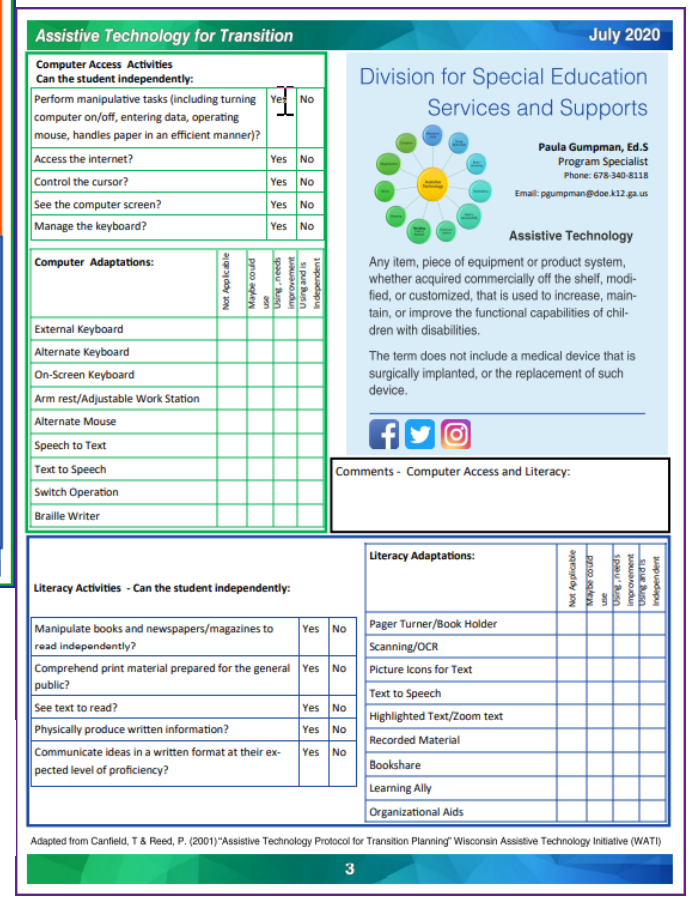
Communication Adaptations:	Not Applicable	Maybe could use	Using , needs improvement	Using and is independent
Eye-gaze/spelling/picture board				
Voice output device				
Adapted phone				
Adapted writing device				
Laptop computer				
TTY or relay system				
Voice output reminders				
Electronic organizers				

Tolerance (to school/community/work environment - Can the student:

Physically tolerate full day school/work?	Yes	No
Emotionally tolerate full day school/work?	Yes	No
Medically tolerate full day school/work?	Yes	No
Environmentally tolerate full day school/work? (allergies, sensitives to the environment, etc.)	Yes	No

Tolerance Adaptations:	Not Applicable	Maybe could use	Using , needs improvement	Using and is independent
Distance Learning				
Adaptive Seating and Positioning				
Electronic Communication				
Organizers/Day Planners				

2



Assistive Technology for Transition — July 2020

Computer Access Activities Can the student independently:

Perform manipulative tasks (including turning computer on/off, entering data, operating mouse, handles paper in an efficient manner)?	Yes	No
Access the internet?	Yes	No
Control the cursor?	Yes	No
See the computer screen?	Yes	No
Manage the keyboard?	Yes	No

Computer Adaptations:	Not Applicable	Maybe could use	Using , needs improvement	Using and is independent
External Keyboard				
Alternate Keyboard				
On-Screen Keyboard				
Arm rest/Adjustable Work Station				
Alternate Mouse				
Speech to Text				
Text to Speech				
Switch Operation				
Braille Writer				

Division for Special Education Services and Supports

Paula Gumpman, Ed.S
Program Specialist
Phone: 678-340-8118
Email: pgumpman@doe.k12.ga.us

Assistive Technology

Any item, piece of equipment or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of children with disabilities.

The term does not include a medical device that is surgically implanted, or the replacement of such device.

Comments - Computer Access and Literacy:

Literacy Activities - Can the student independently:

Manipulate books and newspapers/magazines to read independently?	Yes	No
Comprehend print material prepared for the general public?	Yes	No
See text to read?	Yes	No
Physically produce written information?	Yes	No
Communicate ideas in a written format at their expected level of proficiency?	Yes	No

Literacy Adaptations:	Not Applicable	Maybe could use	Using , needs improvement	Using and is independent
Pager Turner/Book Holder				
Scanning/OCR				
Picture Icons for Text				
Text to Speech				
Highlighted Text/Zoom text				
Recorded Material				
Bookshare				
Learning Ally				
Organizational Aids				

Adapted from Canfield, T & Reed, P. (2001)"Assistive Technology Protocol for Transition Planning" Wisconsin Assistive Technology Initiative (WATI)

3

[AT to Consider for Transition.pdf (gadoe.org)]

February 26, 2024

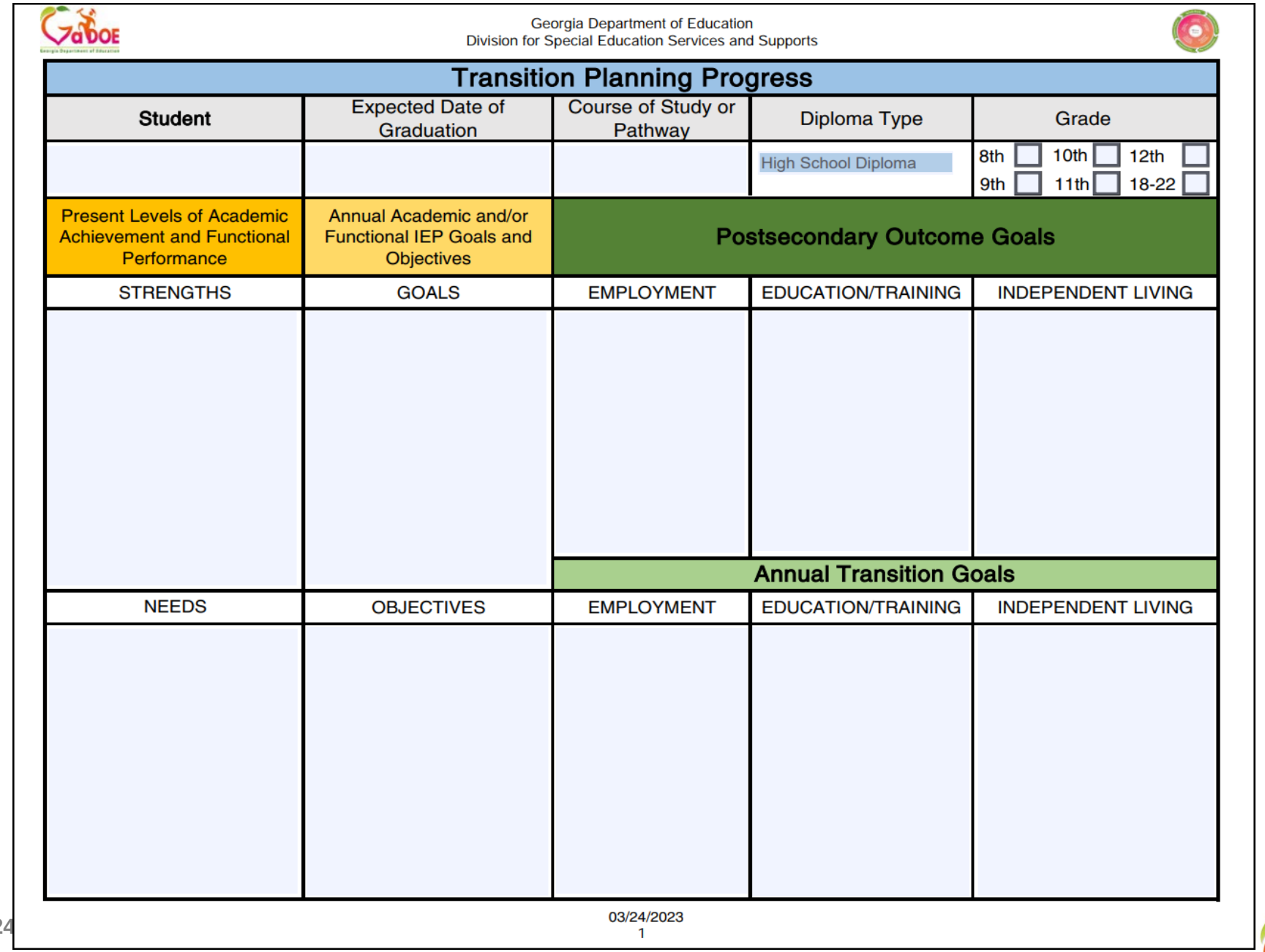
Summary of Performance

- The LEA must provide a student whose eligibility terminates due to graduation with a regular diploma or exceeds the age requirements under IDEA a summary of performance.
- The summary of performance should include a summary of the student's academic achievements and functional performance, including recommendations on how to assist the student in meeting the student's postsecondary goals.
- The purpose is to provide strategies for successful transition and needed supports.

Section 1414 (c) (5) (B) (ii) - Individuals with Disabilities Education Act

Summary of Performance Links

- Writing the Summary of Performance PowerPoint Presentation
- Summary of Performance template
- Directions for completing the Summary of Performance



Georgia Department of Education
Division for Special Education Services and Supports

Transition Planning Progress

Student	Expected Date of Graduation	Course of Study or Pathway	Diploma Type	Grade
			High School Diploma	8th ☐ 10th ☐ 12th ☐ 9th ☐ 11th ☐ 18-22 ☐

Present Levels of Academic Achievement and Functional Performance	Annual Academic and/or Functional IEP Goals and Objectives	Postsecondary Outcome Goals		
STRENGTHS	GOALS	EMPLOYMENT	EDUCATION/TRAINING	INDEPENDENT LIVING
		Annual Transition Goals		
NEEDS	OBJECTIVES	EMPLOYMENT	EDUCATION/TRAINING	INDEPENDENT LIVING

03/24/2023
1

Transition Planning Progress Tool

Georgia Department of Education
Division for Special Education Services and Supports

Accommodations and/or Modifications	Transition Services & Activities		
Include ALL Assistive Technology & Supports Needed	EMPLOYMENT	EDUCATION/TRAINING	INDEPENDENT LIVING

Agency Referrals		Other Agency Invitations		Transition Assessments
Date of Initial Referral	Date of Approval	Name of Agency	Date of Invite	Name/Date
VR				
DBHDD				

Progress Checks

	9th	10th	11th	12th	12+		9th	10th	11th	12th	12+
Fall	☐	☐	☐	☐	☐	Spring	☐	☐	☐	☐	☐
Winter	☐	☐	☐	☐	☐	Summer	☐	☐	☐	☐	☐

Summary of Performance

Date Completed	Current Eligibility Date	Current IEP Date	Current Psychological

Post-school (PS) Outcomes (to be completed one year from student's graduation/exit date)

	Date	Data Collection for PS Outcomes
Entered 9th grade		Enrolled In Higher Education
Graduated/Exited HS		
PS Outcomes Survey Completed (1 yr. later)		Did student meet PS Goals? Yes

Comments/Additional Information/Parental Concerns:	Contact name(s) and phone number(s):

03/24/2023

Transition Personnel Matter!

Resources

- Georgia Department of Education Special Education Services and Supports—Transition
- Department of Behavioral Health and Developmental Disabilities (DBHDD)
- Think College
- Georgia Inclusive Postsecondary Consortium
- Technical College System of Georgia: TCSG
- University System of Georgia

Resources

- Transfer of Rights and Decision-Making Options
- Georgia Vocational Rehabilitation Agency
- Career Technical Agricultural Education/ School Counselors/ Dual Enrollment
- Regents Center for Learning Disorders
- Parent to Parent of Georgia
- Parent Mentor Partnership

Contact Information

Elise James
Program Specialist, Transition
Postschool Outcomes
Division for Special Education
Services and Supports
404-326-0421
ejames@doe.k12.ga.us

Laurie Ponsell
Program Specialist, Transition
Compliance
Division for Special Education
Services and Supports/Results
Driven Accountability
470-303-0516
lponsell@doe.k12.ga.us

www.gadoe.org

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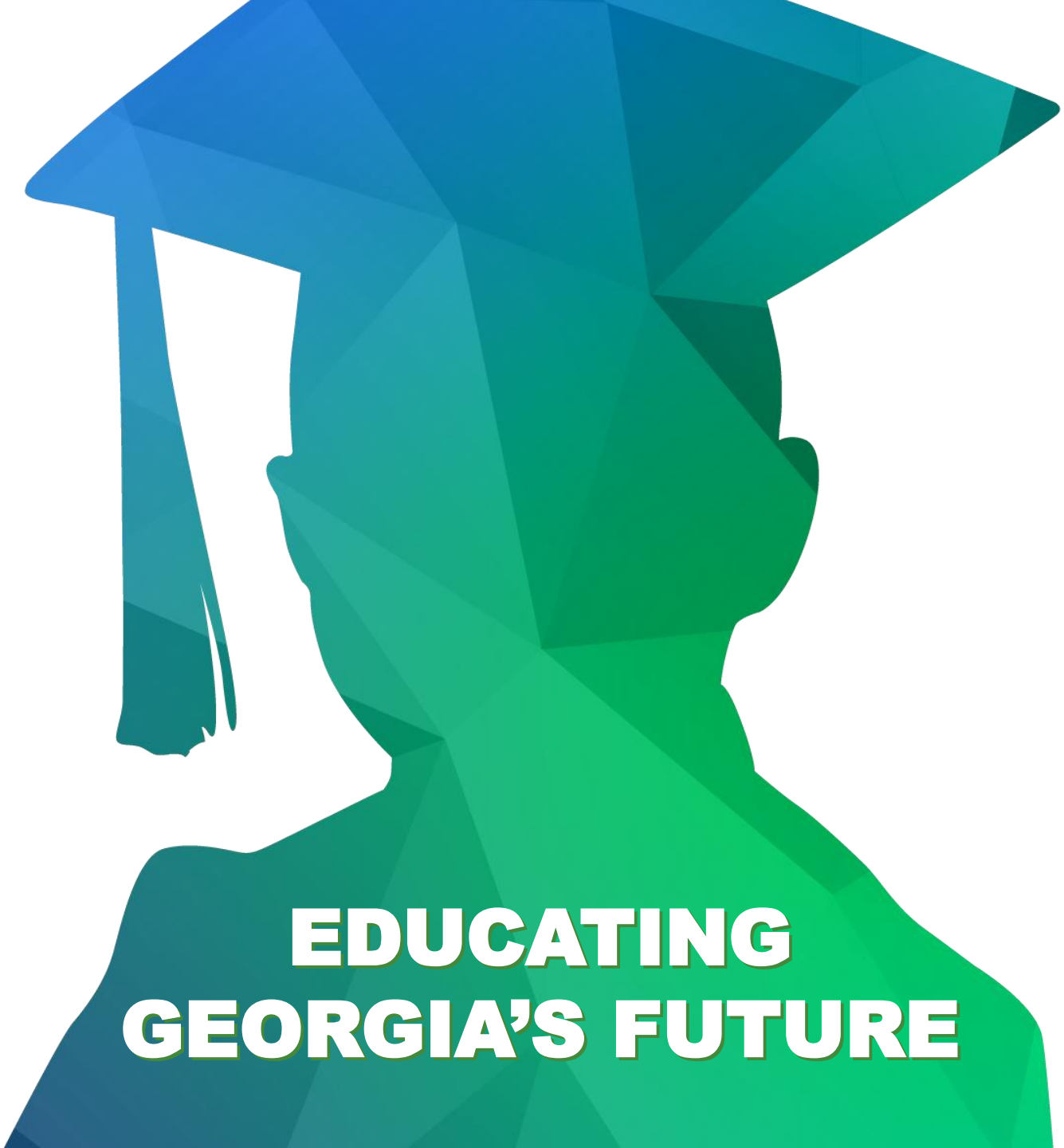
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