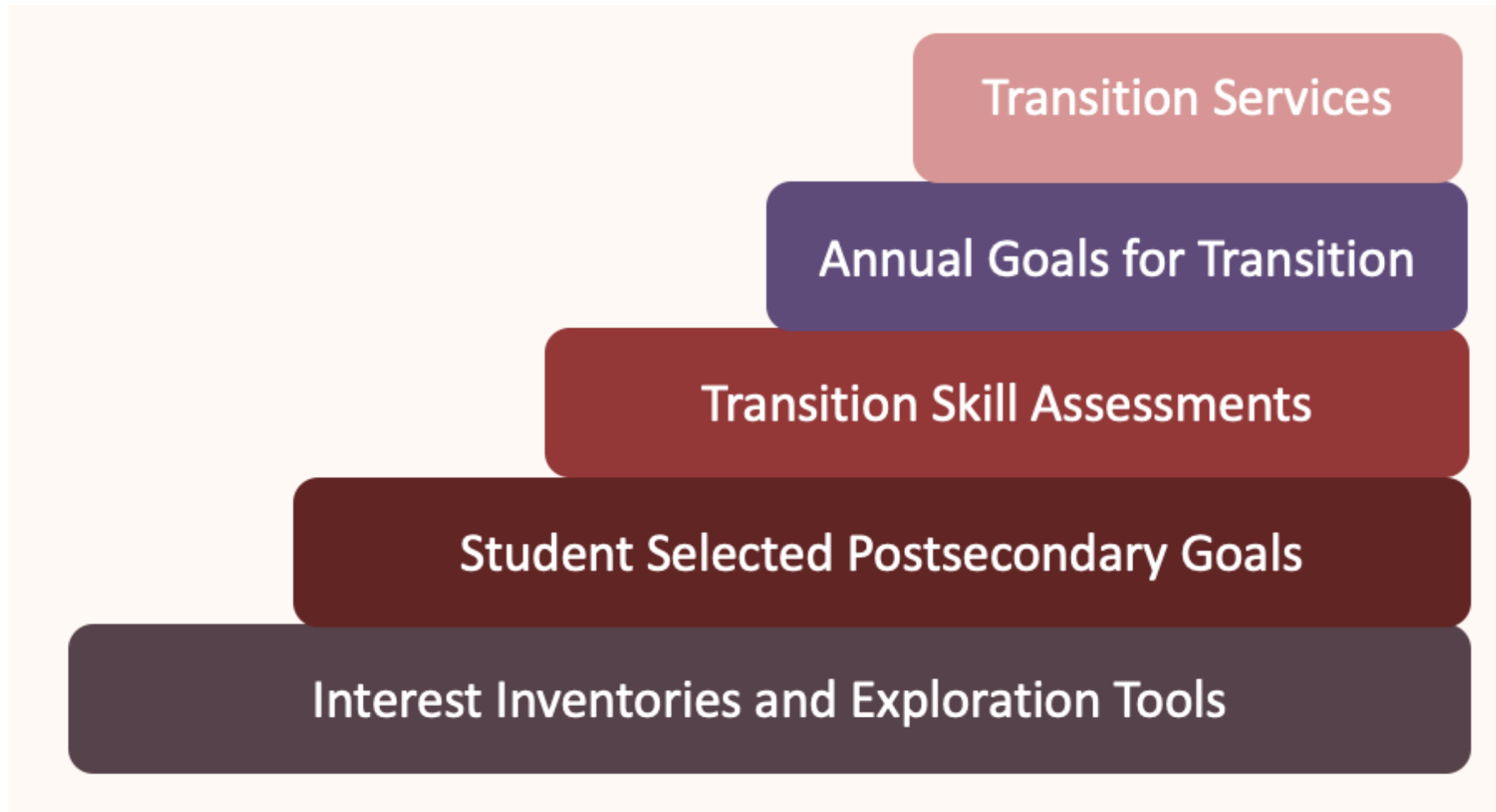


BUILDING A TRANSITION BATTERY INTO QUALITY GOALS

KENDRA WILLIAMS-DIEHM, PHD



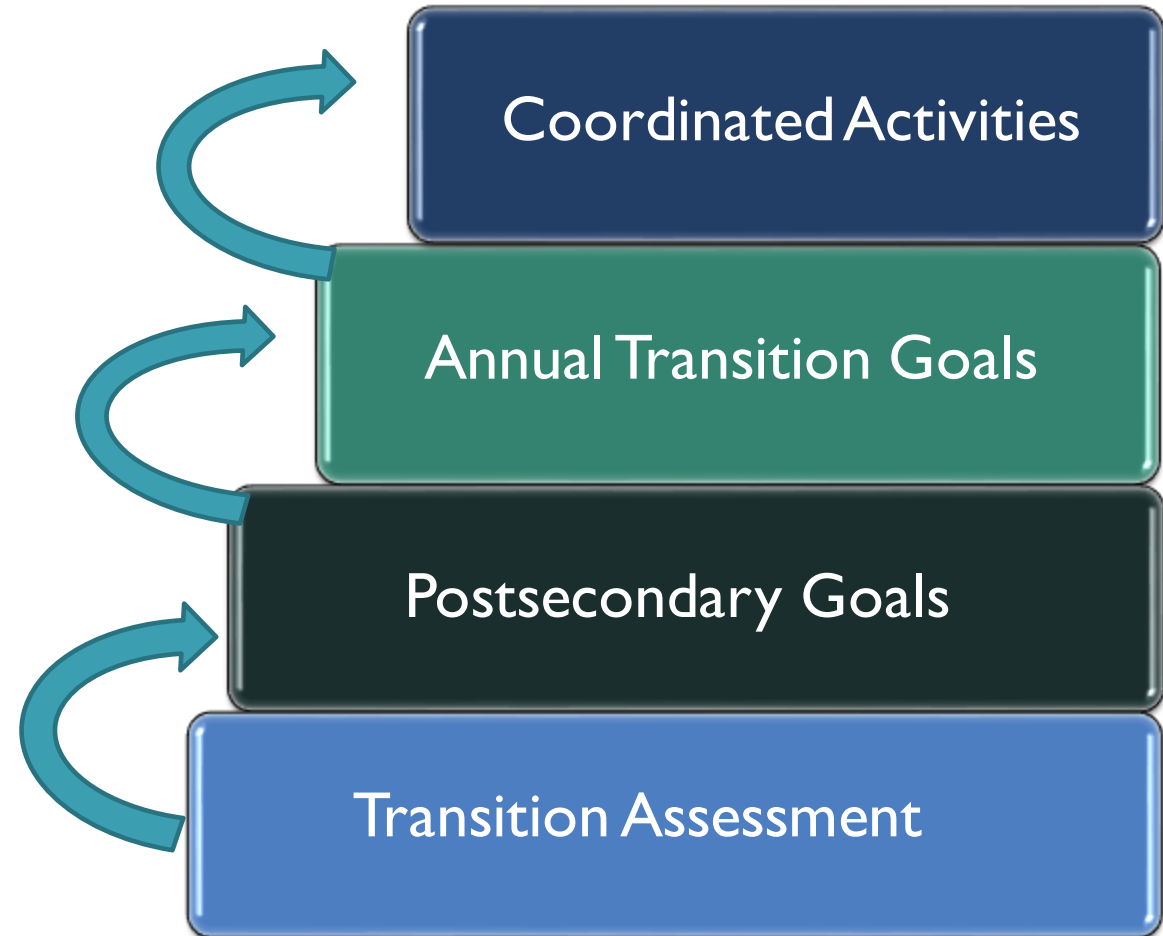
Stepping Up Transition Framework




Using Transition Assessments to Guide the Transition Planning Process

PUTTING RESULTS IN THE TRANSITION PLAN

- The **postsecondary goal** in the transition plan should be directly related to:
 - Transition assessment results
 - Must be appropriate to the student's BIG post-secondary goal.
 - This means teachers have to *generally know the students PS goals before choosing and administering an assessment.
 - How do I know? ASK!
- The **annual goal** selected should be directly related to:
 - The post-secondary goal
 - The transition assessment result
 - Make sure the annual goal is in SMART (or similar) format
- The **coordinated activity** needs to be directly related to:
 - The annual goal, the postsecondary goal, and the transition assessment results





HOW TO BUILD A TRANSITION BATTERY



TRANSITION ASSESSMENT REVIEW

What makes a GOOD transition
assessment battery??

Transition Assessments

Combination Suggestions

Education Assessments

TAGG*

Landmark College Guide to College Readiness

AIR* or SDI-SR*

TAGG*
OK Career Guide
Life Skills Inventory

Employment Assessments

My Next Move (O*NET)*

Career Clusters* or OK Career Guide

AIR*
My Next Move*
Casey Life Skills

Independent Living Assessments

Employability Life Skills Assessment (ELSA)

Casey Life Skills

Life Skills Inventory

Landmark College Career Clusters*
ELSA

SDI-SR*
My Next Move*
Casey Life Skills

1. Need at least one formal assessment*
2. Need an Education and Employment Assessment
3. Independent Living Assessment as needed



CASE STUDIES

BUILDING A TRANSITION BATTERY

**CYNTHIA,
13 YEARS
OLD,
8TH GRADE,
SLD**

DISABILITY

- SLD - reading process issues, affects her access to standard curriculum, progress in classes when not given accommodations.

BEHAVIOR

- Does not present any behavior issues
- Works very hard in all of her classes
- Has positive relationships with her teachers and peers

ASSESSMENTS

- English – 21% - multiple choice, tried hard – skipped all writing questions.
- Math – 40 % - average class score for BUT, skipped questions with a lot of reading.

DISABILITY

- ID – high functioning: borderline IQ, kindergarten reading and math.
- In all gen.ed classes, received pull-out support for all of his classes, work is always modified and accommodated.

BEHAVIOR

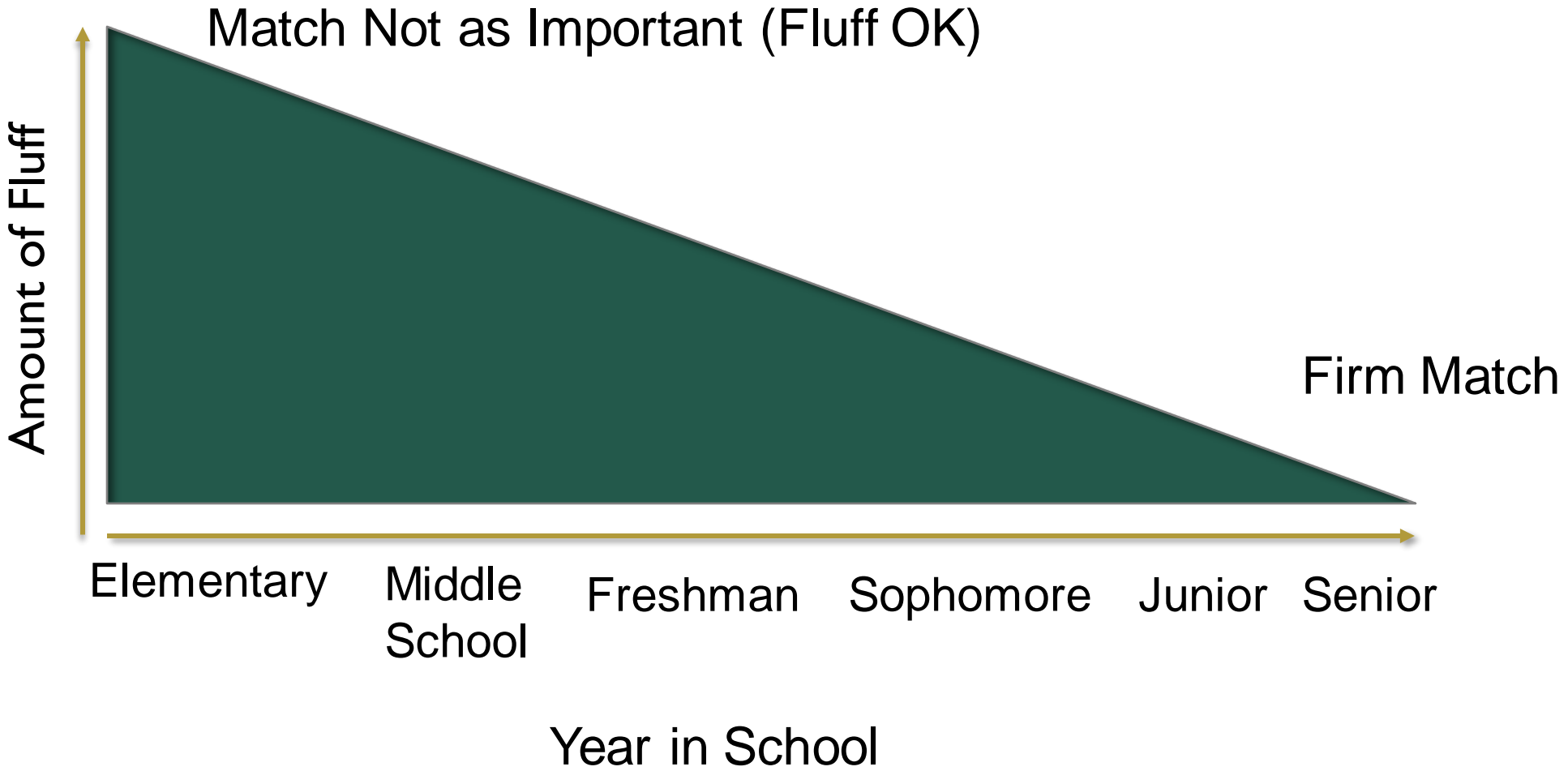
- Very quiet in class – doesn't bother, doesn't volunteer, doesn't do work in-class.
- When with SPED teacher, works hard and does assigned work.
- Social, has many friends in the school – very active and vocal during transition and break times.

ASSESSMENTS

- English – 12% - very bored demeanor throughout – teacher thinks completely guessing.
- Math – 10 % - filled out MC test in five minutes, did not complete any of the write-in questions.
- Education–. Franklin does not want to go to college.
- Independent Living – has 5 siblings and wants his own space.

FRANKLIN,
12 YRS OLD, 6TH GRADE,
ID

POSTSECONDARY GOAL
FLUFF SCALE



Wording *IS* important

Avoid:

- Apply
- Seek
- Pursue
- “Would like to”
- Find

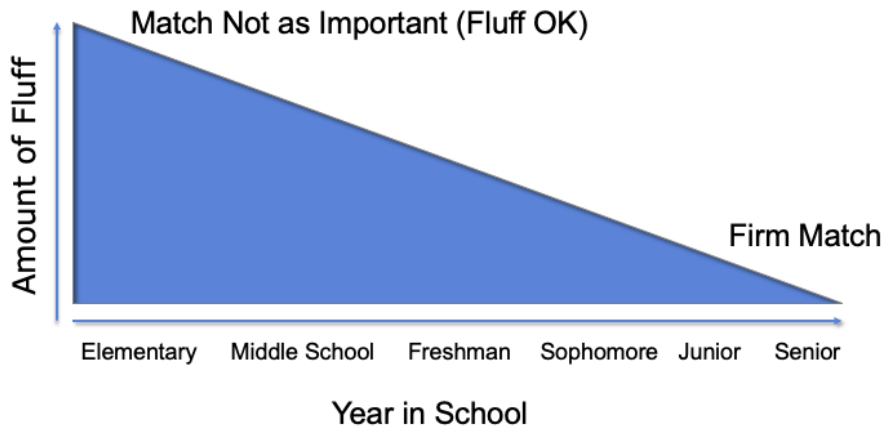
Compliance/Quality

Use:

- Obtain
- Work
- Live
- Learn
- Attend

INDICATOR 13 REQUIREMENTS (Q 1, 2, 3)

<p>1. Are there appropriate measurable postsecondary goals in the areas of training, education, employment, and, where appropriate, independent living skills?</p>	<p>Y N</p>
<p>Can the goals be counted? Will the goals occur <i>after</i> the student graduates from school? Based on the information available about this student, do the postsecondary goals seem appropriate for this student?</p> <ul style="list-style-type: none"> • If <i>yes</i> to all three guiding questions, then circle Y OR if a postsecondary goal is <i>not</i> stated, circle N 	
<p>2. Are the postsecondary goals updated annually?</p>	<p>Y N</p>
<p>Were the postsecondary goals addressed/ updated in conjunction with the development of the current IEP?</p> <ul style="list-style-type: none"> • If <i>yes</i>, then circle Y OR if the postsecondary goals were <i>not</i> updated with the current IEP, circle N 	
<p>3. Is there evidence that the measurable postsecondary goals were based on age appropriate transition assessment(s)?</p>	<p>Y N</p>
<p>Is the use of transition assessment(s) for the postsecondary goals mentioned in the IEP or evident in the student's file?</p> <ul style="list-style-type: none"> • If <i>yes</i>, then circle Y OR if <i>no</i>, then circle N 	



- After graduating from high school, I will learn how to be a nurse.

Middle School

- After graduating from high school, I will go to college.

Freshman, Sophomore

- After graduating from high school, I will attend a two- year school to obtain my LPN.

Junior/Senior

Quality vs. Compliant

Compliant: Goals have correct terminology and answer “Live, Learn, Work”; AFTER High school Language

Quality: Goals are personalized to the student (and/or written by student); use transition assessment and exploration results; mindful of fluff; Get more specific as student gets older.

Noncompliant vs. Compliant vs. Quality

A: Upon graduating from high school, I (Preslie) will attend a public 4 year university.

Compliant

B: Upon graduating from high school, I (Preslie) will attend University of Oklahoma and major in education.

Quality

~~C: Upon graduating from high school, I (Preslie) attend medical school.~~

~~D: Upon graduating from high school, I (Preslie) will complete all classes necessary to graduate.~~

EMPLOYMENT: RIGHT AFTER HIGH SCHOOL OR AFTER POSTSECONDARY EDUCATION

- After high school, I will work part time at a local retailer while I attend college.
- After high school, I will work as barista at local coffee shop.

- After high school, I will become a travel agent.
- After high school, I will intern at Expedia.

- After high school, I will work as an engineer.
- After high school, I will work in a science-related career (hospital, research lab, fish hatchery).

NON-EXAMPLES

- SpongeBob will obtain all credits necessary to graduate high school.
- SpongeBob will receive a B in his English Language Arts class.
- SpongeBob will fill out job applications to get a job after high school.
- SpongeBob will take a career clusters transition assessment to help him narrow down his top three choices.

EXAMPLE VS. NON-EXAMPLE

- After graduating from high school, I will work part-time at an on campus as a tour guide while I attend college.

YES!

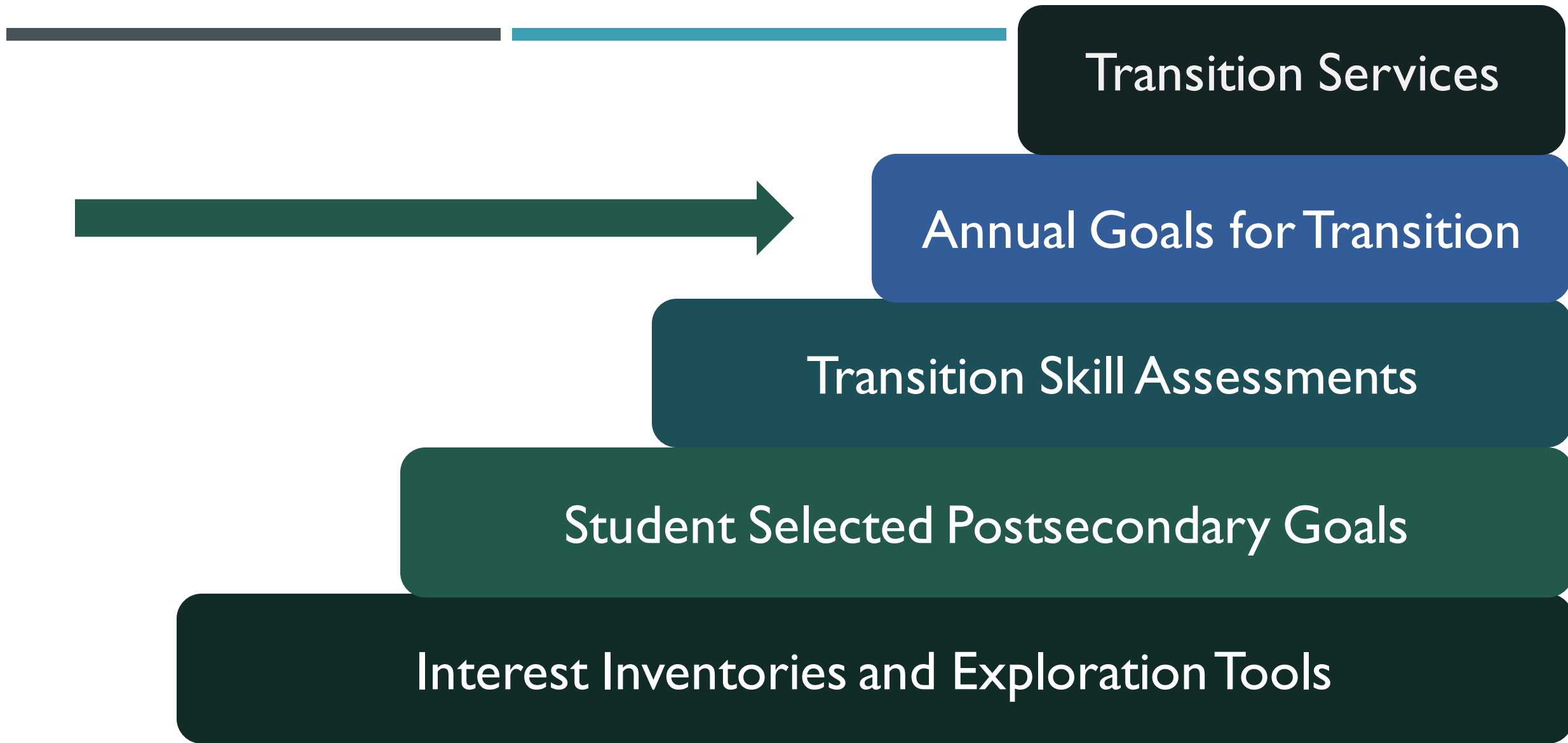
EXAMPLE VS. NON-EXAMPLE

- After graduating from high school, I will apply to three jobs.

EXAMPLE VS. NON-EXAMPLE

- After graduating from high school, I work at a preschool while I finish my bachelor's degree.

YES!



Take the next step...

INDICATOR 13 REQUIREMENTS (QUESTION 6)

6. Is (are) there annual IEP goal(s) related to the student's transition services needs?

Y N

Is (are) an annual goal(s) included in the IEP that is/are related to the student's transition services needs?

- If *yes*, then circle Y OR if *no*, then circle N



Must Follow SMART
guidelines

Processes rather than
one-shot activities

ANNUAL
TRANSITION
GOALS

I HAV



GOALS

IT'S BEST TO AVOID STANDING DIRECTLY BETWEEN A COMPETITIVE JERK AND HIS GOALS.

CREATING SMART GOALS



Specific

Measurable

Attainable

Realistic

Timely

Creating specific goals

A **specific** goal has a much greater chance of being accomplished than a general goal.

A general goal would be, “Implement career development skills“ But a specific goal would say, “The student will learn the 10 steps of dish washing given the XYZ task analysis”

Creating **specific** goals

To set a specific goal you should answer the six "W" questions:

Who: Who is involved?

What: What do I want to accomplish?

Where: Identify a location. (Science Lab)

When: Establish a time frame. (For second semester)

Which: Identify requirements and constraints.

Why: Specific reasons, purpose or benefits of accomplishing the goal.

Creating measurable goals

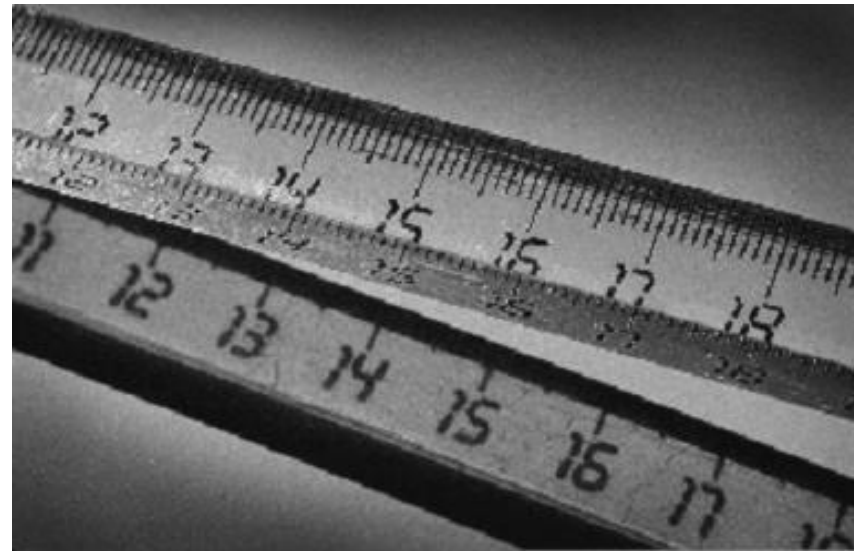
Establish concrete criteria for measuring progress toward the attainment of each goal you set.

When you measure your progress, you **stay on track**, reach your **target** dates, and experience the exhilaration of achievement that spurs you on to continued effort required to reach your goal.

Creating measurable goals

To determine if your goal is measurable, ask questions such as:

- How much?
- How many?
- How will I know when it is accomplished?



Creating **attainable** goals

When you identify goals that are most important to you, you begin to figure out ways you can make them come true.

You **develop** the attitudes, abilities, skills, and financial capacity to reach them. You begin seeing previously overlooked opportunities to **bring yourself closer** to the **achievement** of your goals.

Creating attainable goals

You can attain most any goal you set when you plan your steps wisely and establish a time frame that allows you to carry out those steps.

Goals that may have seemed far away and out of reach eventually move closer and become attainable, not because your goals shrink, but because you grow and expand to match them.

Creating **realistic** goals

To be realistic, a goal must represent an objective toward which you are both *willing* and *able* to work.

Creating **realistic** goals

To determine if your goal is realistic, ask questions such as:

- Do I **truly believe** that it can be accomplished?
- Have I accomplished anything similar in the past?
- Can I **identify the conditions** that would have to exist to accomplish this goal?

Creating **timely** goals

A goal should be grounded within a time frame. With no time frame tied to it, there is no sense of urgency.

When do you want to accomplish your goal? “Someday” won't work. But if you anchor it within a timeframe (“by May 1st”), then you have already set your unconscious mind into motion to begin working on the goal.

CREATING SMART GOALS



Specific

Measurable

Attainable

Realistic

Timely (and **T**angible)

POSTSECONDARY GOALS VS. ANNUAL TRANSITION GOALS

- Post means AFTER high school
 - Need to be measurable only (LEARN, WORK, LIVE)
 - After graduating from high school, SpongeBob will attend a 2-year college to obtain an associate's degree in tourism.
- Annual transition goals are the same as annual IEP goals
 - NEED to be SMART goals
 - After a disability awareness unit, SpongeBob will create a one-page document explaining his strengths and limitations with 100% accuracy as noted in content and grammar.

EXAMPLE OR NON-EXAMPLE?

A. When using the oven, fryer, and mixer in the kitchen, SpongeBob will follow safety rules, turn off equipment, and put away equipment in proper storage place with 100% accuracy as noted on a checklist.

B. In class, SpongeBob will fill out job applications to find a job.

C. While cooking a meal, SpongeBob will follow the 2-3 step directions without assistance with 100% accuracy.

D. Without assistance, SpongeBob will fill out (3) job applications with 100% accuracy.

Compliant Vs. Quality

Compliant: Using transition assessment results to build IEP goals related to transition; Following SMART or other goal formats

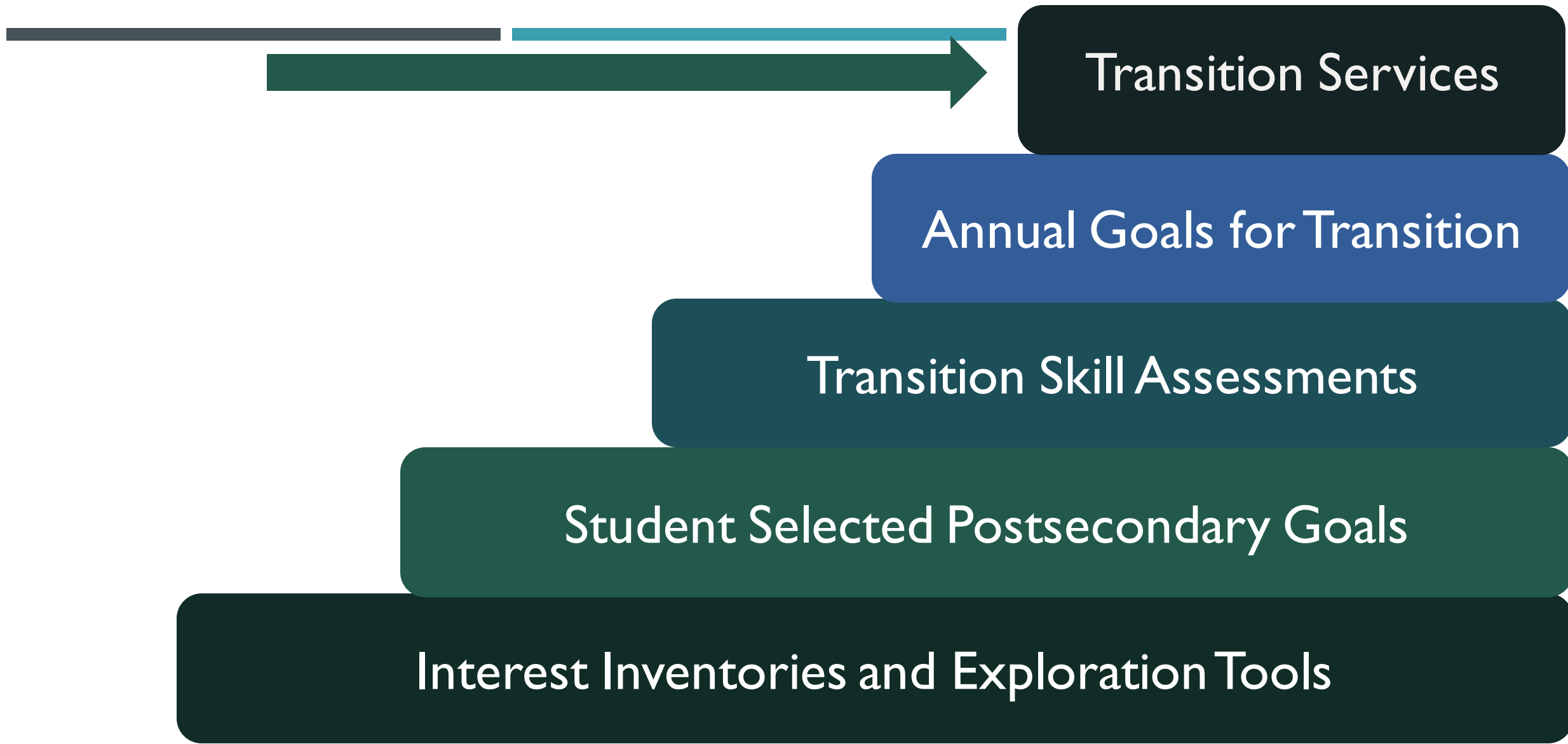
Noncompliant: not including transition skill assessment results; does not use results to build goals; not including annual goals related to transition.

Quality: using assessment results to identify student needs to build annual goals; Connect to Postsecondary Goals; Represent Processes

Needs: Interviewing Skills

Compliant: During the 2021-2022 school year, Joe will participate in three mock-job interviews and verbally report their experiences to a classmate.

Quality: After instruction in interviewing skills, Joe will take part in mock job interview and (a) meet 9/10 designated standards for a successful interview and (b) report one positive and one negative experience to a classmate by May 2022.



Take the next step...



**Transition
Services
or
Coordinated
set of Activities**

Course of Study

Services/Instruction

Activities

INDICATOR 13 REQUIREMENTS (Q 4 AND 5)

4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?

Y N

Do the transition services listed in the student's IEP that the student needs to reach the postsecondary goals include, as needed, *instruction, related service(s), community experience, development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation*

- If *yes*, then circle Y OR if *no*, then circle N

5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals?

Y N

Do the transition services include courses of study that align with the student's postsecondary goals?

- If *yes*, then circle Y OR if *no*, then circle N

Coordinated Set of Needed Activities/Strategies Examples



<https://tinyurl.com/CoorSONA>

Instruction
Community Experiences
Employment
Related Services
Post School and Adult Living Skills
Acquisition of Daily Living Skills
Functional Vocational Assessment

Any others stand out from that list that would help Sponge Bob meet his annual transition goals and postsecondary goals



EXAMPLE VS. NON-EXAMPLE

- A. SpongeBob will fill out 3 job applications without assistance
- B. SpongeBob will follow 2-3 step directions at home, school, and in the community with 100% accuracy.
- C. SpongeBob will attend a job fair.
- D. SpongeBob will follow safety rules in the kitchen.