

Meaningful Transition IEPs

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PUBLIC SCHOOLS

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Goals Today



- **Gathering Meaningful Information Prior to the Meeting**
 - From the Education Team
 - From the Parents/Guardians
 - From the Student
- **Holding a Productive Meeting**
 - Emphasizing Self-Advocacy
 - Developing A Targeted Plan
 - Writing Measurable and Compliant Goals

Why is Transition Planning Important?

Compliance!



Greater Accountability for Transition Outcomes

IDEA 2004 requires a state performance plan (SPP)

4 of the 20 indicators relate to transition

Indicator 1:

Percent of youth with IEPs graduating HS with regular diploma compared to percent of youth in state graduating with a regular diploma.

Indicator 2:

Percent of youth with IEPs dropping out of HS compared to percent of all youth in the State dropping out of HS

Compliance!



Greater Accountability for Transition Outcomes

Indicator 13:

Percent of youth with IEPs aged 16 and above with IEP that includes appropriate measurable goals that are annually updated and based upon an age-appropriate transition assessment, transition services, including courses of study, that will reasonably enable the students to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that if appropriate, 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.

Compliance!



Greater Accountability for Transition Outcomes

Indicator 14:

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

- A. Enrolled in higher education within one year of leaving high school.
- B. Enrolled in higher education or competitively employed within one year of leaving high school.
- C. Enrolled in higher education or in some other post secondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

Student Outcomes!



Individuals with disabilities experience high rates of unemployment compared with peers

- 2010 Survey of Americans with Disabilities:
 - 21% of working age people with disabilities are employed
- National Longitudinal Transition Study-2, 2011 (up to 6 years after HS)
 - 41% of young adults with disabilities unemployed
 - Of those employed, almost half (48%) were employed for less than 12 months
 - 55% had some postsecondary education
 - 35% living independently (includes with spouse, partner, or roommate)
 - Worse outcomes for individuals with Intellectual Disabilities, Multiple Disabilities, and Autism

What should we do as professionals?



Evidence-based Transition Research

- Student-focused planning
- Student development
- Family Involvement
- Program Structure
- Interagency Collaboration

Test, Fowler, Richter, et al. (2009); Landmark, Ju, and Zhang (2010)

Evidence-based Transition Research (cont.)



*Work experience (paid and unpaid)
is the most important factor associated with
good transition outcomes.*

Carter, Swedeen, & Trainor (2009); Lindstrom, Doren, & Miesch (2011); Williams-Diehem & Benz (2008); McDonall & Cruden (2009); Benz (2002)



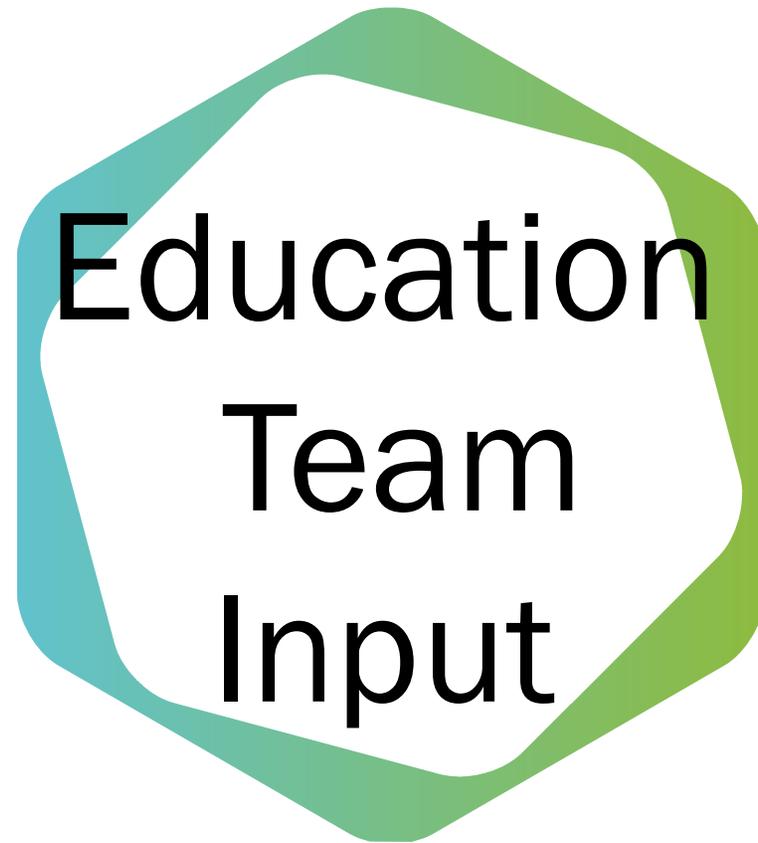
Gathering Meaningful Information Prior to the Meeting

Gathering Information

Start Early!



- For more impaired students consider the use of transition assessments as early as elementary for the purpose of comprehensive program planning.
- All students and families can benefit from transition discussions starting in Middle School when varied course options (electives) become available.
- 16 is the *LATEST* age at which transition must be addressed, it can be done sooner!



Educational Team Input

A Variety of Perspectives



- Assessments should be completed by educators who work with the student in a variety of settings on a variety of skills.
 - Adaptive Behavior, Pragmatic Language, & Executive Functioning Information Applies to Transition Assessment Planning
 - Vocational Skills teacher, IEP Case-manager, General Education Teacher, Special Education Teacher – Academic.
- Wide variety of transition assessments available.
 - Becker Work Adjustment Profile
 - Autism Work Skills Questionnaire
 - Community-based Skills Assessment (CSA)
 - Assessment of Functional Living Skills (AFLS)

Autism Work Skills Questionnaire (AWSQ)

Anat Ben Meir¹, Noomi Katz², Eynat Gal³

¹Beit Ekstein ²Ono Academic College, ³University of Haifa, Israel

C. Habits, Style and Independence at Work

C.1 Work Habits

For each item indicate to what degree it reflects your habits at work (students should refer to their study assignments).

Area	Item	Always -5-	-4-	-3-	-2-	Never -1-
Regulations	Maintains full attendance at work	<input type="checkbox"/>				
	Arrives and leaves on time	<input type="checkbox"/>				
	Persists in work assignments (avoids frequent breaks)	<input type="checkbox"/>				

C.3 Level of Independence in Working and Studying

Item	Always -5-	-4-	-3-	-2-	Never -1-
<i>Can only follow written instructions</i>	<input type="checkbox"/>				
<i>Can only follow verbal instructions</i>	<input type="checkbox"/>				
<i>Needs detailed written explanations</i>	<input type="checkbox"/>				



REHABILITATION RESEARCH
AND TRAINING CENTER

Community-based Skills Assessment (CSA): Developing a Personalized Transition Plan

LIFE SEEKER						
7. Demonstrates problem solving.	1	2	3	4	5	1 2 3
8. Demonstrates the ability to request help.	1	2	3	4	5	1 2 3
9. Indicates support needs.	1	2	3	4	5	1 2 3
TOTAL SCORE FOR SELF-DETERMINATION / ADVOCACY	Total <u>7</u> out of 15 = <u>46</u> %					Total <u>6</u> out of 9 = <u>66</u> %

Transfer the percentage for each domain and each observation and the interview for Level of Independence and Environments Performed to "Section I: 1. Percentage" at the back of the assessment.

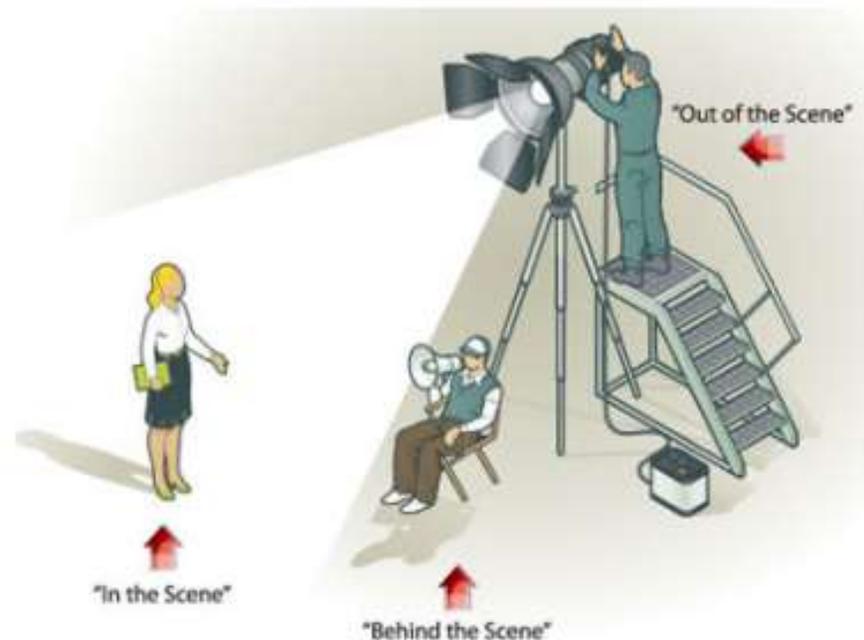
Assessment	Career	Self-Determination	Health and Safety	Peer Relationships	Community Participation	Transportation	Leisure/Recreation	Home Living Skills
Home Observation: Percent, Level of Independence		47%	58%	32%			88%	75%
Home Observation: Percent, Environment Performed		33%	35%	27%			79%	66%

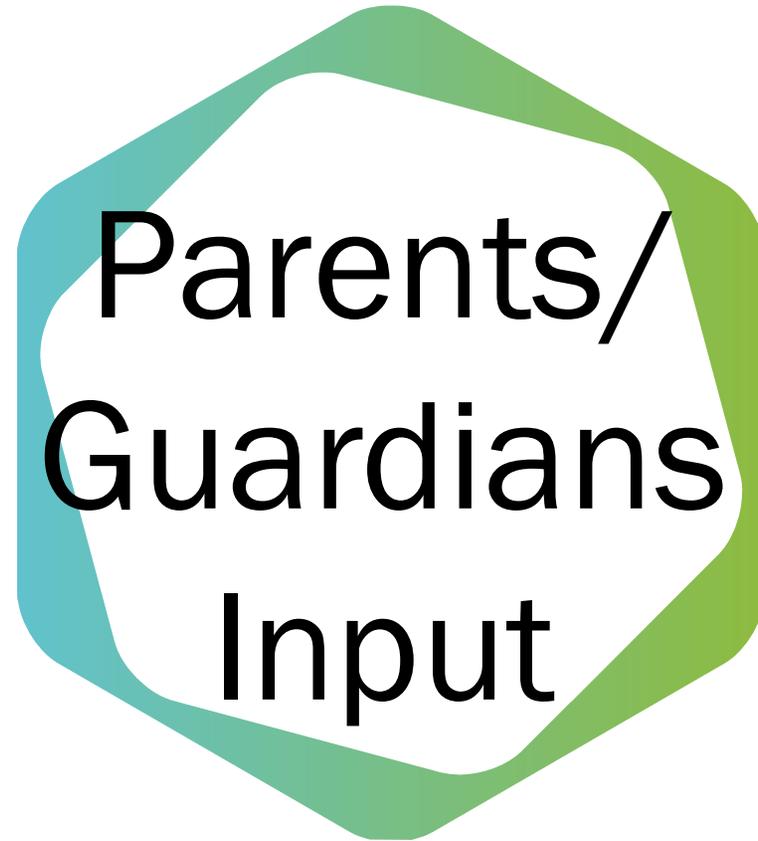
These three types are:

- A. "In the Scene"
- B. "Behind the Scene"
- C. "Out of the Scene"

You should find the job that is the right "social" fit for you. Before you start exploring specific jobs that interest you, it is important to determine how your social skills and social interests match up with three main types.

No matter whether you work in the scene, behind the scene, or out of the scene, you have an important "role" to play! Find the job that best suits your interests, skills, and abilities





Parents/
Guardians
Input

Timelines & Best Practice Procedures for IEP Process

Suggested Timeline	Date Occurred	Action(s)
3 weeks from IEP meeting	_____ _____ _____	<p>Contact Parents to set up IEP</p> <p>Send Home IEP Packet:</p> <ul style="list-style-type: none"> • Cover Letter • Agency Checklist • Goal Priorities <p>Give IEP Team Members Goal Priority Sheet - with a deadline of 2 weeks prior to the meeting.</p>
2 weeks from the IEP meeting	_____ _____ _____	<p>Collect Goal Priority Sheets & draft goals based on evaluation information, past performance, and collective input on priority focus</p> <p>Complete Draft IEP</p> <p>Fill Out Release of Information for Agencies the Family is connected with to bring to the meeting.</p>
1 week from IEP meeting	_____	<p>Send home:</p> <ul style="list-style-type: none"> • Cover letter • Draft PLAPP

IEP Meeting Date: _____

- ____ Introductions and Sign in
- ____ Give Parents Procedural Safeguards and Missouri Rights
- ____ Review with the parents the purpose of the meeting
- ____ Present Release of Information to have signed (and checklist of agency involvement if not returned by parents prior to the meeting)
- ____ Paraphrase the present level & ask the parents if they have any questions or would like for you to read the information
- ____ Project IEP on Smartboard (if possible) and make changes as the meeting occurs
- ____ Have a draft copy in front of the parents
- ____ Provide paper and a writing utensil for the parents to make notes

Dear _____,

In order to better prepare for your child's upcoming IEP meeting, please complete and return the attached goal priority survey and agency checklist as soon as possible.

Thank you,

Please check any agencies from which you receive services:

- _____ Boone County Family Resources
- _____ Thompson Center|
- _____ Alternative Community Training (ACT)
- _____ Touch Point
- _____ Burrell Behavioral Health
- _____ Outside Occupational Therapist
- _____ Outside Speech Language Therapist
- _____ Boone County Hospital
- _____ University of Missouri: _____ (please specify)
- _____ Outside Psychological/Counseling Services
- _____ Central Missouri Regional Office
- _____ Services for Independent Living
- _____ Job Point
- _____ MoreGroup
- _____ Division of Vocational Rehabilitation
- _____ Other:

Please list the therapies and leisure activities in which your child has been involved this year:

Please indicate if there are community agencies or services that you would like more information about:

Goal Priorities

In preparation for your child's upcoming IEP, we are requesting each member of the IEP team to complete this form. This information will help us to better focus our discussions and to consider goal priorities that reflect your child's individual needs. Please complete both sides of this form and provide us as much input as possible on your future hopes and dreams for your child so we can consider how his educational goals can align. Please return this form to me before _____.

Please complete the following statements:

I feel my child's strength's are:

I have the following concerns regarding my child's education:

What are the most important skills your child will need to achieve in order to be successful transitioning to adulthood after high school?

What are the skills I would like for my child to be able to achieve in one year that reflect my vision of his life as an adult?

Please prioritize the following goal areas indicated with numerals 1 -5, (with 1 being the most critical priority) to focus on for developmental, educational, and goals for your child's future adult life:

_____ **Academics/Pre-academics**

_____ **Learner Behaviors/Executive Function**

For example: organize, initiate and sustain attention and engagement in tasks

_____ **Adaptive Behavior:**

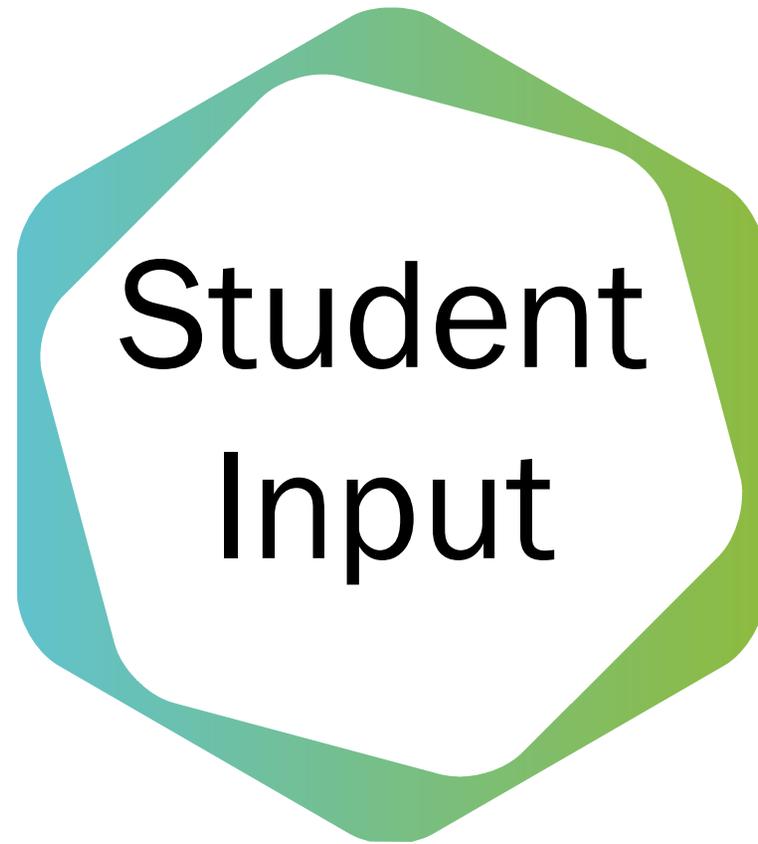
For example: daily living skills, hygiene, ability to navigate the environment, problem solving in unexpected/unfamiliar situations, self advocacy, resolving sensory needs

_____ **Language and Pragmatics**

For example: verbal and nonverbal communication, ability to initiate/maintain a conversation, adapting use of language for a given audience, etc.

_____ **Social/Emotional Behavior**

For example: self-regulation of emotions and behaviors, appropriate interactions in a variety of social situations



Student Input

Special Considerations



- Assessments should be interwoven with work experiences and include both Interest and Ability
 - Interest areas include:
 - Job Field (electronics, web-design, welding, food service, janitorial, etc.)
 - Amount of social contact with colleagues and customers (in the spotlight or behind the scenes)
 - Environmental preferences – sedentary/active, indoors/outdoors, repetitive/novel
 - Ability areas include:
 - Adaptive Behavior, Pragmatic Language, & Executive Functioning
- Information Applies to Transition Assessment Planning

Pictorial Interest Inventory

Structured around eight different career fields



Student name:

Today's Date:

Birth Date:

Age:

How to Use This Inventory



Directions:

- Each page contains three pictures.
- Choose the picture from each group that shows the task you like most.
- Place an "X" under the picture of the task you choose.
- Choose only one from each page.

A



B



C



Holding A Productive Meeting



Self-Advocacy



IEP Meetings are an Important Opportunity to Practice Self-Advocacy

- Students can demonstrate “soft-skills” which are necessary for employment and community integration.
- Many students will continue to have annual meetings for the rest of their life, so teaching how to be engaged in these types of meetings is a crucial life skill.

Self-Advocacy



Student Involvement During the IEP

- There are many different levels of student involvement in the IEP process based on the student's age and developmental level.
 - Level 1: Attend, introduce self and other members of the team
 - Level 2: Present “All About Me” including strengths and progress.
 - Level 3: Lead meeting, including presenting goals and services.



Transition Plan

The Transition Plan should guide the IEP!



- The Transition Plan should be the **FIRST** portion of the IEP to be discussed.
 - **GOALS:** Student and family restating goals in the three areas of employment, post-secondary education, and independent living (if appropriate) should open and guide the meeting.
- The Transition Plan should be the **LAST** portion of the IEP to be discussed.
 - **RESPONSIBILITIES:** The “Responsibilities” section should be summary of action steps for all members of the IEP team which wraps up the IEP meeting.

Transition Plan Development



Clearly identified plan:

- What are the *priority* goals to target?
 - Based on potential barriers to employment and building on student strengths/interests
- How will goals be worked on?
 - Methodology discussion
- How will data be collected?
 - Type and frequency of measurable data

Accommodations & Modifications



Making decisions on...

- When to modify the environment:
 - Is this specific skill one that will be needed in the future?
- When to provide accommodations:
 - Are there acceptable accommodations adults use for this skill?
- When to teach a new skill:
 - Is the student developmentally ready to learn the necessary replacement skill?



Better Goal
Writing
Process

Goal Priorities



Guiding Questions:

- What pivotal skills does the student need to develop to increase independence?
 - Using public transportation, communication, technology skills (including email, text, and phone).
- What behaviors or skill/performance deficits could be a barrier to successful employment?
 - Does the student engage in behaviors which could result in failure to be hired or termination?
- Is the student motivated to seek and maintain employment?
 - Should the student receive more instruction and have a goal regarding budgeting, money management, and/or maintaining a school-based job?

Goal Writing



Adaptive behavior, executive functioning, social-pragmatic, & challenging behavior goals can be difficult to write.

“Soft Skills” Goal Writing

Common Pitfalls in Writing Behavior, Social Skills, and Executive Functioning Goals



- There is often not a set curriculum for soft skills.
- More detailed goals supports consistency. If the student transitions (buildings, teachers, settings), all instructors will be more equipped to target goals with more consistency.
- Oftentimes broadly written goals are not actually taught and therefore the results are “hope and pray”
- Goals are often only measured by the reduction of a problem behavior rather than developing a replacement behavior.

Writing IEP Goals

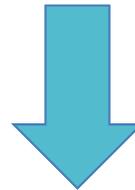


Typical Process

What do you want to change?

(what is the paraprofessional doing for the child)

Moaning / whining when presented with work



What do we want to see instead?

Student will walk independently engage in his work
without moaning/whining

What do you want to change?

- Moaning/whining when presented with work



Function of Current Student Behavior



What Broader Skill/Domain is Missing?



What is the Replacement Behavior(s)/ What skills or steps will need to be taught?



How Will You Teach the Skills?

What tool or strategy will you teach the student so s/he can be more independent?



Goal(s):

When provided _____, the student will _____.



What do you want to change?

- Moaning/whining when presented with work



Function of Current Student Behavior

- To obtain help for task
- To gain attention



What Broader Skill/Domain is Missing?



What is the Replacement Behavior(s)/ What skills or steps will need to be taught?



How Will You Teach the Skills?

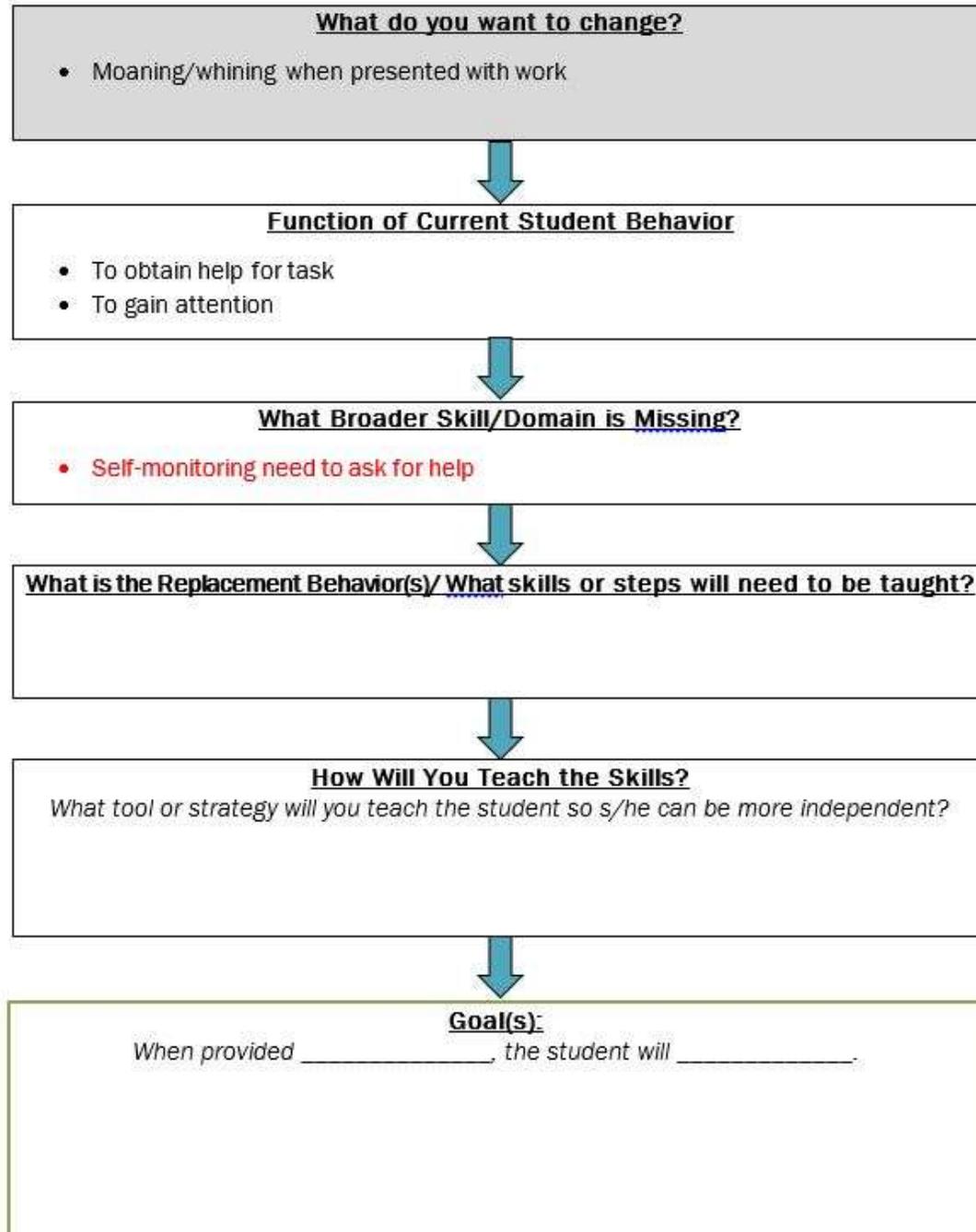
What tool or strategy will you teach the student so s/he can be more independent?



Goal(s):

When provided _____, the student will _____.





What do you want to change?

- Moaning/whining when presented with work



Function of Current Student Behavior

- To obtain help for task
- To gain attention



What Broader Skill/Domain is Missing?

- Self-monitoring need to ask for help



What is the Replacement Behavior(s)/ What skills or steps will need to be taught?

- Teach to identify when the student does and does not need help.
- Teach to follow a visual to decide appropriate behavioral response based on task difficulty



How Will You Teach the Skills?

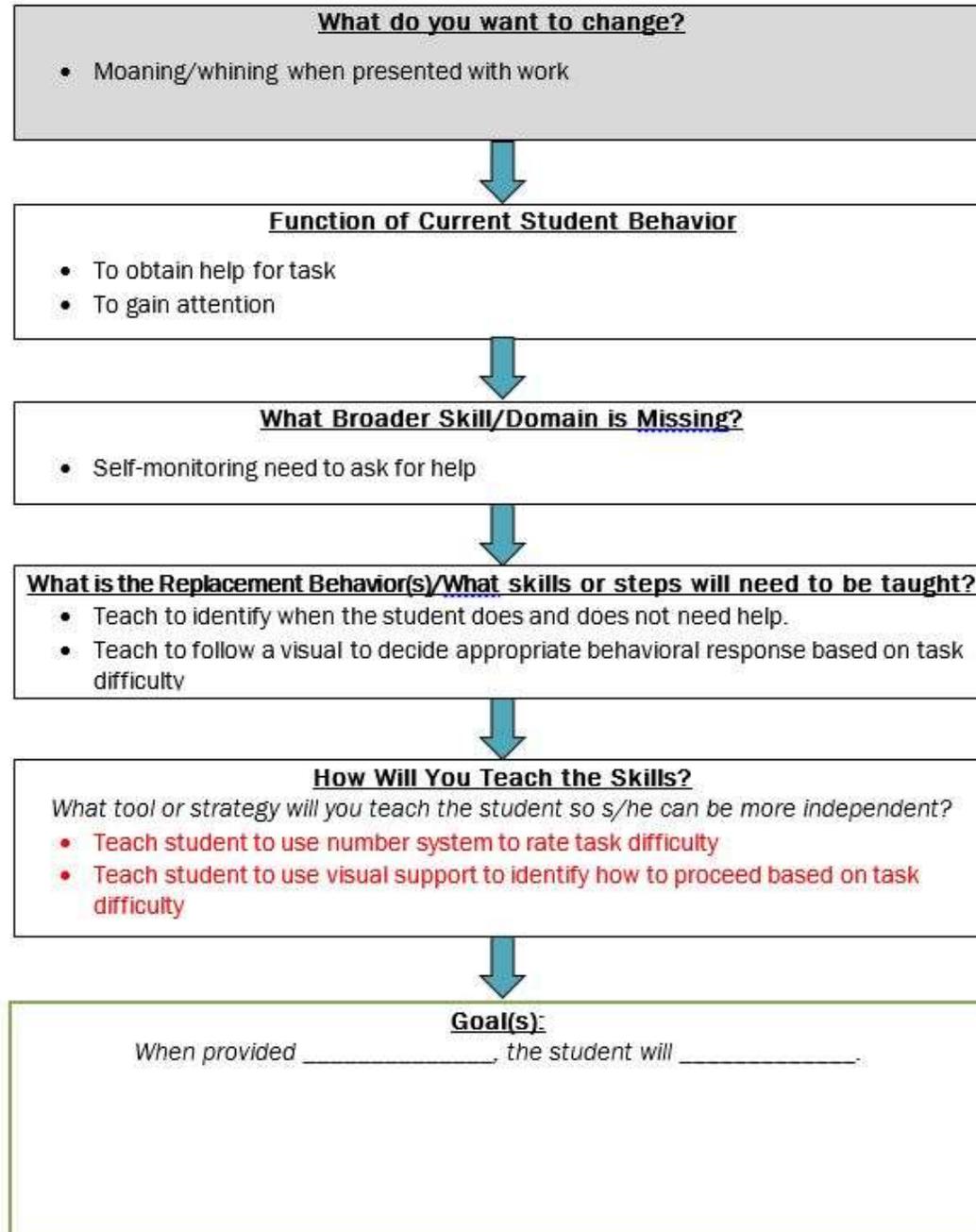
What tool or strategy will you teach the student so s/he can be more independent?

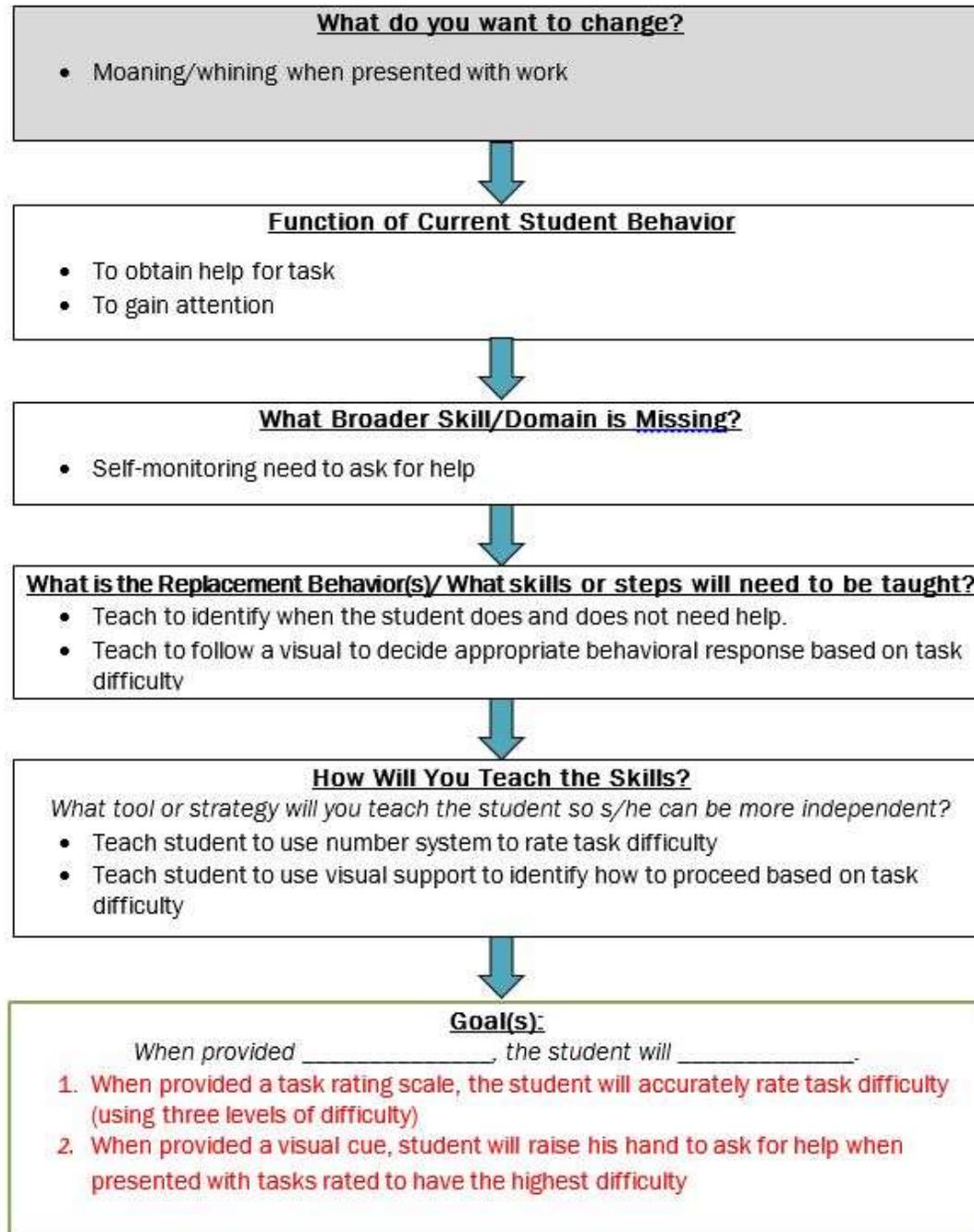


Goal(s):

When provided _____, the student will _____.







“Soft Skill” Goal Writing Worksheet: 5 Essential Components to Effective and Compliant IEP Goals

When provided	student will	with/by/on	for	as measured by
<u>Instructional method or support/prompt</u> that will be used by the teacher	<u>Specific measurable behavior</u> to increase or decrease	<u>Desired level of change</u> that can be achieved in one year or less based on baseline	<u>Mastery criteria</u> X/X consecutive opportunities/data collection days/days/weeks	<u>Progress monitoring tool</u> such as point sheet, random moment sampling, time out of class, etc.
<i>When provided a social story on appropriate times to tell jokes</i>	<i>Billy will tell jokes at times scheduled by the teacher</i>	<i>On 4/5 consecutive opportunities</i>	<i>For three consecutive weeks</i>	<i>As measured by daily teacher data collection in advisory class.</i>
<i>When provided pre-corrects and a reinforcement system,</i>	<i>Jimmy arrive on time for class</i>	<i>on 80% of class periods per week</i>	<i>for three consecutive months</i>	<i>tardy and discipline data.</i>

Summary



Key Components of Transition Planning

1. Get input prior to the meeting from all relevant members of the team, including outside agencies, parents, and student.
2. Involve the student in the planning and leading of the meeting.
3. Begin the IEP Meeting with Transition Goals
4. Write IEP goals that are a priority based on transition goals contain the 5 key components.
5. Conclude the meeting with the “Responsibilities” section of the Transition Plan as actionable steps.

THANK YOU!



Contact Information

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