

What's Next 101

Parent Modules

Session II: The Individualized Education Plan (IEP) and Transition Plan

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Objectives

At the end of this session, you will be able to:

- **Understand how an Individualized Education Plan (IEP) is developed and implemented**
- **Understand your role in developing your child's IEP**
- **Understand how to develop self-advocacy in your child through the IEP process**
- **Understand the definition and process of transition**
- **Understand how transition is a part of the IEP process**



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SUPPORTS + SERVICES



The IEP & the IEP Meeting

The IEP: Questions & Experiences

Take a moment to share your thoughts on the following questions.

- o Do you find it difficult to understand the IEP?
- o How do you feel during IEP meetings at your school- like an outsider or a meaningful participant?
- o Do you have unanswered questions about your child's IEP and/or the services they receive?
- o Do you know how your child's IEP is helping to prepare him/her for life after high school?

The IEP Team



Your Role in the IEP Meeting

You are an **ESSENTIAL** member of your child's IEP team!




- o You are the expert on your child, so share information about home life, your child's strengths, what they need help with, and what they enjoy.
- o Share your family values as they relate to your child's adult goals – What do you envision your child doing after high school? Where will he/she live?
- o Feel free to ask any questions to school personnel about your child's learning progress and the services they are receiving.

Preparing for the IEP Meeting

- o You have the right to bring anyone to an IEP meeting who will be beneficial to your child's education.
- o A therapist, doctor, family member, or close friend who has knowledge of your child's needs and/or the IEP process may attend a meeting with you.
- o If you feel overwhelmed by the information you should gather, or questions you should ask in the meeting, bring someone to help you.



Preparing for the IEP meeting

- Review the components of your child's current IEP and consider each section for your child.
- Gather information about your child that will be helpful at the meeting, such as reports from school, your observations, or doctors' reports.
- Know your legal rights (see Resources section) 
- You have the right to disagree with the contents of the IEP. Plan how to handle any disagreements you foresee with the school.

Preparing for the IEP meeting

- o Once a student reaches the age of 14 ½ the IEP team must consider a student's future education and career goals as well as what they will need to be independent after high school.
- o You can help design a meaningful IEP for your child by thinking of your child's strengths, challenges, and needs prior to the meeting.



Preparing for the IEP meeting

Take a moment to look through the “Parent Transition Survey” and “IEP Planning Form for Parents”.

- What questions do you have about the topics in these documents?
- How do you think these may or may not be beneficial during an IEP meeting?

Help your child develop self-advocacy skills!

- o Talk with your child about the upcoming IEP and tell them the purpose of the meaning. Emphasize that their participation matters – this is their life!
- o Read through your child's old IEP with them and explain each part.
- o If you are interested in an in-depth toolkit, you can download a copy from www.autismspeaks.org or email one of us! [AutismSpeaks transition.pdf](#)

Help your child develop self-advocacy skills!

Talk with your child about their disability. They should be able to answer the following questions:

- o **What is your disability called?**
- o **What things at school are harder because of your disability?**
- o **What do you think it is important for other people to know about your disability?**

[Resource: http://www.parentcenterhub.org/](http://www.parentcenterhub.org/)

Help your child develop self-advocacy skills!

Other questions to think about before the IEP meeting:

- **What classes do you take?**
- **Which is your best class?**
- **What can you do well in this class? These are your strengths – write them down!**
- **What helps you do well?**
- **What class is hardest?**
- **What is the hardest part of this class?**
- **What would help you do better in this class? Make a list!**
- **What do you need to work on in your other classes?**
- **What helps you in each class?**

Help your child develop self-advocacy skills!

Transition questions to think about before the IEP meeting:

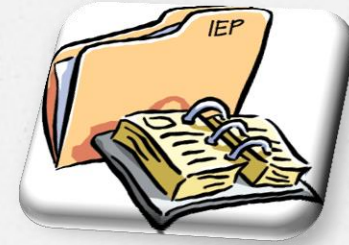
- **What are your goals for the school year?**
- **What would you like to do after high school?**
- **Are you interested in college?**
- **What types of jobs sound interesting to you?**

Participating in the IEP meeting

- During the meeting, each participant will report their observations, data, and recommendations.
- **TAKE NOTES & ASK QUESTIONS!**
- **Both you and your child should be given a chance to express your views, goals, and recommendations. These should be incorporated into the IEP.**
- Listen actively, even if you hear something you don't like.
- **Try to keep things focused on the child's needs and encourage everyone to love your child!**

<http://www.wrightslaw.com/advoc/articles/iep.bollero.hearts.htm>

Finalizing the IEP

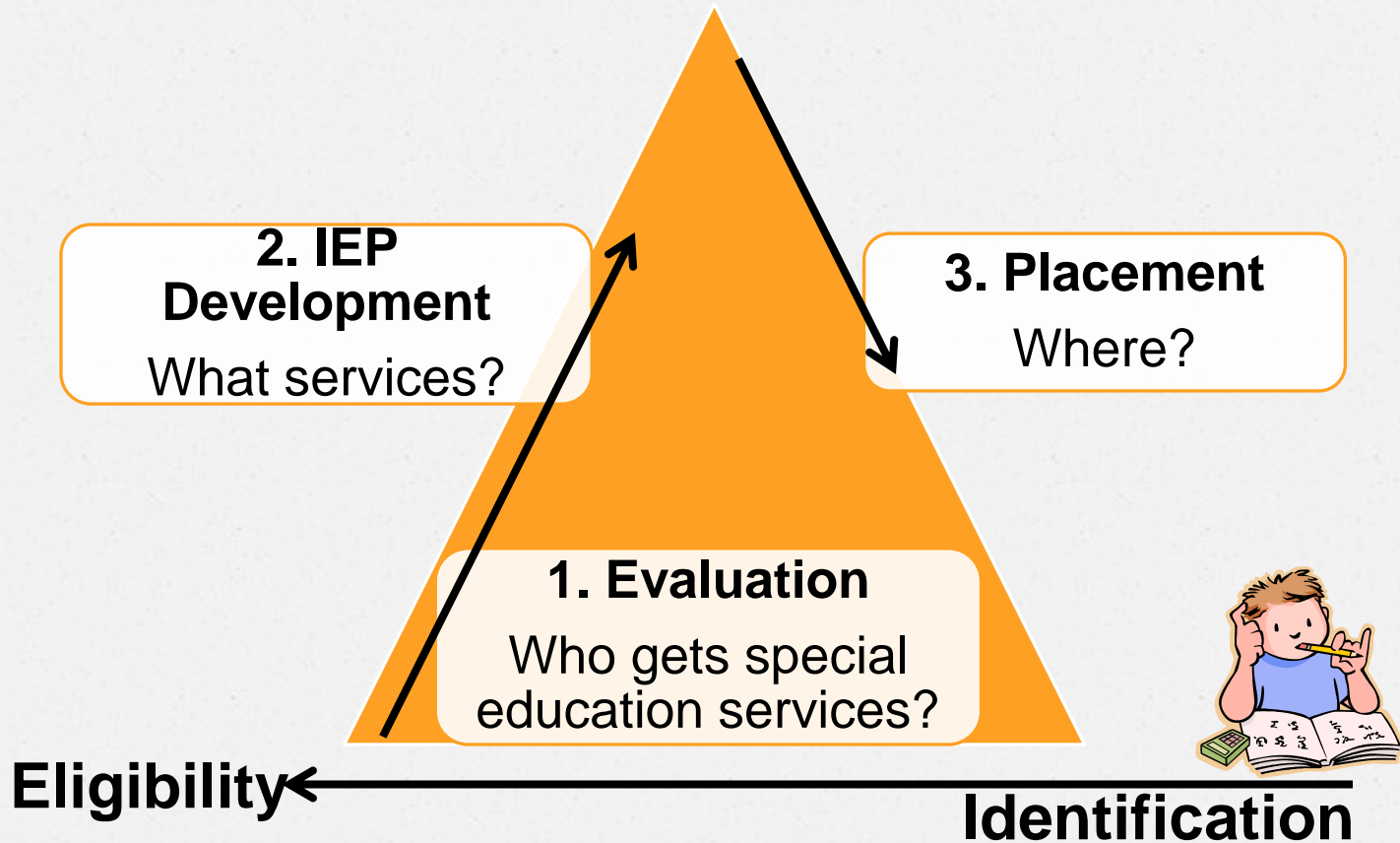


- o You must agree to the educational plan developed for your child before the school starts services.
- o It may take more than one meeting to complete the IEP.
- o Make sure you read and understand everything in the IEP.
- o The IEP, including the Transition Plan, can be revised at any time throughout the year at your request and/or with your permission.



The IEP & Transition Planning

Understanding the Development and Components of the IEP



Key Components of the IEP

Take a moment to look through the first 1-2 pages of your child's IEP. You should see the following sections:

1. Student Identification Information
2. Disability Category
3. Purpose of Conference
4. IEP Team (with signatures)
5. Procedural Safeguards (your legal rights – you should be given a hard copy of this)
6. Language

Section 8 & Transition Planning



- The Transition IEP represents and supports the vision of the student and the student's family.
- Transition allows the entire community to collaborate and share responsibility in the transition process.
- Transition planning promotes relevant real-world instructional experiences. These experiences should take place in the student's school, community, and home.

Transition Planning



What does the law say?

- o IDEA 2004 states that post high school goals must be, “based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills.”
- o “Transition services are based on the individual child’s needs, taking into account the child’s strengths, preferences, and interests.”

Transition IEP Process & Paperwork

- Strengths

- Needs ↔ Transition Assessment

- Interests



Present Levels of Performance

- Education/
Training ↔

Postsecondary Outcomes

- Employment
- Independent Living



Transition Services

- Academics
- Employment ↔
- Independent Living

IEP Goals



- Course of Study

- Instruction

- Related Service

- Community

- Experiences

- Employment &

- Post-school Adult

- Living Objectives

- Acquisition of Daily

- Living Skills

- Linkages

Transition Assessment



What is the purpose of transition assessment?

- To get to know your child's strengths, challenges, and how they would like their life to look after high school
- Identify students' interests and preferences
- Determine options for after high school and goals
- Discuss transition service needs and appropriate, relevant instructional experiences
- Identify supports needed for successful transition
- Evaluate current education path and supports including present levels of performance

Transition assessments are conducted annually to form the basis of a transition plan.

A transition assessment may be...

- o An interview
- o A survey
- o A questionnaire
- o A formal test
- o An observation
- o A planning session focused on your child's future



**At least 3 different assessments should be completed!
Look for a variety of assessments from year to year.**



Look at the list of assessments at the top of your child's transition plan. What do you notice? Any questions?

Employment

- **Competitive Employment**: Traditional employment with a paycheck. This employment takes place in the community.
- **Supported Employment**: Certain agencies (like DRS and other community based organizations) will provide services to support people with disabilities while they are on the job. Some of these services include job coaches, on the job training, and help with transportation.



Education



- **Certificate Programs**

- Certificate programs are designed to teach skills for a specific job in a short period of time (5 weeks-1 year)
- Trainings may include cosmetology, security guard, or food maintenance

- **Associates Degree** (2-year college)

- Usually for students who plan to go on to 4-year college or students who are seeking a career that require only an associates degree
- Degrees are offered in Arts, Science, Fine Arts, Engineering Sciences, and General Studies. There are also career/technical degrees offered -- for example, a student could receive a 2-year degree to become a paramedic.

Education

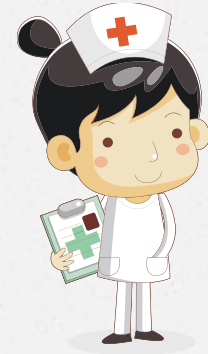


- **Bachelors degree** (4-year college)
 - Offers a variety of degrees including humanities, sciences, education, technology, engineering, business, etc.

Training

Vocational Training Programs

- o Career training for fields such as security, nursing assistant, or cosmetologist



Apprenticeship Training

- o It is for craft workers such as carpenters, electricians, and machinists
- o A mix of on the job training and related technical instruction



What is Independent Living?

- Independent living refers to working towards independence and being included and recognized as a part of the community.
- People with disabilities should have the same independent living opportunities and choices as people without disabilities.
- Often the word “interdependent” is a better way to describe the way we live as adults in a community.



Quick Discussion: What does your child need to live independently? What areas are you most concerned about?

Independent Living

According to the National Secondary Transition and Technical Assistance Center (NSTTAC), independent living is composed of three parts:

- o Leisure and recreation activities
- o Home maintenance and personal care
- o Community participation



Independent Living

Leisure and recreational activities

- Activities outside of the classroom that are relaxed social activities

Examples:

- Participation in sports and hobbies
- Visiting the local library
- Going to the movies, concerts, or shopping
- Spending time with friends



Independent Living

Home maintenance and personal care

- o Daily living skills that your child can and should learn
- o Examples:
 - o Remembering to lock the door
 - o Personal care (i.e. medication management, showering, brushing teeth)
 - o Setting alarm clock
 - o Cooking and cleaning



Independent Living

Community participation

- o Engaging the community through various activities.

Your child can attend and be involved in:

- o Sporting events
- o Local community events
- o Mentoring other people with disabilities
- o Volunteer opportunities



Transition IEP Process & Paperwork

- Strengths
- Needs
- Interests

Transition Assessment



Present Levels of Performance

- Education/Training
- Employment
- Independent Living

Postsecondary Outcomes

- Course of Study
- Instruction
- Related Service
- Community Experiences
- Employment & Post-school Adult Living Objectives
- Acquisition of Daily Living Skills
- Linkages



Transition Services

- Academics
- Employment
- Independent Living

IEP Goals



Present Levels of Performance

Now, look at Section 7 of your child's IEP. This section is the foundation of the educational plan that will be developed for your child. Does your child's IEP include:

- **General strengths?**
- **Academic weaknesses?** (These should be tied to goals, accommodations, and services later in the IEP)
- **Learning style information?**
- **Assessment results?**
- **Developmental and functional needs?** (These should also be tied to goals, accommodations, and services related to behavior, social-emotional needs, independent functioning, and motor skills)

**Continue through Section 7 of your child's IEP.
Does your child's IEP include:**

- **Communication needs?**
- **Information regarding supports and strategies used in educational settings?** (The least restrictive environment should be the ultimate goal).
- **Medical concerns?**
- **Language and cultural considerations?** (This should be completed for all students who are English Language Learners (ELLs)).
- **Parent concerns?** (While your input should be integrated throughout the IEP, this is a place specifically for your comments).

Present Levels of Performance

****Below are excerpts from different students' present levels of performance sections on their IEP. The examples are meant to show the level of detail and type of information that should be stated in this section of the IEP.****

- Lawrence needs a quiet, separate place to do individual work.
- Results of standardized testing using the Woodcock-Johnson Revised (WJ-R) show Mario's basic reading skills are at a beginning-4th grade level (standard score = 89). His basic writing skills are at a 3.7 grade level (standard score = 81).
- David's performance in basic reading and writing is significantly below his ability. David makes errors when he reads and has trouble decoding long words, but his comprehension skills are strong. He uses context cues and picture cues to help him understand what he is reading.

Transition IEP Process & Paperwork

- Strengths

• Needs  **Transition Assessment**

- Interests



Present Levels of Performance

- Education/
Training  **Postsecondary Outcomes**
- Employment
- Independent
Living



Postsecondary Outcomes

- Course of Study
- Instruction
- Related Service
- Community Experiences



Transition Services 

- Employment & Post-school Adult Living Objectives
- Acquisition of Daily Living Skills
- Linkages

- Academics
- Employment  **IEP Goals**
- Independent Living



IEP Goals

Postsecondary Outcomes

Transition plans have two types of goals:

Postsecondary Outcomes

Measurable statements of what the student will achieve after leaving high school.

Measurable Annual Goals

What will be worked on this school year to help build the student's skills in achieving the post secondary outcome.

Postsecondary Outcomes

- At least 3 postsecondary outcomes must be developed in:

Employment

REQUIRED

Post-secondary outcomes for employment are always developed.

Education AND/OR Training

REQUIRED

One of these areas must be addressed – both areas can have an outcome.

Independent Living Skills

REQUIRED

A goal is developed based on age-appropriate assessments & the student's team.

Postsecondary Outcome Examples

Education/Training

- Alex stated that after high school he will take a business math class at a community college.
- After graduation, Paulo will participate in on-the-job training to improve his work skills at his job at the grocery store.

Employment

- After graduation, Joanna will work in an on-campus part-time job in the cafeteria while in college.
- Results of an interview with Jodi indicate that the summer after high school, Jodi will obtain a part-time position in a community retail environment.

Independent Living

- Upon completion of high school, Liona will utilize public transportation, including the public bus, to access her community.
- Upon graduation from high school, Maria will maintain a budget, paying all of her utility bills on time.

Postsecondary Outcome Non-Examples

- The fall after graduation from high school, Bianca hopes to enroll in a four-year university in the Southeast.
- After high school, Anita will require continued support in daily living.
- Juan will attend a job fair on the college campus.
- Jason will meet the criteria for passing Spanish II, so that he can apply to college where he wants to major in education.

What is wrong with these postsecondary outcomes?

Postsecondary Outcomes

Look at your child's postsecondary outcomes.

- o Are they written correctly?**
- o Why/why not?**
- o Is there anything you think should be changed?**

Transition IEP Process & Paperwork

- Strengths
- Needs
- Interests

↔ **Transition Assessment**



Present Levels of Performance

- Education/
Training
- Employment
- Independent
Living

↔ **Postsecondary Outcomes**

- Course of Study
- Instruction
- Related Service
- Community Experiences

Transition Services

- Employment & Post-school Adult Living Objectives
- Acquisition of Daily Living Skills
- Linkages

- Academics
- Employment ↔ **IEP Goals**
- Independent Living

Transition Services & Courses of Study

Transition assessments, present level of performance statements, and postsecondary outcomes all help determine needed transition services and which classes a student will take in high school.

Transition services are a “coordinated set of activities” as defined by IDEA and include the following areas:

- o **Instruction**
- o **Related services**
- o **Community experiences**
- o **The development of employment and other post-school adult living objectives**
- o **When appropriate, acquisition of daily living skills and functional vocational evaluation**

Example Transition Services

Instruction

- Enroll in community education or recreation programs of interest
- Complete a study skills training class
- Participate in a career awareness program or class

Community Experiences

- Meet with military recruiters to discuss educational benefits
- Learn about the ADA
- Take classes through the local YMCA
- Tour postsecondary training programs

Related Services

- Identify and visit community mental health agencies
- Learn to use a guide dog effectively
- Learn to use augmentative communication devices in the work setting

Example Transition Services

Employment

- Interview adult worker in a career field of interest
- Practice completing job applications and interviewing skills
- Research three different careers and write a paper about them

Acquisition of Daily Living Skills

- Learn about time management
- Take a Cardio Pulmonary Resuscitation (CPR)/First Aid course
- Develop a monthly living budget

Example Transition Services

Other Post-School Adult Living Objectives

- **Learn about community agencies that provide services and support to people with disabilities**
- **Contact Center for Independent Living for independent living skills classes**
- **Inquire into programs such as food stamps, medical insurance, etc.**
- **Apply for Vocational Rehabilitation (VR) services**

Functional Vocational Evaluation

- **Participate in a situational vocational assessment**
- **Participate in job samples in the community**
- **Conduct formal aptitude tests such as VALPAR and WRIOT**

Courses of Study

- o This section lists the classes your child will need to take to complete high school and achieve his/her transition outcomes.
- o Graduation Requirements -
<http://cps.edu/Pages/Gettingtothenextgrade.aspx>
- o The classes chosen should be meaningful to your child and motivate him/her to complete high school.
- o For example, if your child is interested in becoming a chef and the high school offers a culinary class as an elective junior year, your child should take that course and it should be indicated in his transition plan.
- o Remember, the IEP is updated every year, so course choices are not set in stone!

Types of Diplomas

High School Diploma

This diploma is awarded to students who have passed required courses and exams in a number of subjects. The diploma is generally accepted for admission everywhere: 2 and 4 year colleges as well as military and trade schools.

General Education Development (GED) Diplomas

This diploma is awarded to students who have passed the GED exam. The GED is generally accepted by military, trade schools, and some junior/community colleges (which sometimes require additional qualifications).

http://www.autismspeaks.org/docs/family_services_docs/transition.pdf

Types of Diplomas

IEP/ Local Diplomas or Certificates of Completion

- This diploma is awarded to students who have reached the goals on their Individualized Education Programs.
- The IEP qualification is not recognized as a diploma by 2 and 4 year colleges, the majority of companies, or the military.
- It is not accepted for admission to any post-secondary degree program without other testing or certification.

http://www.autismspeaks.org/docs/family_services_docs/transition.pdf

Transition Services & Courses of Study

Look at your child's transition services and courses of study.

- o Will the courses prepare your child for graduation?**
- o Are occupational prep classes listed?**
- o Is there anything you think should be changed?**

Transition IEP Process & Paperwork

- Strengths

- Needs ↔ Transition Assessment

- Interests



Present Levels of Performance

- Education/
Training ↔

Postsecondary Outcomes

- Employment
- Independent Living



Transition Services

- Course of Study
- Instruction
- Related Service
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- Acquisition of Daily Living Skills
- Linkages

- Academics

- Employment ↔ **IEP Goals**

- Independent Living



Annual IEP Goals

Annual IEP goals are “statements that describe what a child with a disability can reasonably be expected to accomplish (e.g., master some skill or knowledge) within a twelve month period in the child’s special education program.”

Goals should be SMART!

- **Specific** (Who? What? Where?)
- **Measurable** (How will goal be measured?)
- **Action-Oriented** (Action words to describe what?)
- **Realistic & Relevant** (Will your child be able to achieve it? Does it help your child reach their postsecondary goals?)
- **Time-bound** (For tracking & monitoring)



How SMART are these annual goals?

Postsecondary Goal (PG):
After leaving high school, Jodi will obtain a part-time position in a community retail environment

- **Annual Goal:** Given a bi-weekly paycheck, Jodi will practice banking skills with 95% accuracy by August 1, 2013

PG: Upon completion of HS, Liona will utilize public transportation, including the public bus and uptown trolley

- **Annual Goal:** Given several coins, Liona will match the coin with its amount six out of eight times by November 3, 2013

PG: After graduation, Alex will enroll in a business math course at the local technical school

- **Annual Goal:** Given instruction in the high school Business Math course, Alex will participate in class assignments throughout the semester

Annual IEP Goals

Look at Section 11: Specialized Instruction in your child's IEP.

- o Are all the goals SMART goals?**
- o Why/why not?**
- o Is there a separate goal for each of the 3 main areas of transition?**
- o What questions do you have about your child's IEP goals?**

The Importance of Documentation

- o **Understanding the IEP and Transition Plan is very important as these documents will travel with the student to college, the workplace, and community agencies after high school.**
- o **Make sure you have the following documents in a safe place:**
 - o **Current IEP & Transition Plan**
 - o **Eligibility paperwork**
 - o **Psychological Evaluation**
 - o **Social Security Card**
 - o **Medical Records**
 - o **Summary of Performance (completed near the end of your child's last year in high school)**

Thank you!

We hope to see you at the next session!

Location: **Northside**
Sullivan High School
6631 N. Bosworth
Ave

o2/12/15: Interagency
Collaboration/DRS/
PUNS & HBS

o3/21/15: Citywide
Parent Empowerment
Expo: Location TBD

o5/14/15: Disability
Benefits / High School
to College & Career

Location: **City Central**
Brown Elementary
54 N. Hermitage

o2/19/15: Interagency
Collaboration/DRS/
PUNS & HBS

o3/21/15: Citywide
Parent Empowerment
Expo: Location TBD

o5/21/15: Disability
Benefits / High School
to College & Career

Location: **Southside**
Colman School Rm
101
4655 S. Dearborn

o2/26/15: Interagency
Collaboration/DRS/
PUNS & HBS

o3/21/15: Citywide
Parent Empowerment
Expo: Location TBD

o5/28/15: Disability
Benefits/ High School
to College & Career

Additional Resources



Center for Capacity Building on Minorities with Disabilities Research:

This center is located at the University of Illinois at Chicago in the Department of Disability and Human Development. The focus of the center is research and advocacy for individuals with disabilities. The center specializes in secondary transition for youth with disabilities.

<http://ccbmdr.ahslabs.uic.edu/>



Center for Parent Information and Resources:

This website is a product of the U.S. Department of Education, Office of Special Education Programs. It provides a wealth of information related to disabilities, resources, and services.

<http://www.parentcenterhub.org>



Parent Advocacy Coalition for Educational Rights (PACER):

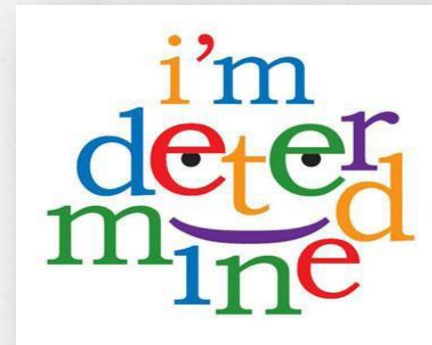
This center was created by parents of children with disabilities to help other parents feel confident in their role as an advocate.

<http://www.pacer.org/>



Autism Speaks is an advocacy organization for people with autism. The website provides toolkits to guide families through many aspects of life with autism.

<http://www.autismspeaks.org/>



I'm Determined is a wonderful website filled with information about how individuals with disabilities can become determined to help themselves. This site has specific resources for parents and students about becoming their own advocate.

<http://www.imdetermined.org/>



Family Resource Center on Disability:

Offers information and training related to special educational rights for parents of students with disabilities.

<http://www.frcd.org/>



Wrightslaw:

Is a legal website focused on education and advocacy for students with disabilities. This comprehensive website is useful for schools, families, attorneys, and community advocates.

<http://www.wrightslaw.com/>



National Center *for* Learning Disabilities
The power to hope, to learn, and to succeed

National Center for Learning Disabilities:

Aims to enhance the quality of life for individuals with learning disabilities. The center works with parents to increase the long-term success of individuals with learning disabilities.

<http://www.nclld.org/parents-child-disabilities>



LD Online is a website offering resources related to learning disabilities and ADHD. It includes sections for parents, educators, and kids.

<http://www.ldonline.org/>



Transition Coalition:

Transition Coalition provides one of the most comprehensive websites for information on transition by University of Kansas.

<http://transitioncoalition.org/>



National Secondary Transition
Technical Assistance Center:

NSTTAC is the nation's technical assistance center for transition. This center is funded by the U.S. Department of Education to support states, districts, schools, and other transition stakeholders in evidenced-based practices in transition.

<http://www.nstattac.org/>