



IARP INTERNATIONAL ASSOCIATION OF REHABILITATION PROFESSIONALS

Building Blocks of Transition Services:
IEP's and Transition Plans
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IARP- Vocational Rehabilitation Transition Services (VRTS)

Lisa Byrne, MA, CRC, LCPC, PVE
Licensed Interpreter for the Deaf
Lisa.Byrne@theevalcenter.org
www.theevalcenter.org

The Eval Center
1107 S. Mannheim Rd., Suite 211
Westchester, IL 60154
708-589-4040
708-589-4057 (fax)




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Pre-Test Evaluation

1. What does IEP stand for?

- A. Individual Employment Plan
- B. Individual Education Plan
- C. Individual Education Program
- D. Individualized Educational Preparation



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Pre-Test Evaluation

- 2. Which is **NOT** a core component of an IEP?
 - A. IEP Goals
 - B. Accommodations the student receives
 - C. How many minutes the student is with disabled peers
 - D. The students plans for after high school
 - E. C and D
 - F. None of the above



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Pre-Test Evaluation

- 3. IEP Goals should be...
 - A. Relevant and Realistic
 - B. Specific and Measurable
 - C. Changed Yearly
 - D. All of the Above
- 4. The Individuals with Disabilities Education Act governs both IEP's and 504 Plans?
 - A. True
 - B. False



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Pre-Test Evaluation

- 5. Students with IEPs are re-evaluated every 3 years to determine eligibility?
 - A. True
 - B. False
- 6. At what age does a student need to be invited to start attending their IEP meetings?
 - A. Students are always invited to attend IEP meetings, no matter what their age.
 - B. Age 13
 - C. Age 16
 - D. Students don't attend IEP meetings.





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Pre-Test Evaluation

7. How many goals must an IEP have?
A. 2
B. 3
C. 4
D. 5
E. Any number of goals needed



8. The Transition Plan is separate from the IEP?
A. True
B. False

Pre-Test Evaluation


9. RTI stands for...
A. Response To Intervention
B. Reading Therapy Initiative
C. Rehab Training Involvement
D. Regulation Towards Inclusion
E. None of the Above

10. A general education teacher is required to attend all IEP meetings?
A. True
B. False

Results of the Pre-Test Evaluation

Answers: 1. C 2. F 3. D 4. B 5. A 6. C 7. E 8. B 9. A 10. A	How did you do? Do you need IEP training? If so, you came to the right spot! Your IEP Training team (Lisa Byrne) has developed some IEP Training Goals specifically for you....
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Your IEP Training Goals:

- By the end of this presentation participants *will* understand the core components of an IEP with 100% accuracy.
- Upon completion of this presentation participants *will* be aware of the differences between an IEP and a 504 plan with 100% accuracy.
- Upon completion of this presentation participants *will* be able to use appropriate terminology to discuss common components involved in special education and the IEP process with 85% accuracy.
- With 80% accuracy attendees *will* state the 5 components of the Transition plan by the end of this presentation.



What is an IEP??

An IEP is an Individualized Education PROGRAM.

- It is a legal document.
- It is a written statement of the educational **PROGRAM** designed to a child's individual needs.
- Requires the student be **evaluated**, determined to have a **specific disability**, and **needs special education and related services** because of that disability.
 - Sets reasonable learning **goals**.
 - States the **services** the school district will provide
- The student must meet **eligibility criteria** to receive an IEP while attending school.



What law governs IEP's?

Individuals with Disabilities Education Act (IDEA) of 1997 and Reauthorized in 2004 (into effect in July 2005)

- "The purposes of *IDEA* include ensuring that all children with disabilities have available to them a **free appropriate public education (FAPE)** that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment and independent living."
- The student should be educated in the **least restrictive environment (LRE)** to the greatest extent possible with non disabled peers that will provide him a meaningful educational benefit.
- Students with special needs have a right to specialized instruction that allows them to make meaningful educational progress **based on peer reviewed research**.
- The law requires schools to provide what is **appropriate or necessary** but not what is best.
- If needed, **education can continue** even after the student has completed their graduation requirements **until they "age out."** (this age varies by state, most are at least age 21, but Michigan continues services until age 26).
- **IL- Brittany's Law**- allows a student with disabilities to participate in their graduation ceremony even if they have not met criteria for graduation (will be returning for **extended school year(s)/transition services**).



What is a 504 Plan?

- A written (although not required) plan indicating what **accommodations** the school will provide to ensure that the student with a disability is not **discriminated** against and has equal access to education.
- Is a much shorter document.
- Has fewer procedural safeguards.
- Parents need to be informed that a plan was developed, but not invited to participate.
- 504 Plans do not typically provide a service to the student.



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What law governs 504 Plans?

The Rehabilitation Act of 1973 (Section 504)

Says disability = a physical or mental impairment that substantially limits a major life activity or bodily function.

- Includes "regarded as" having a disability.
- The Office of Civil Rights (OCR), a component of the US Department of Education enforces 504 compliance.
- The OCR also enforces the American's with Disabilities Act Amendments Act (ADAAA- effective 1/1/2009).
- Title II of the ADAAA covers the right to effective communication, which impacts schools.



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IEP vs. 504

IEP

- A child has a disability **that adversely affects educational performance**. All children eligible for special education services under IDEA are protected under Section 504 (but the converse is not true).
- **Ends** when student leaves public school.
- **Can modify** educational content.

504

- A child has a disability that **does not adversely affect educational performance**. This child is **not** eligible for special education services under IDEA, but is usually entitled to protections under Section 504.
- **Continues** to apply to the student after they leave public school.
- **No modification** of content, but accommodations needed.



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Eligibility for an IEP

Must meet all 3:

- ✓ The student must have a disability (in one of the 13 categories)
- ✓ The students disabilities must adversely affect educational performance.
- ✓ The students unique needs can't be addressed through general education classes alone (with accommodations) or requires specially designed instruction.



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13 Disability Categories Under the IDEA

1. Autism/ASD (Autism Spectrum Disorders)
2. Deaf-Blindness
3. Deafness (severe hearing impairment- can't process language through hearing)
4. Emotional Disturbance (anxiety, schizophrenia, bipolar, depression, OCD, ODD)
5. Hearing Impairment/Hard of Hearing
6. Intellectual Disability (Downs Syndrome)
7. Multiple Disabilities
8. Orthopedic Impairment (cerebral palsy, SCI)



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13 Disability Categories Under the IDEA

9. Other Health Impairment (ADHD, diabetes, epilepsy, cancer, Tourette Syndrome, etc.)
10. Specific Learning Disability (SLD)- reading, writing, math, spelling, listening, speaking, thinking disorders (dyslexia, dysgraphia, dyscalculia, auditory processing disorder nonverbal learning disability).
11. Speech/Language Impairment (stuttering, language/voice impairment, articulation issues)
12. Traumatic Brain Injury
13. Visual Impairment including Blindness



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7 Core Components of an IEP (required by IDEA):

1. Present level of performance (PLOP)- Baseline data of abilities from objective tests.
2. Annual IEP goals (SMART goals) and how **educational** progress is measured.
3. Special Ed and Related Services (PT, OT, SLP, SW, vision/hearing itinerant, etc.) to be provided (including dates of services, frequency, location, and duration).
4. Placement (the extent child will participate with non-disabled/disabled peers).
5. **Modifications** and accommodations (for education)
6. Participation in assessments (accommodations).
7. **Transition Plan** (no later than age 16, 14 ½ in some states) with **post-secondary goals/outcomes**.



What are SMART IEP goals?

- **Specific**
- **Measurable**
- **Attainable** (use Action words- will)
- **Realistic and Relevant**
- **Time-limited**

There's no requirement or limit on the number of IEP goals a student will have in their IEP. However, IEP's typically include **at least** a reading, math, and social/emotional annual goal.



Who is on the IEP Team?

- Parents
- Student
- Special education teacher
- General education teacher
- An administrator
- Evaluators
- Other service providers
- Any other person the student/family or the school choose to invite (advocates, attorneys, etc.)



Education Placement

IDEA states that education should be in the **Least Restrictive Environment** (mainstreamed, inclusion) with nondisabled peers to the **maximum extent appropriate** as decided by the team.

7 Levels of Placement (Least to most restrictive)

1. General Education class with **NO** Supplementary Aids/Services
2. General Ed. **with** Supplementary Aids/Services
3. Special Ed. classes <40%/day (**resource assistance, co-taught** classes, some special education classes)
4. Special Ed. Classes >40%/day (**self-contained, cross categorical classes**).
5. Separate Special Ed. Day school (**alternative or therapeutic** day school)
6. Residential Placement
7. Home/Hospital Placement



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Changing Placement

Before changing to a more restrictive placement setting, the school should provide supports and time to see if the supports are successful to remain in the LRE.

Example: A student with an Emotional disability of Oppositional Defiant Disorder (ODD) is in a Special Ed. class for students with behavior issues at his local high school, but has still been repeatedly disrupting the learning environment. Additional supports, such as increased SW hours, incorporate a level/reward system, or providing him a 1:1 parapro should be provided for around 30 days (without success from the intervention) before outplacing him to a Therapeutic Day School or other placement option **decided by the team**.




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Core Component	Example
Present level of performance	Sammy independently functions throughout the day. She follows her schedule independently and remembers schedule changes that impact her day. Sammy uses social stories for social interactions. Each day, Sammy has a point sheet that keeps track of her flexibility, respect, relevance, talk outs and grooming. She has the opportunity to earn a reward for her behavior two times a day. Sammy is independent in submitting her point sheet to the teacher and getting a blank one each day. She does a great job with this.
Annual Reading IEP Goal	Given a 4th grade nonfiction text, Sammy will analyze the information, answer inferential questions and draw conclusions with 80% accuracy by February 2019. (1 st reporting period 60%, 2 nd 70%)




Core Component	Example
Annual Math IEP Goal	Given a functional math problem (including word problems, budgeting, finding the total, and finding the unit price), Sammy will solve these problems with 80% accuracy.(1 st reporting period- identify necessary info, 2 nd - attempt to solve, 3 rd - solve accurately)
Annual Social/Emotional IEP Goal	By the completion of this IEP cycle, Sammy will improve her functional/social problem solving skills as evidenced by the attainment of 3/3 objectives (state how big the problem is, give 2 perspectives with minimal assistance, a reasonable solution) in small group activities.
Special Ed and Related Services to be provided	General Ed (with aids): Alternative PE, lunch Special Ed: Instructional Classes Educational Life Skills, Instructional Job Experience Services: Speech/Language- 240 min/month, Social Work- 200 minutes/month, OT- 800 min/month, 1:1 Aide- 800 min/month) (with dates and location).

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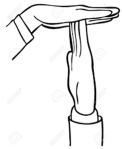
Core Component	Example
Placement	The nature and severity of Sammy's disability requires small group instruction for academics, specialized instruction in life skills, pre-vocational work experience, speech/language, social work, occupational therapy, and alternative PE. (GenEd with supports 200 min/week), Sped Classes- 1200 min/week), Services- OT, SLP, SW (170 min/week), 1:1 Aide (200 min/week).
Extended School Year	Sammy requires extended school year at this point due to the severity of her disability and maintenance of skills. Sammy is recommended for the district's ESY program. She is recommended for 4 weeks of ESY to continue to work on functional academic goals (reading and math).

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Core Component	Example
Supplementary Aids, Accommodations, and Modifications (for education)	Access to aid in instructional classroom classes, push button lock, 1:1 aide during vocational experience, 100% extended time to complete auditory, math, reading, and written assessments, use of calculator, provide wait time for oral responses, preferential seating (near teacher and board), use of scribe on extended written responses (as allowable), oral administration, movement breaks, alternative setting, access to word prediction software.
Participation in assessments district, state (PARCC) assessments (accommodations)	100 % extended time, use of calculator, provide wait time for oral responses, use if scribe on extended written responses (as allowable), oral administration, movement breaks, alternative setting, access to word prediction software.

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QUESTIONS???



Where we can we plug in?

Transition Plan



Transition Plan

- The Transition Plan is a document contained **within** the IEP.
- Transition *planning* should start at age 14.
- A student **must have** a Transition Plan as part of their 1st IEP meeting **by at least 16-years old**. (Some states are 14 ½ years old.)
- At age 16, student must be invited to their IEP.
- A Transition Plan also has Goals/Outcomes, but are focused on **POST-SECONDARY** Outcomes.
- The school is **NOT** responsible if the postsecondary goal is not attained.



A Transition Plan is composed of 5 main components:

- 1. Postsecondary Goals/Outcomes** (3 required- at least 1 each for Employment, Education/Training, Independent Living)
- 2. Age Appropriate Assessments** (3 required- at least one for each postsecondary goal/outcome)
- 3. Services** (instruction, related services, community services, employment, daily living, linkages- include person responsible to provide the service)
- 4. Annual Goals/IEP goals** (that align with the Transition Outcome/Goals- at least one for each)
- 5. Course of Study** through graduation (that relates to anticipated outcomes, preferences, and interests)



Goals.... Goals.... Goals.... Which goals?

IEP/Annual Goals: **Transition Goals/Outcomes:**

- Focused on attainable educational goals to be accomplished within the year.
 - One aligning IEP/Annual goal is required for each Transition Goal/Outcome.
 - The IEP indicates how education and assessments are accommodated/modified.
 - The school is responsible to provide the services in the IEP.
 - The school **could** be held accountable if a student is not meeting their IEP/Annual Goals.
- Focused on the students' postsecondary outcomes for **after** high school.
 - The Transition Plan is a portion of the overall IEP, not a part of the Annual IEP Goals.
 - The Transition Goals/Outcomes should be based on age appropriate assessments.
 - The school is responsible to provide the services in the Transition Plan.
 - The school is **NOT** responsible if the postsecondary goal is not attained.



The Transition Plan- Must have:

(Again use "will" statements in each goal.)	Postsecondary EMPLOYMENT Goal/Outcome	Postsecondary EDUCATION/ TRAINING Goal/Outcome	Postsecondary INDEPENDENT LIVING Goal/Outcome
AGE APPROPRIATE ASSESSMENT	At least one age appropriate assessment	At least one age appropriate assessment	At least one age appropriate assessment
SERVICE	At least one service provided	At least one service provided	At least one service provided
ANNUAL/IEP GOAL	At least one Annual/IEP goal aligned	At least one Annual/IEP goal aligned	At least one Annual/IEP goal aligned



Transition Plan- Examples

Post Secondary Employment Outcome Example

Sammy's current interests in art and clerical fields will be considered as well as her developing interests with additional work experiences. After leaving a post-high school transition program, Sammy **will** work with State VR to seek competitive, entry-level employment with Supported Employment services. As a backup plan, Sammy will maintain her status on the DMHDD funding to allow her access to more comprehensive and sub-competitive work if needed.



Transition Plan- Examples

Post Secondary Education and/or Training Outcome Example

After leaving a post-high school transition program, Sammy **will** receive on-the-job training with Job Coaching supports through an agency that provides Supported Employment services through State VR, and work to transition to natural supports on-the-job after 18-24 months. Sammy can also access learning through community programs, park-districts, libraries, day programming, special recreation association, CIL's, etc.



Transition Plan- Examples

Post Secondary Independent Living Outcome Example

Upon exiting a post-high school transition program, Sammy **will** continue to live at home and eventually transition to living in a CILA or other supported housing program.



Transition Plan- Examples

Core Component	Examples
Age Appropriate Assessments-Employment Outcome/Goal	Vocational Assessment (Interest, Achievement, and Aptitudes results)
Age Appropriate Assessments-Education/Training Outcome/Goal	3 year Re-Eval, Psychological Evaluation, State/educational testing, Student Interview, etc.
Age Appropriate Assessments-Independent Living	Student and Parent Interviews, Independent Living Evaluation, Casey Life Skills, etc.



The Transition Plan- Services
(Include person responsible)

Categories:

- 1. **Instruction-** classes, tutoring, skills training, prep for college entrance exams, adult basic education, accommodations, etc.
- 2. **Related Services-** SLP, OT, SW, transportation, medical services, technology, etc.
- 3. **Community Based Services-** job shadow, work experience, banking, shopping, transportation, tours of colleges, etc.



The Transition Plan- Services
(Include person responsible)

Categories:

- 4. **Employment-** career planning, guidance counseling, job try-outs, register to vote, adult benefits planning, etc.
- 5. **Daily Living Skills-** self-care, home repair, home health, money, independent living, job interests, aptitudes and skills, etc.
- 6. **Linkages-** state VR, DMHDD, SSI, WIC, CILS, Special Rec, Day Programs, Home Services, etc.



Transition Plan- Services Examples

Core Component	Examples
Service- Employment Outcome/Goal	Child Development class (Instruction), supported work experience (Employment), Job Shadow (Community Based Service), State Voc Rehab (Linkage)
Service- Education/ Training Outcome/Goal	Instructional Courses (Instruction), Speech/ Language (Related Service), State Voc Rehab (Linkage)
Service- Independent Living Outcome/Goal	Social Work (Related Service), Consumer Education courses (Instruction), Shopping/ Budget Training (Community Based Service), PACE transportation training (Linkage)



Transition Plan- Examples

Core Component	Examples
Annual IEP Goal-Employment	Annual IEP Goal #1 (Reading)
Annual IEP Goal-Education/Training	Annual IEP Goals #1 and 2 (Reading and Math)
Annual IEP Goal-Independent Living	Annual IEP Goal #3 (Social/Emotional)



Transition Plan- Examples

Core Component	Examples
Course of Study	Year 2- Instructional English, Geometry, Science, and Social Studies, Resource, PE, Pre-Vocational, Elective, lunch Year 3- Instructional English, Geometry, Science, and Social Studies, Resource, Pre-Vocational (3 periods), lunch Year 4- Instructional English, math, science, and social studies, Resource, Pre-Vocational (3 periods), lunch Transition Services (Age 18-21)- Yes or no on plans to stay



Transition Services (age 18-21)

- After graduation requirements are met some students stay for a Transition Program.
- Transition services typically focus on the Transition Plan- postsecondary goals for employment, education/training, and independent living.
- The student/parent can choose to end Transition Services at any time and still receive their diploma.
- Some students attend college and work, as well as attend the Transition Program for employment/independent living services.



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IEP- Additional Notes

Lots of information can be placed under "additional notes and information" section of the IEP. Don't forget to look and read this section.

QUESTIONS???



Other Important Laws/Info

WIOA (Workforce Innovation and Opportunity Act)- The Rehab Act of 1973 was amended by Title IV of WIOA (7/22/14).

Emphasis placed on *competitive employment and pay*, expands VR services, gives work opportunities before exiting high school, and opportunities to explore post secondary training options.

Requires VR agencies to reserve 15% of Federal VR \$ to arrange pre-employment transition services for students with disabilities.



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Other Important Laws/Info

Indicators- States have 20 indicators used to track educational performance. Prior failure to meet criteria affected school funding (No Child Left Behind- 2002-2015).

Indicator 13- Transition Scorecard to assess if the Transition Plan was completed and correct.

Every Student Succeeds Act (ESSA)- Signed on 12/10/15. No not sure if there will be funding impact on schools, but data is being tracked.



Other common vocabulary within Special Education and IEPs:

STEP- School To Employment Program- some states have this funding where high schools receive STEP grants to assist students with their employment goals. Each program varies depending on the school/funding requirements.

Paraprofessional- (previously teacher's aide) that assists the teacher/student in their educational environment. May provide physical assistance with ADL's, education support, behavior monitoring, etc. Can be one-to-one or shared in a class.



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Other common vocabulary

3-Year Re-Eval

- After a student starts to receive IEP services, the school re-evaluates the student every 3-years (typically a Psychological Evaluation) to re-assess their needs, eligibility categories, and services needed.
- Sometimes a parent/school will "waive" the 3-year re-eval or accept the previous Psyc Eval without testing (for example with students with intellectual disabilities).



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Other common vocabulary

SOP- Summary of Performance

Must be completed during the students last year of attending high school and includes 5 parts.

1. Background Info (with most recent formal and informal assessment reports with diagnosis)
2. Students postsecondary goals
3. Summary of Academic, Cognitive, and Functional performance listing accommodations, modifications, and assistive tech essential for progress.
4. Recommendations for accommodations, devices, strategies, etc. for the student to meet their education/training, employment, and independent living goals.
5. Student Input (they fill out independently)



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Other common vocabulary:

RTI- Response to Intervention

Example: An initial evaluation was completed for a struggling child showing limitations in articulation. Before jumping to a IEP, the school provides SLP services for a period of time to see if they respond to this intervention and "catch up." Then the student is re-evaluated, and if still struggling and needing further SLP services, an IEP is drafted.



Other common vocabulary:

RTI typically incorporates a **Multiple Tier Support System (MTSS)** of Instructional Support (typically 3 Tiers- but not specified)

Tier 1- Common academic and behavior instruction/supports provided to all students in all settings

Tier 2- More targeted interventions/supports in addition to Tier 1 supports

Tier 3- Intensive, individualized interventions/ supports in addition to Tier 1 and 2. Would trigger evaluation if no IEP yet.



Other common vocabulary:

Functional Behavior Assessment (FBA)- Another type of evaluation, that focuses on the students behaviors to determine the cause of the problem behaviors.

BIP- Behavior Intervention Plan- Based on the FBA a BIP is developed with intervention strategies to help teach the student appropriate behaviors, often with SW/counseling services, and a reward system with progress.

If a behavior is found to be a "**manifestation of the students disability**," the school cannot suspend beyond 10 days. Certain exceptions apply (weapons, drugs, serious injury to another- 45 days- still need to provide FAPE).



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Other common vocabulary

Extended School Year (ESY) (summer school) determining factors

Regression- a decline in knowledge or skills

Recoupment- time to regain prior knowledge

Emerging Skills- at a critical stage of developing a skill

Nature and severity of disability- children with severe disabilities

Interfering Behaviors- behaviors limit educational progress

Example: A student has an IEP with a primary disability of Autism and secondary disability of an Emotional Disability (ED) of anxiety. He shows significant struggles at the beginning of each school year with re-adjusting to school resulting in frequent time away from classes for emotional regulation issues. He is determined eligible for ESY to maintain his structured schedule and reduce regression/recoupment issues.



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Other common vocabulary

Age of Majority- Age 18- students are now responsible for their IEP, educational decisions, etc.

Delegation of Educational Rights at Age of Majority- Students can choose to give their educational rights to their parents (signed form required).

- In some states Educational rights automatically transfer at age 18, in others the student makes a decision to delegate or not.
- If parent obtains legal guardianship, they maintain educational decision-making.



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Other common vocabulary

If disagreement about IEP:

Mediation- a trained mediator helps to resolve conflict disputes between parents and schools. The mediator does not decide the outcome, but helps parties come to a mutual agreement.

Due Process Hearing- a formal, legal process to resolve a dispute related to special education held before a Hearing Officer, who issues the final decision.



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Did you meet YOUR goals?
Are you now...

- Understanding the core components of an IEP with 100% accuracy?
- Aware of the differences between an IEP and a 504 plan with 100% accuracy?
- Able to use appropriate terminology to discuss common components involved in special education and the IEP process with 85% accuracy?
- Knowledgeable of the 5 components of the Transition Plan with 80% accuracy?

Was this Tier 1 Intervention beneficial? Re-take the pre-test to check your progress.



Resources

- www.wrightslaw.com
- www.ed.gov
- Idea.ed.gov
- www.transitionta.org
- www.equipforequality.org
- www.specialeducationadvisor.com
- www.copaa.org
- www.achieve.org

Local State Board of Education
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Resources

- www.achieve.org/resources
 - www.mattcohenandassociates.com/resources/sites.ed.gov/idea/files/postsecondary-transition-guide-may-2017.pdf
 - www.transitionta.org/resources
 - www.transitionta.org/evaluationtoolkit
- VEWAA Journal Special Issue: Transition Assessment, Volume 41, Number 2, October, 2017

Look for IARP's VRTS Special Edition Journal- Coming Soon!



Presenter Contact Info

Lisa Byrne
Lisa.Byrne@theevalcenter.org

www.theevalcenter.org



1107 S. Mannheim Rd., Suite 211
Westchester, IL 60154
708-589-4040
708-589-4057 (fax)



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