

Ensuring Coordinated, Measurable IEP Goals and Transition Services: An Overview of the Secondary Transition Process

Pennsylvania Training and Technical Assistance Network (PaTTAN)

Date: Wednesday, August 6, 2008
9:00 AM – 12:00 PM



Why Focus on Transition

- Lifelong learning is an expectation for students with disabilities
- Non-employment is not an acceptable terminal goal for students exiting high school

2

Why Focus on Transition?

Getting a high school diploma is not enough

- The challenge is not only to ensure all students achieve high academic standards, but also gain skills needed to achieve their desired post-school goals and assume adult responsibilities in their communities

Storms, J., O'Leary, E., Williams, J (2000). Transition requirements: A guide for states, districts, schools, universities and families. p. 6

3

What is Secondary Transition?

- Is a coordinated set of activities
- Promotes movement from school to post-school activities
- Is an outcome-oriented process
- Addresses individual student's needs
- Is focused on student's preferences and interests

4

Intent of Transition Services

Four Major Components

- (1) Student, along with parent/guardian, should be knowledgeable about their goals for life after high school and to develop a long-range plan to achieve these goals.

5

Intent of Transition Services

Four Major Components

- (2) Design the educational experience beginning at age 14 with determining course (s) of study to ensure that the student gains the skills and competencies needed to achieve his or her desired post-school goals including:
 - Academic Achievement
 - Functional Performance
 - Career
 - Self Determination

6

Intent of Transition Services

Four Major Components

(3) Identify and link the student and parent/guardian with needed post-school services, supports or programs before the student graduates or exits the school system.

7

Intent of Transition Services

Four Major Components

(4) Students will graduate with knowledge, skills and competencies to:

- Set and achieve their academic, career, and personal goals toward lifelong learning
- Identify their strengths, skills and achievements
- Identify and use specific self determination strategies
- Identify successful strategies
- Identify services and agencies needed to support their goals

8

Transition Services What the Law States

Transition Services Historical Perspective

Education for Handicapped Act (P.L. 94-142) 1975:

Free Appropriate Public Education
Due Process Rights
Individual Education Plans
Least Restrictive Environment

Individual with Disabilities Education Act, 1990, 1997, 2000:

Driven and strengthens role of parent/guardian
Addresses free and appropriate public education
Considers graduation and improving results for ALL
Transition Services involves planning as part of IEP
Transition Services planning process is long term
Transition Services planning process involves agencies

Individuals with Disabilities Education Act IDEA 2004

Primary Purpose

- To ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them **for further education, employment, and independent living** H.R.1350 (IDEA 2004)

11

Age Requirement

Transition services must be addressed in the IEP of the student **in the year in which the student turns 14 years of age**

The IEP team **does not have to wait** until the student's approaching 14th birthday year to consider the student's transition needs

Pennsylvania Chapter 14 Regulations 7/2008

12

Goals

The IEP must include:

A statement of appropriate measurable postsecondary goals based upon age appropriate transition assessments

20 U.S.C. 1414(d)(1)(A)(i)(VIII)

13

Assessments

- The assessments must be:

Related to training, education, employment, and, where appropriate, independent living skills, and the transition services (including courses of study) needed to assist the student in reaching those goals

20 U.S.C. 1414(d)(1)(A)(i)(VIII)

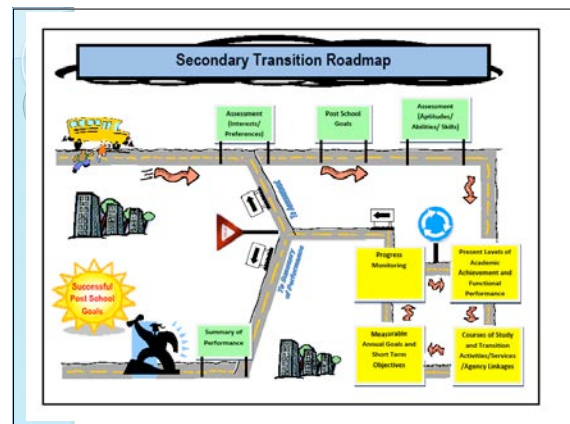
14

The IEP Must:

Identify Transition Services Needed and Courses the Student is Taking to Reach His/Her Post School Outcomes

20 U.S.C. 1414(d)(1)(A)(i)(VIII)

15



A Process for Addressing Transition

- **Step One:** Identify the student's post-school desired goals or vision. (Assessment)
- **Step Two:** Describe the student's Present Levels of Academic Achievement / Functional Performance (Assessment)
- **Step Three:** Determine Agency Linkages and Supports

17

A Process for Addressing Transition

- **Step Four:** Design a Transition Plan that includes courses of study and activities/services (transition grid)
- **Step Five:** Determine Measurable Annual Goals that lead to post-school goals (academic, transition, etc)
- **Step Six:** Measure Student's Progress towards goals

18

How Transition Impacts the IEP

- Present Levels
- Transition Services
- Measurable Goals
- Program Modifications and Specially-Designed Instruction
- Related Services
- Supports for School Personnel

19

Step One: Identify the student's post-school desired goals or vision.
(Based on Assessment)

20

Post Secondary Goals

Characteristics

- Based on Individual's Assessment Data
- Identifies where student will be AFTER high school
- NOT intended to describe events that occur IN high school
- NOT the same thing as an IEP annual goal
- Used for planning course(s) of study
- Lead to measurable annual goal(s)
- Addresses education/training, employment, independent living
- Is observable, countable
- Link to agencies/community to support outcome

21

Assessment



Interests – a measure of opinions, attitudes and preferences

Preferences – what the student values and likes

Aptitudes – a combination of abilities and other characteristics that suggest whether a student might learn or become proficient in a particular area

Abilities – natural talents or acquired proficiencies shown by a student

22

Examples of Formal Assessments

Standardized Tests – Scholastic Aptitude Test (SAT), American College Testing Program (ACT)

Aptitude Tests – Weschsler Adult Intelligence Scale (WAISIII),

The System for Assessment and Group Evaluation (SAGE), McCarron-Dial Evaluation System (MDS), Career Ability Placement Survey (CAPS), Woodcock Johnson Revised

Interest Tests – Career (California) Occupational Preference System (COPS), Kuder General Interest Survey (KGIS), Strong-Campbell Interest Inventory, Keys2Work

23

Examples of Informal Assessments

Student Survey/Interview
Parent Survey/Interview
Observations (Home/School/Community)
Teacher Questionnaires
Person-Centered Planning
Work Samples
Situational Assessment
Curriculum-Based Assessments
Ecological Assessment
Functional Behavioral Assessment



24

Examples of Other Assessments

- Information from student and family members
- Information from employers
- Interests, preferences, aptitudes, abilities
- Career and technical education assessments
- Progress monitoring
- Review of the student's IEP

25

Measurable Post School Goals

- Post Secondary Education or Training
- Employment
- Independent Living

26

Postsecondary Education and Training Goal:

27

Sample Post-secondary Education/Training Goals

1. 2 or 4 year college
2. Postsecondary vocational training program
3. Short-term education or employment training program
4. Community or technical college
5. Apprenticeship program
6. On-the-job training
7. Licensing program (Nursing, Cosmetology, etc.)
8. Adult continuing education courses
9. Adult Training Facility
10. Adult center program
11. Adult in-home program
12. Other training program - please describe: _____
13. The IEP team has determined that this goal area is not applicable

28

Employment Goal:

29

Sample Employment Goals

1. Competitive employment
2. Military
3. Supported employment (paid work in a community setting for those needing continuous support services)
4. Sheltered employment (where most workers have disabilities)
5. Employment that allows for technological and medical supports
6. The IEP team has determined that this goal area is not applicable for this student

30

Independent Living Goal:

31

Sample Independent Living Goals

1. Independent -- will access community resources and programs without support
2. Family support -- will access community resources and programs with family supports
3. Agency support -- will access community resources and programs with agency supports
4. The IEP team has determined that this goal area is not applicable for the student

32

Independent Living Focus Areas

Residential:

- Live at home with parents or relatives
- Independent living with no supports
- Independent living w/ occasional supports
- Independent living w/ daily supports
- Supported apartment or community living arrangement
- Group home – 24-hour supervision and training
- Group home – skilled nursing care
- Facility-based
- Other _____

33

Independent Living Focus Areas

Participation:

1. Accessing community resources and programs for transportation, medical, financial, personal With out support
2. Accessing community resources and programs for transportation, medical, financial, personal with support
3. Other

34

Independent Living Focus Areas

Recreation/Leisure:

- Independent – will participate in community programs w/o support
- Family support – will participate in community programs w/ family supports
- Special support – will participate in community programs w/ agency or outside supports
- Special programs – will participate in special program with people with disabilities
- Other

35

Step Two: Describe the student's Present Levels of Academic Achievement / Functional Performance (Based on Assessment)

36

Present Levels Must:

1. Identify strengths and prioritize needs
2. Describe effect of disability on performance
3. Provide a starting point for development of annual goals
4. Guide development of other areas of the IEP
5. Be data driven (measurable and observable)

37

Present levels of academic achievement

- Includes description of academic skills as it relates to post-school outcome
- Provides baseline for goals
- Not just grades, scores, or (as an example) the book child is working on in reading series

38

Present levels of functional performance

- Describes how child functions in the activities of daily living, such as hygiene, dressing, basic consumer skills, community-based instruction, etc
- Describes functional academic skills, such as a functional reading level of 2nd grade for a 10th grade child

39

Example:

Not measurable:

"Diane is doing better in math."

40

Example:

Measurable:

"Diane adds, subtracts, multiplies, and divides multiple-digit computation problems with fewer than 3 errors on a mixed-skill math probe....."

41

Example:

Measurable AND transition related:

"..... and makes an average of 2 errors per week making change at her volunteer job at the snack shop at the Pattan Medical Center."

42

Example:

Measurable AND transition related:
"Jim completes / turns in 2 out of 10 homework assignments. He plans to attend a community college in the fall where homework assignments are expected on time and complete."

43

Step Three: Determine Agency Linkages and Supports

44

For transition services that are likely to be provided or paid for by other agencies, is there evidence that representatives of the agency(ies) were invited with parent consent to the IEP meeting?

§300.321(b)(3)

45

Agencies

Postsecondary Education and Training Goal:

Measurable Annual Goal
Yes/No
(Document in Section V)

Courses of Study:

Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/ Agency Responsible

46

Student-focused Planning & Support Team

- Student
- Parent/Guardian & Family Members
- School Personnel (LEA, Special and Regular Education Teachers, school nurses, Vo-Tech Representative, Others . . .)
- Community Members
- Community Agency Representatives
- Employers or Business Community Representatives
- Others

47

IEP Team Participants for Transition Planning

Required Members

- student
- parents/guardians
- local education agency representative (LEA)
- regular education teacher
- special education teacher
- vocational-technical education representative (if being considered)

Other Members

- SD transition coordinator
- psychologist
- guidance counselor
- instructional support staff
- job coach (if considered)
- employer representative
- community/agency representatives
- relatives/friends/advocate

48

Agencies Supporting Youth and Adults with Disabilities

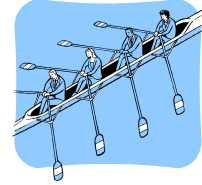
- Centers for Independent Living
- Office of Medical Assistance
- Office of Vocational Rehabilitation
- Bureau of Blindness & Visual Services (OSP/DPW)
- Office for the Deaf & Hearing Impaired (L&I/DPW)
- County Mental Health/Mental Retardation / Child, Youth, and Families / Drug & Alcohol
- United Cerebral Palsy Association
- Doctors/Medical Staff
- The Arc
- Mental Health Association
- Epilepsy Foundation
- Special Olympics
- Etc.



49

Formal Services and Institutions

- Private Businesses
- Colleges/Universities
- Hospitals
- Local/State Government
- Libraries
- Schools
- Parks
- Police and Fire Stations
- Social Service Agencies



50

Word of Caution!

Never commit an agency or an individual for a service or activity without their full knowledge and participation!

51

Step Four: Design a Transition Plan that includes courses of study and activities/services (transition grid)

52

Courses of Study

Do the transition services include courses of study that focus on improving the academic and functional achievement of the child to facilitate their movement from school to post-school?

§300.320(b)(2)

53

Courses of Study

Characteristics:

- Supports post school outcomes
- A coordinated set of activities
- Focus on improving academic and functional achievement
- Facilitate movement from school to post school by aligning curriculum with identified transition outcomes
- Should promote graduation by meeting district standards

54

Courses of Study

GOAL STATEMENTS GO HERE

COURSES OF STUDY GO HERE

55

Transition Services

Locate where transition services/activities are listed on the IEP (the grid).

For each post-school outcome, if there is

- (a) instruction,
- (b) related service(s),
- (c) community experience,
- (d) development of employment and other post-school adult living objective,
- (e) if appropriate, acquisition of daily living skill(s), or
- (f) if appropriate, provision of a functional vocational evaluation listed in association with meeting the post-school outcome

56

Definition of terms

- Transition activity / service
 - Action steps
 - Slated to occur during current IEP
 - Leading to achievement of post-school outcome
 - Put all together from 1st year to final year of transition planning = coordinated set of activities

57

Post-secondary Education/Training

Specific area of study _____
School of interest _____
____ ASVAB ____ PSAT/SAT ____ accommodations
____ College fairs ____ College/facility tour
____ Application ____ Financial Aid
____ Note taking ____ Organizational skills
____ Time management ____ Self-disclosure
____ Documentation (recent, by licensed psychologist,
with rationale for accommodations)
____ Request accommodations
____ Hiram Andrews information

58

Employment

Specific career interest _____
____ Career exploration (software programs, guest speakers, graduation project)
____ In-school work experience
____ Community service
____ Job shadowing
____ Job tryouts
____ Work experience
____ Vocational-technical school
 ____ Tour
 ____ Shadow vocational programs
____ Co-op job placement (career-tech centers)

59

Employment

____ Community-based instruction (pre-employment, travel training, social skills, etc)
____ Career TRACK
____ CareerLink
____ DPW Employment Program referral
____ OVR referral
 ____ Determination of eligibility
 ____ Employment services
 ____ Job training
____ MH/MR referral
 ____ Employment services
 ____ Training services

60

Independent Living (residential)

- _____ Home responsibilities
- _____ Participate in apartment program
- _____ Summer camps
- _____ Open case with MH/MR Base Service Unit
 - _____ Supports Coordination
 - _____ Community Living Arrangements
 - _____ Respite care
 - _____ Companionship / social groups
- _____ Community-based instruction (shopping/money skills, pedestrian safety, social skills, communication)
- _____ Section 8 housing

61

Independent Living (participation)

- _____ Transportation
 - _____ Driver's license _____ Photo ID
 - _____ Public transportation
 - _____ Family transportation
 - _____ Special transportation
 - _____ Car pool
- _____ Voter registration
- _____ Selective service
- _____ Jury duty information
- _____ Court system / obeying the laws
- _____ Community-based instruction (travel training, social skills, etc)

62

Independent Living (recreation / leisure)

Current hobbies _____

Current clubs _____

Current social activities _____

- _____ Community-based instruction (recreation, social skills, sports, etc)
- _____ Local clubs, teen centers
- _____ Service organizations (AKTion Club, Kiwanis, etc)
- _____ Church groups

63

Activity / Service

GOAL STATEMENTS GO HERE					Measurable Annual Goal Yes/No (Document in Section V)
Courses of Study:					
Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/ Agency Responsible
ACTIVITIES AND SERVICES GO HERE					
ACTIVITIES AND SERVICES GO HERE					

64

Transition Plans

Employment Goal: <i>Competitive employment with support</i>					Measurable Annual Goal Yes/No (Document in Section V)
Courses of Study: Career Awareness Class, Travel Training, Community Service					
Project class					
Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/ Agency Responsible
Volunteer experience at two non-profit sites	Community	2x/week	Jan 2007	June 2007	LEA
use public transportation	Community	2x/week	Sept 2006	June 2007	LEA

65

Step Five: Determine Annual Goals that lead to post-school outcomes (academic, transition, etc)

66

Measurable Annual Goal

- IEP goal, covers one year
- Addresses skill deficits (identified in needs)
- Begins from baseline of skill (present levels)
- Describes skill attainment level (endpoint)
- NOT curriculum
- Contains measurable, countable data
- Leads to visual, countable monitoring
- Not more than 3-5 goals

67

Annual Goals Are:

Measurable estimates of expected student outcomes in an academic year based on the student's present levels of academic achievement and functional performance and anticipated rate of learning.

68

Annual Goals Must:

Address identified needs (from present levels of academic achievement and functional performance)

Provide clear focus for instruction

- Allow us to select appropriate materials
- Improve instructional efficiency

69

Annual Goals Will:

- Enable progress monitoring
- Communicate expectations
- Project student performance at the end of one year of instruction

70

Measurable
Annual Goal
Yes/No
(Document in
Section V)

71

72

Annual Goals Are:

Measurable estimates of expected student outcomes in an academic year based on the student's present levels of academic achievement and functional performance and anticipated rate of learning.

73

Annual Goals Must:

Address identified needs (from present levels of academic achievement and functional performance)

Provide clear focus for instruction

- Allow us to select appropriate materials
- Improve instructional efficiency

74

Annual Goals Will:

- Enable progress monitoring
- Communicate expectations
- Project student performance at the end of one year of instruction

75

Grids → Goals

Independent Living goal: Access community resources and programs with agency support					Measurable Annual Goal Yes/No (Document in Section V)
Courses of Study : Functional reading, consumer math, pedestrian skill training					
Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/ Agency Responsible
CBI for shopping & communication skills					

Grids → Goals

Given a list of 25 restaurant and signs in the community, Nick will be able to orally read 100% of the words in isolation (in the classroom) and in context (in the community) 4 out of 5 trials over 3 consecutive weeks.

Grids → Goals

Independent Living goal: Access community resources and programs with agency support					Measurable Annual Goal Yes/No (Document in Section V)
Courses of Study :					
Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/ Agency Responsible
Travel training					

Grids → Goals

Given decreasing supports and cue cards with necessary information, Jane will ride public transportation 5x / week, over 4 weeks, to successfully travel from school to her job independently.

Grids → Goals

Employment goal: Competitive employment with support					Measurable Annual Goal Yes/No (Document in Section V)
Courses of Study: Functional math, reading, family consumer science					
Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/ Agency Responsible
Paid work experience					

Grids → Goals

Given instruction and an alarm watch, Reggie will begin and end his shift at work with the setting of an alarm, 100% of the time 5x/week over 4 consecutive weeks independently.

Criteria for Writing Measurable Annual Goals:

- ✓ Condition
- ✓ Student's Name
- ✓ Clearly Defined Behavior
- ✓ Performance Criteria

Adapted from Strategies for Writing Better Goals and Short-Term Objectives or Benchmarks, by Benjamin Ligugario/Kraft Nancy Marchand-Martella and Ronald Martella. Sept/Oct 2001 Teaching Exceptional Children

Condition

Describes the **situation** in which the student will perform the behavior (e.g., accommodations, assistance provided prior to or during assessment)

Examples:

- During lunch breaks on the job ...
- Given picture checklists to follow

Requires a clear description of the **material** that will be used to evaluate the learning outcome

Evaluation **setting**

Condition Example

Given a list of 25 restaurant and signs in the community, Nick will be able to orally read 100% of the words in isolation (in the classroom) and in context (in the community) 4 out of 5 trials over 3 consecutive weeks.

Condition Example

Given a list of 25 restaurant and signs in the community, Nick will be able to orally read 100% of the words in isolation (in the classroom) and in context (in the community) 4 out of 5 trials over 3 consecutive weeks.

Condition Example

Given decreasing supports and cue cards with necessary information, Jane will ride public transportation 5x / week, over 4 weeks, to successfully travel from school to her job independently.

Condition Example

Given decreasing supports and cue cards with necessary information, Jane will ride public transportation 5x / week, over 4 weeks, to successfully travel from school to her job independently.

Condition Example

Given instruction and an alarm watch, Reggie will begin and end his shift at work with the setting of an alarm, 100% of the time 5x/week over 4 consecutive weeks independently.

Condition Example

Given instruction and an alarm watch, Reggie will begin and end his shift at work with the setting of an alarm, 100% of the time 5x/week over 4 consecutive weeks independently.

Student Name

Should not be a problem ?



Caution if using “copy/paste”

- Names
- Pronouns (she/he and him/her)

Clearly Defined Behavior

Describe the behavior in measurable, observable terms

Ask yourself...what will the student actually *DO*?

Examples:

- Say, print, write, read orally, point to...

Non-examples:

- Understand, know, recognize, behave, comprehend, improve...

Clearly Defined Behavior Example

Given a list of 25 restaurant and signs in the community, Nick will be able to orally read 100% of the words in isolation (in the classroom) and in context (in the community) 4 out of 5 trials over 3 consecutive weeks.

Clearly Defined Behavior Example

Given a list of 25 restaurant and signs in the community, Nick will be able to *orally read* 100% of the words *in isolation (in the classroom) and in context (in the community)* 4 out of 5 trials over 3 consecutive weeks.

Clearly Defined Behavior Example

Given decreasing supports and cue cards with necessary information, Jane will ride public transportation 5x / week, over 4 weeks, to successfully travel from school to her job independently.

Clearly Defined Behavior Example

Given decreasing supports and cue cards with necessary information, Jane *will ride public transportation* 5x / week, over 4 weeks, to successfully travel *from school to her job* independently.

Clearly Defined Behavior Example

Given instruction and an alarm watch, Reggie will begin and end his shift at work with the setting of an alarm, 100% of the time 5x/week over 4 consecutive weeks independently.

Clearly Defined Behavior Example

Given instruction and an alarm watch, Reggie will *begin and end his shift at work with the setting of an alarm*, 100% of the time 5x/week over 4 consecutive weeks independently.

Performance Criteria

Criterion Level

The level the student must demonstrate for mastery

Number of Times Needed to Demonstrate Mastery

How consistently the student needs to perform the skill(s) before it's considered "mastered"

Evaluation Schedule

Over what period of time must the behavior be observed at the level of mastery

Performance Criteria

Performance criteria should set up "test" situations for progress monitoring

Performance criteria should reflect the type of measurement that is meaningful for the skill

Performance Criteria

- ✓ % of time
- ✓ # times/#times
- ✓ with # or % of accuracy
- ✓ with fewer than # errors
- ✓ words/digits/ correct per minute
- ✓ with "x" movement on a prompting hierarchy
- ✓ "x" or better on a rubric
- ✓ with no more than "x" occurrences of...
- ✓ with an "x" or better on "x" rating scale
- ✓ with "x/x" points on an assessment checklist
- ✓ independently

Performance Criteria Example

Given a list of 25 restaurant and signs in the community, Nick will be able to orally read 100% of the words in isolation (in the classroom) and in context (in the community) 4 out of 5 trials over 3 consecutive weeks.

Performance Criteria Example

Given a list of 25 restaurant and signs in the community, Nick will be able to orally read *100% of the words* in isolation (in the classroom) and in context (in the community) *4 out of 5 trials over 3 consecutive weeks*.

Performance Criteria Example

Given decreasing supports and cue cards with necessary information, Jane will ride public transportation 5x / week, over 4 weeks, to successfully travel from school to her job independently.

Performance Criteria Example

Given decreasing supports and cue cards with necessary information, Jane will ride public transportation *5x / week, over 4 weeks*, to successfully travel from school to her job *independently*.

Performance Criteria Example

Given instruction and an alarm watch, Reggie will begin and end his shift at work with the setting of an alarm, 100% of the time 5x/week over 4 consecutive weeks independently.

Performance Criteria Example

Given instruction and an alarm watch, Reggie will begin and end his shift at work with the setting of an alarm, *100% of the time 5x/week over 4 consecutive weeks independently*.

Does this goal measure up?

John will learn and apply sorting skills at his job.

- Condition:
- Student Name:
- Clearly Defined Behavior:
- Performance Criteria:

107

Does this goal measure up?

John will learn and apply sorting skills at his job.

- Condition:
- Student Name: John
- Clearly Defined Behavior:
- Performance Criteria:

108

Does this goal measure up?

Given mail slots with initial letters enlarged and underlined, John will sort mail by name of staff member at work with 100% accuracy for 10 consecutive daily sorting assignments.

- Condition:
- Student Name:
- Clearly Defined Behavior:
- Performance Criteria:

109

Does this goal measure up?

Given mail slots with initial letters enlarged and underlined, John will sort mail by name of staff member at work with 100% accuracy for 10 consecutive daily sorting assignments.

- **Condition:** Given mail slots with initial letters enlarged and underlined
- **Student Name:** John
- **Clearly Defined Behavior:** sort mail by name of staff member at work
- **Performance Criteria:** 100% accuracy for 10 consecutive daily sorting assignments.

110

Let me show you!

Original:
Lisa will display organizational skills in all academic areas.

Improved:
Given color-coded folders and a bin in the resource room, Lisa will keep regular education assignments in designated folders 100% of the time for 15 consecutive daily checks.

111

Let me show you!

Original:
Lisa will display organizational skills in all academic areas.

Improved:
When attending regular education classes, Lisa will bring required materials (text, folder, pencil, etc.) 100% of the time over 6 random weekly checks.

112

Postsecondary Education and Training goal: Two- or four-year college or university with support

Measurable Annual Goal
 Yes/No
 (Document in Section V)

Courses of Study: **English, Geometry, Biology, World Cultures, Career Awareness, Phys Ed**

Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/ Agency Responsible
Organizational skills for multi-class assignments					
Self-advocacy training					

113

Step Six: Measure Student's Progress towards goals

114

Progress Monitoring

Progress Monitoring A Seven-Step Approach



115

Transition Resources

- PA Community of Practice on Transition Listserv
- www.sharedwork.org
- PaTTAN, Intermediate Unit, and School District Transition Coordinators

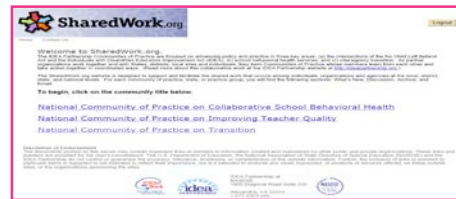
116

PA Community on Transition Listserv

- Subscribe to PA Community on Transition Listserv to receive ongoing communication regarding transition in Pennsylvania.
- Send email to listmgr@lists.nasdse.org with the following in the body of the email: Subscribe PACommunityOnTransition.
- Upon receipt of this email, the list server will add you to the distribution list and you will automatically receive a welcome message.
- If you have questions or problems with this listserv, please contact Rick Creech at rcreech@pattan.net.

117

Instructions to Use [sharedwork.org](http://www.sharedwork.org)



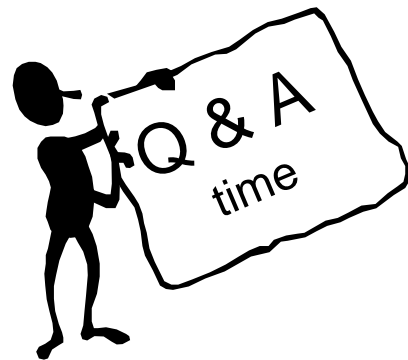
- Open your web browser (e.g. Internet Explorer). Type in url address: www.sharedwork.org.

118

PA Dept. of Education Transition Resource Staff

- PaTTAN Transition Consultants
- Intermediate Unit Transition Consultants
- School District Transition Coordinators

119



120



*Bureau of Special Education
Pennsylvania Training and Technical Assistance Network*

Edward G. Rendell
Governor

Gerald L. Zahorchak, D.Ed.
Secretary

Diane Castelbuono, Deputy Secretary
Office of Elementary and Secondary Education

John J. Tommasini, Director
Bureau of Special Education

Contact Information: Name of Consultant, Email address
www.pattan.net



Contact Information

Pennsylvania Training and Technical Assistance Network (PaTTAN)
3190 William Pitt Way
Pittsburgh, PA 15238
www.pattan.net
1-800-446-5607 (Toll-free in PA only)

Rosemary Nilles
Educational Consultant
nilles@pattan.net

(412) 826-2336, ext. # 6870

Michael Stoehr
Educational Consultant
mstoehr@pattan.net

(412) 826-2336, ext. # 6864