

TransitionME

Tuesday Power Hour Series

3 pm to 4 pm

2023 Schedule

Titus O'Rourke, MS Ed

Eligibility + 18 & Transition Specialist

Office of Special Services and Inclusive Education

titus.orourke@maine.gov

Transition Tuesdays

Best Practices Forum
Office Hours Schedule
2022 – 2023

Presenter: Titus O'Rourke – titus.orourke@maine.gov

Transition Tuesdays – Best Practices Forum is an opportunity for our state educators and transition leaders to grapple with and actuate strategies and support for our scholars' diverse needs and pathways to post-secondary opportunities. Together we will develop a framework to enhance academic and functional achievement and facilitate movement from school to post-school activities. These activities include post-secondary employment, education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, and community participation.

Guest Speakers, Regional, District and school-based Transition Leaders will share their transition best practices, processes and tools including assistive technology to engage support transition, inclusion, vocational rehabilitation, Pre ETS and eligibility, barriers and recommendations and spotlighting Maines Transition successes.

To review schedule for TransitionME Power Hour series, [click here](#)

For link to all recorded Tuesday Power Hour recorded sessions: [click here](#)





Please take a moment and add **your name**, **position** and **district** in the **chat box**.

We like to know who we are talking to!

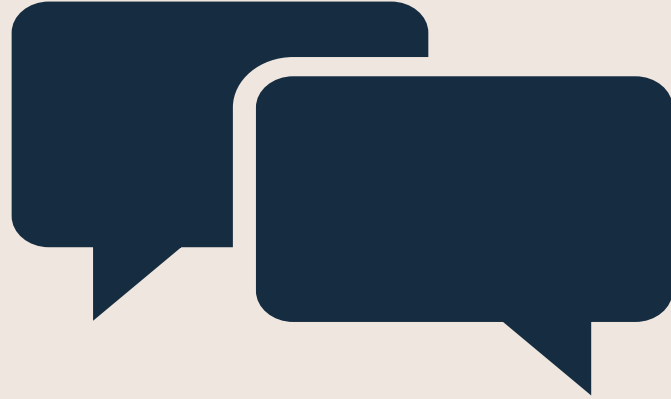
AGENDA ---

- Purpose of Training
- Objective(s)
- Transition Goals
- Annual Goals
- Know the difference

Stop me at any time to ask clarifying questions...you do not have to wait to the end of the presentation



What you should know about
Transition Goals
supported by Annual Goals



Please take a moment and add **your name**,
position and **district** to the **chat box**.

We like to know who we are talking to!



Context for Improving your Transition Practice

What?

Part B of IDEA governs how special education and related services are provided to school-aged children with disabilities.

Factors

- IDEA
- State and local policy
- Community
- Effective practices

References to secondary transition:

MUSER: pgs. 9, 57, 63-64, 67, 97, 103-104, 149, 155 and 230.



Why?

Objective(s):

1. To write compliant and meaningful transition goals in accordance with the Individuals with Disabilities Education Act



2. Understanding Postsecondary Goals vs Annual Goals

How?

Postsecondary Goals

Long-term

- Occurs after graduation from high school
- Determined by the student
- Initially stated in broad terms, becoming more specific and refined each year
- Must be related to student's strengths, interests, and preferences and aligned with transition
- Assessments

Annual Goals

Short-term

- Occurs during high school
- Determined by the IEP Team
- Designed to be measured at least quarterly
- Stated in specific terms
- Must be related to postsecondary goals, present levels of performance, and transition activities

► IEP Process Chart

STEP 1	STEP 2			STEP 3	STEP 4
<p>Current Level(s)</p> <p>Report data/information about academic and functional performance</p> <p><i>Understand</i> <i>"What"</i> <i>Reporter</i></p>	<p>Effects</p> <p>Observations-How disability affects access, engagement, progress</p> <p><i>Identify</i> <i>"How"</i> <i>Observer</i></p>	<p>Root Cause Analysis</p> <p>Discussion-Whys and other factors</p> <p><i>Identify</i> <i>"Why"</i> <i>Analyst</i></p>	<p>Disability-Related Needs</p> <p>Student focused, address effects</p> <p><i>"Summarize"</i> <i>Synthesizer</i></p>	<p>Measurable Annual Goals</p> <p>Ambitious Achievable</p> <p><i>Develop</i> <i>Developer</i></p>	<p>Services</p> <p>Address needs and goals- Clearly stated</p> <p><i>Align</i> <i>Architect</i></p>
<p>STEP 5- Analyze progress towards goals to evaluate what works and what is needed to close student achievement gaps</p>					

Source: Daniel Parker, Assistant Director of Special Education, WI DPI, Paula Volpiansky & Deb Heiss, Consultants on the Special Education Team, WI DPI and Cheri Sylla, WSPEI



► Step 3: Develop Ambitious and Achievable Goals

Develop ambitious and achievable goals that close achievement gaps and support the unique strengths and needs of the student.

Step 3 - Key Ideas

- IEP goals are directed at “why” (i.e., root causes) the student is not meeting early childhood/grade-level standards or expectations
- IEP goals address student-specific disability-related need(s) that will improve access, engagement and progress toward standards and expectations (i.e., address effects)
- One goal may address more than one disability-related need
- IEP goals are measurable, ambitious and achievable

Additional ...Step 3 Key Ideas

- IEP goals specify what a student will learn (target skill(s)/behavior)
- In rare circumstances a goal may not be required to address a disability related need
 - The need is still addressed with support(s) or accommodation(s) (supplementary aids/services, supports for staff)
- How do we know when a goal is needed to address a disability related need?
 - Ask, “Does the student needs to develop a skill or just use a skill already mastered”?



Transition Goals 9D: Education/Training

1. Document the formal and/or informal training the child will receive after high school that enables them to make progress towards pursuing a career in their chosen field.

2. “Will” statement of the type of education and or training the child will receive in order to pursue their career choice.



Transition Goals 9D: Education/Training

Education/Training Goal

1. After graduation, Dan will attend a 4-year college or university to study marketing or receive on the job training to become a carpenter.
2. After graduation, Dillon will attend a community college and will study sports facility management.
3. After graduation, Brooke will attend a post-secondary institution for marine biology or zoology.
4. After high school, Roy will receive on the job training in a pet store or a farm.

* Exemplars are for reference only.

Remember...

Each IEP is individualized based on students SPIN.



Transition Goals 9D: Employment

1. Take the education or training goal and make a statement about employment

2. Education/Training and Employment goals should be in alignment.



Transition Goals 9D: Employment

Employment Goal

1. After graduation, Dan will work in the field of marketing or as a carpenter.
2. After graduation, Dillion will be employed as a sports facility manager.
3. After graduation, Brooke will be employed as a marine biologist or zoologist.
4. After high school, Roy will be employed in a pet store or on a farm.

* Exemplars are for reference purposes only.

Remember...

Each IEP is individualized based on students SPIN.



Transition Goals 9D: Independent Living

1. When deciding if the child needs an independent living goal, consider if they are able to actually live independently.

- ✓ Hygiene
- ✓ Budgeting
- ✓ Bills-Support services
(mental health, PT, OT)

2. Should be considered for all children, not just those with significant cognitive deficits.

Transition Goals 9D: Independent Living

Independent Living Skill Goal (when appropriate):

1. After graduation, Dan will access mental health supports in his community independently or with assistance from his parents.
2. After graduation, Dan will manage a budget independently or with assistance from his parents.
3. After high school, Roy will live semi-independently with a roommate in an assisted living apartment with supports.

* Exemplars are for reference purposes only.

Remember...

Each IEP is individualized based on students SPIN.



Section 5: Annual Goals

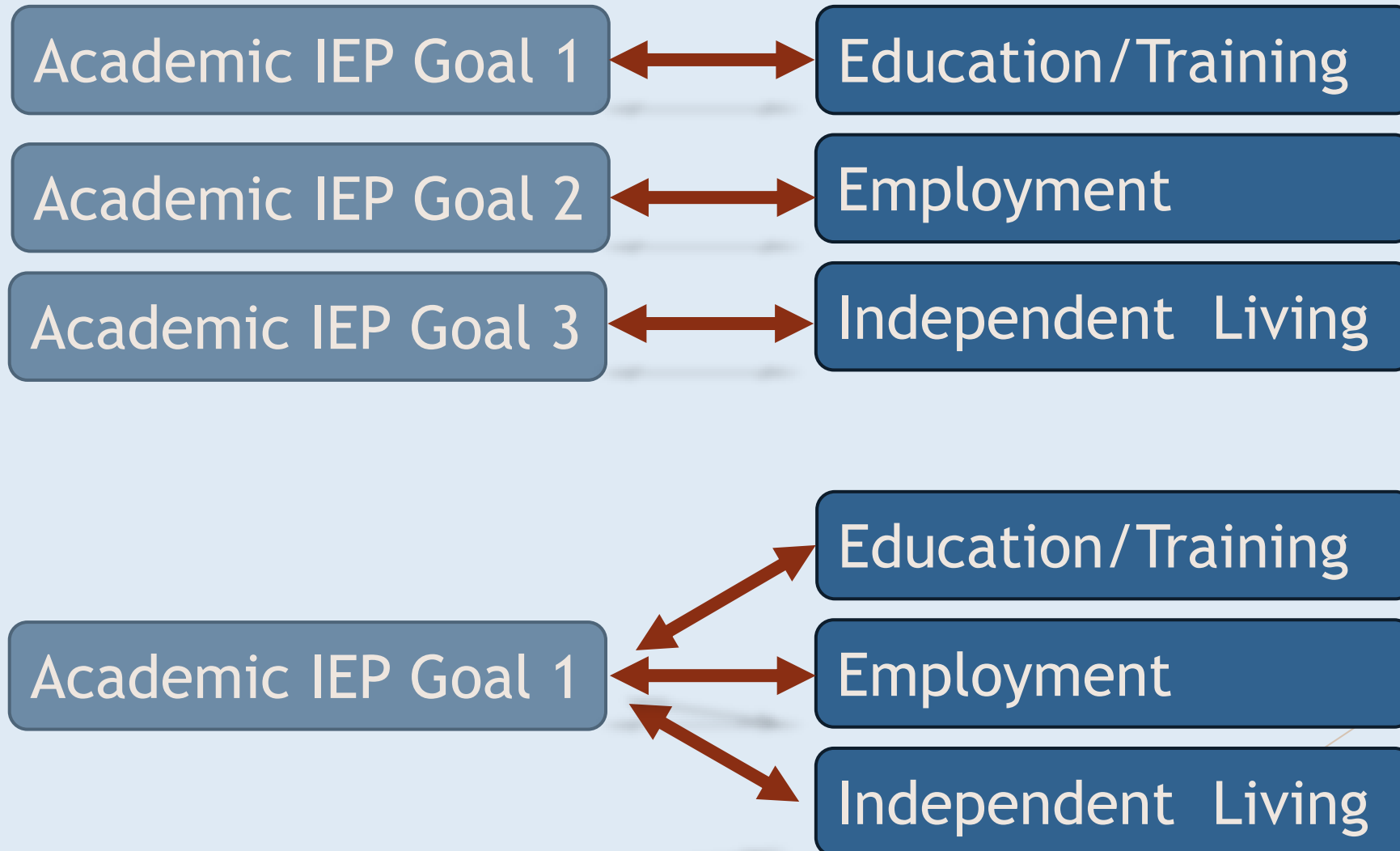
1. There must be at least one annual goal that addresses the post-secondary goals, (can use an existing goal if appropriate)

2. This goal could address all areas including Education, Employment, and independent living.

3. There could be a separate goal for each.



IEP Goal Alignment to Post-Secondary Goal



IEP Goal Example

- ❖ By June 15, 2022, in preparation for college and career readiness, given direct instruction, preteaching and rehearsal, Dan will participate in conversation and collaborate with peers, building on others' ideas and clearly expressing his own ideas 3 out of 5 opportunities as measured by a communication rubric in class. CCSS.ELA. 9.S/L. 1.

This goal was already in the IEP and now is aligned to the post-secondary education/training and employment goal.



Section 5: Academic Annual Goal

Present Levels of Academic Performance (MUSER IX.3.A.(1)(a)(i) & (ii)): Dan is currently able to write informative essays with 70% accuracy.

Measurable Goal (MUSER IX.3.A.(1)(b) & (c))

By date, given service, child's name will skill as measured by evidence.

By June 2022, given consultation services in preparation for working in marketing or carpentry, Dan will write informative essays to examine complex concepts through organized analysis of content with 90% accuracy as measured by district adopted writing curriculum (CCSS.ELA-Literacy.W.9-10.2)

Progress:

Oct 21: P-78%

Jan 22: P-82%

Objective(s) required? Yes No

By date, given service, child's name will skill as measured by evidence.

* Exemplars are for reference purposes only.

Remember...

Each IEP is individualized based on students SPIN.



Guidance from U.S. Department of Education

IEP goals must be . . .

- Aligned with the academic content standards for the grade in which a student is enrolled
- An IEP that focuses on ensuring a student is involved in general education curriculum will be aligned with the academic content standards
- Ambitious and achievable
- For students with the most significant cognitive disabilities, goals are aligned with alternate academic achievement standards aligned with grade-level content standards

Adapted from U.S. Department of Education Dear Colleague Letter, November 16, 2015: [OSERS](#)
[Policy Guidance on Free Appropriate Public Education \(FAPE\)](#)





[This Photo](#) by Unknown Author is licensed under [CC BY](#)

Complete Survey to receive your Contact Hour certificate

Link to SURVEY: [CLICK HERE](#)



Transition Planning Resources:

<https://www.maine.gov/doe/learning/specialed/transition>

Professional Learning Page:

<https://www.maine.gov/doe/learning/specialed/pl/transitionplanning>



Contact Info:



Titus O'Rourke, MS Ed
Eligibility + 18 & Transition Specialist
Office of Special Services
titus.orourke@maine.gov

