



**NTACT**  
THE COLLABORATIVE  
*Improving Opportunities & Outcomes*

## STEPS FOR SUCCESSFUL SECONDARY TRANSITION PLANNING:

MEASURABLE ANNUAL IEP GOALS &  
POST-SECONDARY GOALS ALIGNED

2020-21 - Transition Tuesdays Webinar Series

## PEAL Center Services

- Outreach
- Resources
- Individual Assistance
- Training
- Leadership Development
- Partnerships



## NTACT:C Funders and Partners

- Jointly funded by: The Office of Special Education Programs (OSEP) and the Rehabilitation Services Administration (RSA)
- Five Year Grant: October, 2020 – September, 2025
- Awarded to: University of North Carolina at Charlotte, with multi-site partners
  - East Tennessee State University
  - The George Washington University
  - Portland State University
  - University of Kansas
  - University of Maryland
  - University of Oregon



## Outcome of the NTACT:C

- All students and youth with disabilities will be prepared to graduate from high school with the knowledge, skills, and supports for postsecondary education, training, employment, and community engagement, with a focus on:
  - enrollment in postsecondary education
  - credential attainment
  - competitive integrated employment
  - community engagement



## Participants will be able to:

- Discuss what families need to know about putting this topic into practice and how this applies to the IEP
- Discuss the importance of services and activities during transition planning
- Describe how the topic aligns with the Transition Discoveries Guide



## Key Reminders



- Transition services must be addressed in the IEP of the student in the year in which the student turns 14 years of age.
- Secondary Transition planning is a coordinated effort, between families and students, schools, and agencies and support services.
- Planning for a successful Secondary Transition begins with a vision



## The Secondary Transition Process

- Eight areas of focus
- 2020-21 Secondary Transition Series for Families

## The Secondary Transition Process

- Youth and Young Adult Driven ✓
- Outside Agencies Collaborating with Schools & Families ✓
- Age-Appropriate Transition Assessment ✓
- Post Secondary Education/Training, Employment and Independent Living Goals ✓
- Thoughtful Courses of Study ✓
- Transition Services & Activities aligned to Post-Secondary Goals ✓
- **Measureable Annual IEP Goals aligned to Post-Secondary Goals**
- Ongoing secondary transition process that includes progress monitoring, assessment

## Transition Discoveries

- The Transition Discoveries Guide was developed by collecting voices and experiences from youth, families and stakeholders
- Highlights key elements that make a successful transition from high school to adult life
- Collection of indicators and sub-indicators that can be used as a road map to guide your transition plan
- Tip Sheets and Activities for families, students, and teachers
- Additional Resources
- Website is LIVE! [www.transitiondiscoveries.org](http://www.transitiondiscoveries.org)

## Indicators with Transition Services & Activities Components



Transition Planning



Postsecondary Education  
and Training



Employment



Independent Living and  
Community Engagement



## Measurable Annual IEP Goals & Post-Secondary Goals Aligned

### Measurable Annual Goals:

- Are at the core of a student's individualized education program
- Must provide a clear description of the skills the student needs in order to access, participate, and make progress in the general educational curriculum
- Relate directly to the areas of need identified in the Present Levels of Academic Achievement and Functional Performance section of the IEP

## Present Levels of Academic Achievement and Functional Performance

- It is **impossible** to write clear and measurable annual goals if you don't have clear and measurable present levels of academic achievement and functional performance.
- Present Levels include:
  - ✓ Parent input
  - ✓ Evaluation data
  - ✓ Assessments and interest surveys
  - ✓ Observations

## Measurable Annual Goals

- Build skills (identified in Needs)
- Consider prioritizing 3-5 goals for **most** students
- The expectation is that after one year of instruction, the student will reach the goal
- Begin from baseline of skill (present levels)
- Contains measurable, countable data
- Are written to include progress monitoring

## Measurable Annual Goals & Short Term Objectives

- For students age 14-21, every measurable annual goal and short term objective supports the student's post-secondary goals.
- Short term objectives **must be** part of any/every Measurable Annual Goal for students participating in the PASA (PA Alternate System of Assessments) and **can be** part of any/every Measurable Annual Goal for all students.

## Measurable Annual Goals & Objectives are NOT:

- Curriculum
- Specific to subject areas
- Grade averages or passing a course
- Only for students instructed in special education classes
- Activities such as visiting a college fair or job shadowing
- Specified as "transition goals"
- The same as post-secondary goals



## Measurable Annual Goals Must Be Skill-Building



Goals must focus on an area of need that will allow full participation for the student to be able to:

- Access
- Participate
- Make progress in the general curriculum and the life of the school/community
- Make progress towards their post-secondary goals

## Writing IEP Goals

### Measurable Annual Goals

- Condition
- Student's Name
- Clearly Defined Behavior
- Performance Criteria
  - How well?
  - How consistently?
  - How frequently will progress be monitored?

## 1. Condition

- Describes the **situation** in which the student will perform the behavior (e.g., accommodations, assistance provided prior to or during assessment)
- Describes **material** that will be used to evaluate the learning
- May describe the **setting** for evaluation
- Examples:
  - During lunch breaks on the job ...
  - Given picture checklists to follow .....
  - Using graphic organizers for writing assignments...
  - Using grade level passages...
  - Given a two step direction...
  - Given a grocery list and \$20...
  - Using the alarm feature on his cell phone...

## 2. Student Name

- Should not be a problem!
- Caution if using “copy/paste”
  - Names
  - Pronouns (she/he, him/her, they/them)



### 3. 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, solve...
  - Non-examples:
    - Understand, know, recognize, behave, comprehend, improve...

### 4. Performance Criteria

1. Criterion Level
  - How well- the level the student must demonstrate for mastery
2. Number of Times Needed to Demonstrate Mastery
  - How consistently the student needs to perform the skill(s) before it's considered "mastered"
3. Evaluation Schedule
  - How frequently the teacher plans to assess the skill
  - HOW progress will be monitored (Note: On the IEP form, this is placed in the column to the right of the goal.)

## Performance Criteria Examples

### “How Well?”

- % 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 Examples

### Times to Mastery “How Consistently?”

- 3 of 5 random trials
- 5 consecutive trials
- 9 out of 10 trials

### Evaluation Schedule “How Frequently will we monitor progress?”

- Daily (seldom used for progress monitoring because instruction needs to occur between monitoring opportunities)
- 2 times per week
- Weekly
- Biweekly
- Tri-weekly
- Note: “Quarterly” is often used, but not Best Practice

Measurable Annual Goals at a Glance					
Condition	Name	Clearly Defined Behavior	Performance Criteria		
<p>Describe the situation in which the student will perform the behavior.</p> <p><i>Materials, settings, accommodations?</i></p> <p>Examples:</p> <p>Given visual cues...</p> <p>During lectures in math...</p> <p>Given active response checks...</p>	<p>Use the Student's Name</p>	<p>Describe behavior in <u>measurable, observable</u> terms. Use action verbs.</p> <p><i>What will they actually DO?</i></p> <p>Examples:</p> <p><b>Locate</b></p> <p><b>Name</b></p> <p><b>Point</b></p> <p><b>Separate</b></p> <p><b>Rank</b></p> <p><b>Choose</b></p> <p>Remember--Academic Standards, Assessment Anchors, Big Ideas, Competencies from the Standards Aligned System (SAS) provide the content for goals.</p>	<p>The <u>level</u> the student must demonstrate for mastery:</p> <p><i>How well?</i></p> <p>Examples:</p> <p>% of the time</p> <p>#times/# times</p> <p>With the # or % accuracy</p> <p>"X" or better on a rubric or checklist.</p>	<p><u>Number of times</u> needed to demonstrate mastery:</p> <p><i>How consistently?</i></p> <p>How consistently will the student need to perform the skill(s) before considered "mastered?"</p>	<p><u>Evaluation Schedule:</u></p> <p><i>How often?</i></p> <p>How often will the student be assessed?</p> <p>AND : What will be the method of evaluation?</p>

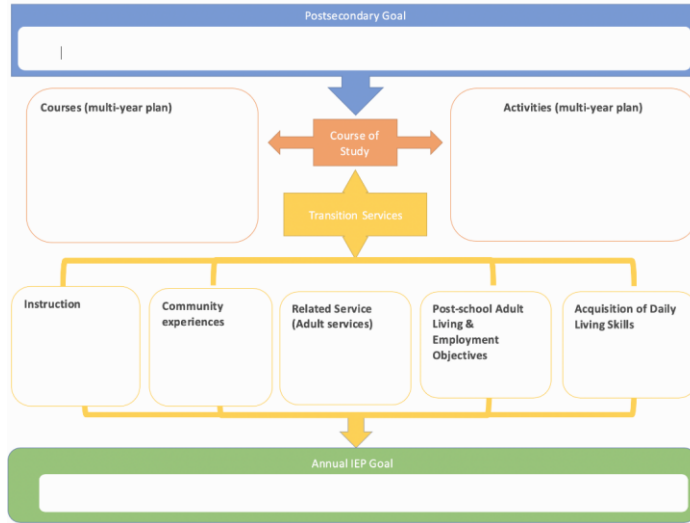
## Transition Goals link to Instruction

- If a GOAL has been listed in any of the three areas, be sure that AT LEAST ONE activity is developed that is addressed in an IEP goal.
  - Post-Secondary Education and Training
  - Employment
  - Independent Living

This links transition to instruction!



# Graphic Organizer



## The Voices of Youth

Lilly & Shaniya



## Non-example vs. Example

- Jordan will answer comprehension questions with 80% accuracy.
- Given grade level reading content at Jordan's independent reading level,
- he will read and use comprehension skills to retell five details of the story, such as: character, setting, & problem,
- getting 4/5 details correct.

## Non-example vs. Example

- Sophie will get 80% correct on biology unit quizzes.
- While participating in 12<sup>th</sup> grade biology,
- Sophie will be able to name and describe four big ideas from each unit of study
- with 80% accuracy for each unit.

# Lilly's Measurable Annual Goal

- When presented with the need to take notes with out guided notes or with in a lecture style note taking situation, Lilly will utilize an appropriate learned note taking strategy to assist her with taking notes in these insistences 100 % of the time. This will be monitored during 5 day school weeks by her personal nurse and her special education case manager.
- Progress reported Quarterly

## Lilly

<b>Postsecondary Education and Training Goal:</b> Lillian has indicated that she is interested in attending post-secondary education after graduation to pursue a career in public speaking and advocacy.					Measurable Annual Goal Yes (Document in Section V)
<b>Courses of Study:</b>					
Current 19/20 School Year: English III, Journalism/Yearbook, Health II, Trigonometry, Physical Science, Honors World History, Personal Finance, Sociology, House Design, Dual enrollment English (HACC)					
Anticipated 20/21: English IV, Government/Economics, Journalism/Yearbook, Electives					
Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/Agency Responsible
**Lilly will continue to try different note taking strategies to assist her in post-secondary education	BSHS	Weekly	04/08/20	04/06/21	Special Education Teacher, Lilly
Lilly will look into The Office of Disability Offices at her prospective colleges for possible accommodations.	BSHS	1 time	04/08/20	04/06/21	Special Education Teacher, Lilly
Lilly will have the opportunity to take her SAT's.	BSHS	1 time	04/08/20	04/06/21	BSHS, Lilly
Lilly will continue to explore technology to assist in post-secondary education	BSHS	Daily	04/08/20	04/06/21	BSHS, Lilly

MEASURABLE ANNUAL GOAL Include: Condition, Name, Behavior, and Criteria (Refer to Annotated IEP for description of these components)	Describe HOW the student's progress toward meeting this goal will be measured	Describe WHEN periodic reports on progress will be provided to parents
When presented with the need to take notes with out guided notes or with in a lecture style note taking situation, Lilly will utilize an appropriate learned note taking strategy to assist her with taking notes in these insistences 100 % of the time.	This will be monitored during 5 day school weeks by her personal nurse and her special education case manager.	Quarterly

## Shaniya's Measurable Annual Goal

- Given a 5th grade level nonfiction reading passage Shaniya will identify key concepts and summarize the passage with 85% accuracy based upon bi-weekly assessments.
- Easy CBM assessment
- Progress reported Quarterly

## Shaniya

Postsecondary Education and Training Goal: Shaniya has a goal of attending a two year college after graduation					Measurable Annual Goal <input checked="" type="checkbox"/> Yes / <input type="checkbox"/> No (Document in Section V)	
Courses of Study: English 3, US History, Concept Physics, Algebra 1 BC, Work Readiness 3, Electives						
Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/Agency Responsible	
Participate in the SAT exam	Remote Learning and School Environment	once while in high school	6/1/2020	5/28/2021	transition counselor student	
Attend college fairs	Remote Learning and School Environment	at least once while in high school	6/1/2020	5/28/2021	transition counselor student	
Complete assessments in Naviance	Remote Learning and School Environment	at least once a year	6/1/2020	5/28/2021	transition counselor student	
*improve reading skills	Remote Learning and School Environment	daily	6/1/2020	5/28/2021	Carrick staff LEA student	
Have the opportunity to participate in PAS program	Remote Learning and School Environment	once a week for 8 weeks	6/1/2020	5/28/2021	student SOS teacher transition counselor	

MEASURABLE ANNUAL GOAL Include: Condition, Name, Behavior, and Criteria (Refer to Annotated IEP for description of these components)	Describe HOW the student's progress toward meeting this goal will be measured	Describe WHEN periodic reports on progress will be provided to parents
Given a 5th grade level nonfiction reading passage Shaniya will identify key concepts and summarize the passage with 85% accuracy based upon bi-weekly assessments.	Easy CBM assessment	quarterly

## Reminders

- Even with the best plans...
  - Lives change.
  - Adjust your plan as your needs change with time.
- Remember, you are not alone in the process...
  - Use all available resources.
  - Ask for help.



## 2020-21 Secondary Transition Series for Families




PRESENT

**TRANSITION TUESDAYS!**  
A WEBINAR SERIES  
Steps for Successful Secondary Transition Planning

 If registration is full, the webinar will be streamed on Facebook Live.

Families of youth ages 13-21 with IEPs are encouraged to attend.  
Register for the Webinar Series: [bit.ly/TransitionTuesdays2020](http://bit.ly/TransitionTuesdays2020)

**Schedule of Topics**

Sept 22 Youth/Young Adult Driven Planning	Feb 23 Thoughtful Course of Study
Oct 27 Outside Agencies Collaborating with Schools & Families	Mar 23 Transition Services & Activities
Nov 24 Transition Assessment	Apr 27 Measurable Annual IEP Goals & Post-Secondary Goals Aligned
Jan 26 Post-Secondary Education, Employment, & Independent Living Goals	May 25 Ongoing Process including Progress Monitoring & Assessment

Visit [www.pealcenter.org/transitiontuesdays](http://www.pealcenter.org/transitiontuesdays) for more information and to view recorded sessions.

### Next Session:

- May 25<sup>th</sup>
- Ongoing Process including Progress Monitoring & Assessment

### BONUS SESSION!

- Healthcare Transition
- June 22<sup>nd</sup>

Visit [www.pealcenter.org/transitiontuesdays](http://www.pealcenter.org/transitiontuesdays) to review handouts

## Resources

- [Writing Effective IEP Goals](#)
- Measurable Annual Goal Writing Check Sheet
- Considerations for Measurable Goals and Specially Designed Instruction

## All Roads Lead to NTACT:C



Visit our website <http://www.transitionta.org>



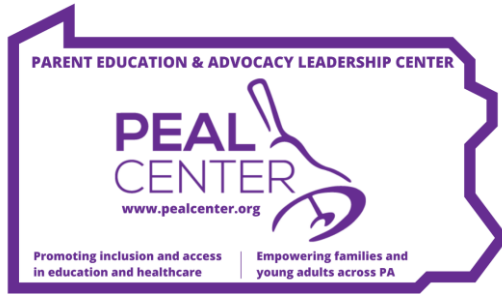
Email [ntact-collab@uncc.edu](mailto:ntact-collab@uncc.edu) or reach out to any NTACT:C partner staff you already have a relationship or connection

Sign Up Now >

Sign up for our listserv by going to the bottom of the homepage at [www.transitionta.org](http://www.transitionta.org) (can join a CoP too)

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# Thank You!



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