
How to use the transition plan to develop effective and meaningful IEP goals

Dr. Dawn Breault
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NH CoP Education Series

Meaningful

Having serious, important or useful quality or purpose.

Simple formula

Student voice/person centered planning +
backwards planning +
triangulation of goals +
age appropriate transition assessment +
the transition plan
=
meaningful annual IEP goals.

Where do we start?



Backwards planning



“To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you are going so that you better understand where you are now so that the steps you take are always in the right direction” -
Stephen Covey

Backwards planning guide

Project out of Ohio - [Educational Service Center](#) of Central Ohio

Their resource - [Person Centered Thinking & Backwards Planning Guide](#). Used for thinking, organizing and planning.

Guide continued...

Can be used as a tool to have meaningful conversations the *magic* isn't the tool, it's when the right people come together to help support the student.



Questions 3 & 4

The visual of “what else do we need to know” and “how will we find out” are fantastic conversation starters ([page 10](#)).

Question 3. What else do we need to know	Question 4. How will we find the answers?
Jay's interest seem narrow for a young man his age. Does he have other interests? How could we find more information? Does he really want to do mail order? Or is that what he knows from helping mom?	<ol style="list-style-type: none"> 1) Spend time with him in school. Observe. Interview Teachers 2) OMI- Interest inventories using videos. What sparks his desire to know more? 3) View/listen to online videos of working warehouses and determine 4) Take him out for a few hours in the community with a friend or two and see how he reacts to places he encounters and what his friends notice.
Can Jay build something instead of just hammering into scrap wood? Could this become a community engagement avenue?	<ol style="list-style-type: none"> 5) Attend Home Depot classes on weekend to build things and observe his skills. 6) Provide opportunity to observe in industrial arts classes and gauge interest. Enroll in class and monitor skill development. Possible option to have individual time with industrial arts instructor?
Jay spends most of his time with the family. He does not seem to want to be around others. Why? What makes him less comfortable with others?	<ol style="list-style-type: none"> 7) Observe with classmates. Is he more comfortable in large or small groups or neither? Does the activity matter? Does the environment matter? 8) Use JobTips Social Skills Assessment
Does Jay use technology? Could he use technology to help him stay on task, finish a task or communicate better?	<ol style="list-style-type: none"> 9) Consult with AT Consultant from SST for resources for AT assessment 10) Use OCALI's SIFT online assessment as a beginning point 11) Review records to identify technology used in past and interview teachers from previous years.
How quickly does Jay learn a task when he is given a visual schedule? Can he become independent using the schedule?	<ol style="list-style-type: none"> 12) Identify a task Jay is familiar with and has completed with limited assistance. Give visual schedule and assess effectiveness, correctness of outcome and independence. 13) Identify a task Jay has seen before, but has not mastered. Give visual schedule and assess effectiveness, correctness of outcome and independence. 14) Repeat with novel task.
Why are Jay's parents not willing to leave him alone, even for short periods of time? Has this impacted Jay's confidence in himself?	<ol style="list-style-type: none"> 15) Discuss with SSA. Has there been any issues in past that might have caused this concern? 16) Determine if there is a team members that family has a comfort level with that could have a private conversation with parents
How difficult are academics for Jay? Does he need as much help as he thinks and that he is given? Are there additional accommodations or instruction that would allow him to learn and use these skills in a functional way?	<ol style="list-style-type: none"> 17) Observe how Para is currently assisting 18) Record review to identify strategies used in the past years. 19) Consultation with ESC Specialist 20) Have Jay direct how he prefers to be instructed.

Keep in Mind: The Processes identified in Question 4 are part of the Transition Assessment process and provide Transition Assessment Data

It's a process

Deciding on goals for life after high school is a process, not a single event.

Tools to guide the process...

Something to consider:

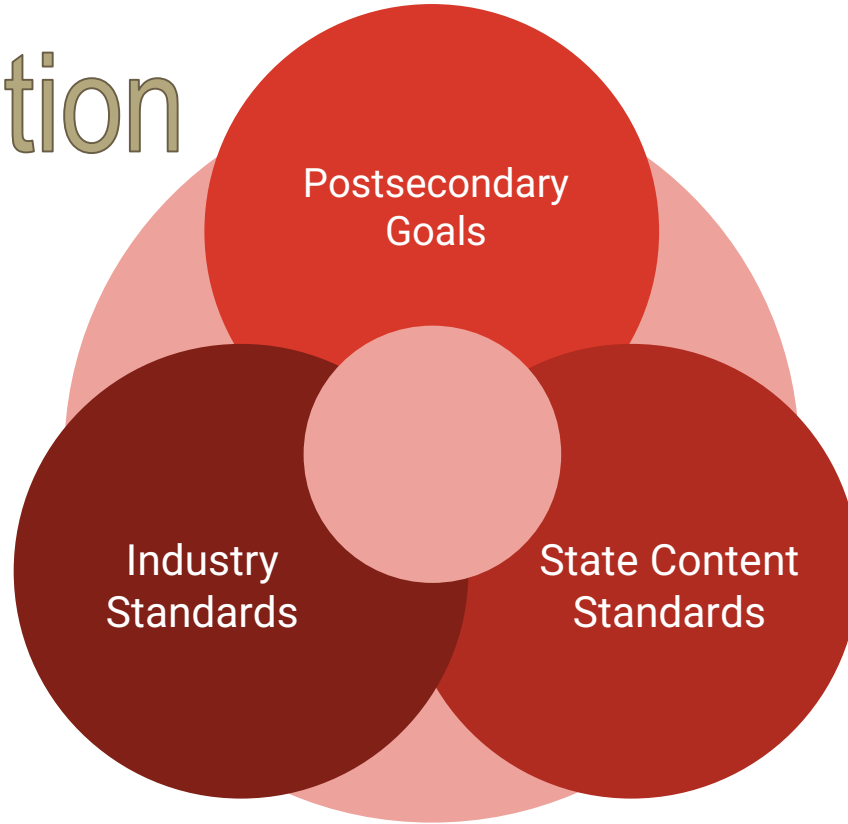
Triangulation and gap analysis can help to inform non-academic skills needed to achieve goals.



Transition gap analysis planning

When using triangulated annual goals as a tool there are three areas to consider...

Triangulation



Triangulated areas - NH specific

[Postsecondary goals - Next Steps NH](#)

[State content standards NH](#)

[Industry standards](#)

Industry standards considerations

Workforce: what skills and abilities are needed to do the job? What is the student's work tolerance? Work capacity? O*Net is a fantastic resource!

Higher Education: Offices of disability support can offer info on accommodations that may be available and admissions (and often their websites) can provide info on academic requirements needed to complete programs.

Gap analysis

Industry standards and data collected from transition assessment help to inform the gap between the students goal and their current level of skill.



Examples of triangulated IEP annual goals

[Examples - page 11](#)

Triangulation of IEP goals resources

Articles worth reading:

[Successful Transition of Students With Disabilities to 21st-Century College and Careers: Using Triangulation and Gap Analysis to Address Nonacademic Skills](#)

[Triangulated IEP Transition Goals Developing Relevant and Genuine Annual Goals](#)

Transition Assessment



Conversations

Questions that can help guide the planning process around assessment.

- What needs to be assessed?
- How will it be assessed?
- What information are we looking to discover?
- Are we aware of noticeable gaps?

Age Appropriate Transition Assessment

- An age-appropriate transition assessment must be administered annually, completed before the IEP meeting, and have the administration date clearly documented.
- This demonstrates evidence of implementation for an ongoing process of collecting data on the student's strengths, needs, preferences, and interests as they relate to the demands of current and future working, education, and independent living.

(Taken from NH DOE's PPT slide # 33 Compliance with I-13 Implementation According to IDEA and the NH Standards for the Education of Children with Disabilities dated 1/25/22)

Transition Assessment

[NSTTAC Transition Assessment Toolkit 3rd ed.](#)

[Transition Assessments - Next Steps NH](#)

Once we know the goals, gaps and standards that need to be met the transition plan can be developed.

The transition plan - it's a living document

The transition plan is a living document - federal mandates require students to pick a vocational goal/career cluster. This mandate while well intended often needs clarification.

Students and families need to understand goals are fluid and change all the time - kids are not stuck in a path simply because of a goal/career pathway on the transition plan.

Once the transition plan has been developed,
annual goals can be created.

Annual Goals

The purpose of annual goals is to provide the necessary skills, prior to school exit, that enable a student to achieve post-school goals. They are the support that builds the post-secondary goals into successful outcomes.

<https://transition.ne.gov/write-annual-iep-goals>

Annual Goals

A measurable annual IEP goal is designed to provide instruction leading to mastery of a skill, while simultaneously making progress to achieve MPSGs.

(Taken from NH DOE's PPT slide # 57 Compliance with I-13 Implementation According to IDEA and the NH Standards for the Education of Children with Disabilities dated 1/25/22)

Making meaning

Writing a well informed transition plan based on authentic data leads to meaningful annual goals.



Contact information

Dawn Breault Ed.D, C.R.C

School Counselor/Transition Coordinator

Hollis Brookline High School

24 Cavalier Court

Hollis, NH 03049

603 - 821-4477 x1129

dawn.breault@sau41.org

References

[State Performance Plan, Annual Performance Report and Indicators | Department of Education](#)

[Multi Agency Transition Planning: Person Centered Thinking and Backwards Planning Guide](#)

[Backwards Planning Chart](#)

[Annual Goals - Next Steps NH](#)

[Writing quality secondary transition IEPs that include the required elements of Indicator 13](#)

[Write the Annual IEP Goals | Transition](#)

[Successful Transition of Students With Disabilities to 21st-Century College and Careers: Using Triangulation and Gap Analysis to Address Nonacademic Skills](#)

[Triangulated IEP Transition Goals Developing Relevant and Genuine Annual Goals](#)