

Writing a Transition Plan in Illuminate (SPP-B-13)

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Today's Plan

- **Why do we have to do this?** – What the laws say
- **How do we do this?** - Step-by-step guide to creating a transition plan in Illuminate with examples
- **What else do we need to know?** – Compliance & CAPs
- **Where can I find things?** – References and Resources
- **What else?** – Questions and Answers

Why do we have to do this?

Per IDEA 2004...

- Percent of youth with IEPs aged 16 and above with an IEP that includes *appropriate measurable postsecondary goals* that are *annually updated* and based upon an *age appropriate transition assessment, transition services*, including *courses of study*, that will reasonably enable the student to meet those postsecondary goals, and *annual IEP goals* related to the student's transition services needs.
- There also must be *evidence that the student was invited to the IEP Team meeting* where transition services are to be discussed and evidence that, if appropriate, *a representative of any participating agency was invited* to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. (20 U.S.C. 1416(a)(3)(B))

When do we have to do this?

Per Michigan Administrative Rules for Special Education (MARSE, 2015)...

“For a child with a disability beginning not later than the first IEP to be in effect when the child turns **16, or younger** if determined appropriate by the IEP...” (§300.322(b)(2)).

Writing an IEP- IEP Invitation - Participants

Invited Participants

	Participant Name	Title	District Invited?
Student:	<input type="text"/>	<input type="text"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No
Parent/Guardian : *	<input type="text"/>	<input type="text"/>	Yes
District Representative (Public School Representative): *	<input type="text"/>	<input type="text"/>	Yes
MET Representative (Person able to explain the instructional implication of any evaluations): *	<input type="text"/>	<input type="text"/>	Yes
General Education Teacher: *	<input type="text"/>	<input type="text"/>	Yes
Special Education Teacher/Provider: *	<input type="text"/>	<input type="text"/>	Yes
NonPublic School Representative (Required for Service Plan):	<input type="text"/>	<input type="text"/>	Yes
Is Agency Representative Invited?:			<input type="radio"/> Yes <input checked="" type="radio"/> No

Other Invited Participants

Role Name	Participant Name	Title	District Invited?
Use Other Role			
Select a role	<input type="text"/>	<input type="text"/>	<input checked="" type="radio"/> Yes <input type="radio"/> No
Add User			

< Back Next >

RESPONSIBILITY

**SPECIAL EDUCATION TEACHER/CASE MANAGER or
SPECIAL EDUCATION SECRETARY**

DIRECTIONS FOR COMPLETION

- Special Ed. Teacher or Secretary will identify participants invited to the IEP meeting.
 - **Red *** means a required field that must be completed in order to proceed.
- Special Ed. Teacher or Secretary will choose the most applicable General Education Teacher To add **Other Participants**, choose **“Select a role”** drop down menu. Start typing name, once it appears, select it and type in title.
- To type in a name not in Illuminate (this is often an **Outside Agency**), click **Use Other Role** and blank boxes will appear to type in their name and title.

*****REMEMBER, the student and the outside agency, must have their OWN invitation.**

Inviting Outside Agencies – Additional Tips

- Outside agencies
 - Must have permission to invite, in writing, prior to creating an invitation
 - You must obtain permission to invite an outside agency before every IEP meeting. Permission DOES NOT last for an entire year/duration of the IEP.
 - ***BEST PRACTICE SUGGESTION*** - Upload a copy of the signed Permission to Invite Outside Agencies to the **Student Uploads** section of Illuminate. This is something in the discussion phase at the state level that may be required in the future.
 - To meet IDEA requirements, you should invite any outside agency that is likely to pay for or provide transition services.
 - If outside agencies are invited, each outside agency gets their OWN invitation.

Writing an IEP – Student Strengths

Student Strengths

Below is a list of student strengths. Click the 'Add' link to add a strength. Once a strength has been added, you may use its corresponding 'Edit' link to make modifications. You may use the 'Delete' link to remove the strength.

Strength

[Add](#)

Once you choose **Add**, screen opens to:

Student Strength Add

What is the strength of the student with regard to their area of eligibility? *

Save Save and Add Another

Example:

Strength

John can decode unfamiliar words using phonetic rules and context clues.

John can add and subtract single and two by two digit calculation problems.

[Add](#)

RESPONSIBILITY

- SPECIAL EDUCATION TEACHER/CASE MANAGER

DIRECTIONS FOR COMPLETION

- It is a requirement that at least one annual goal/benchmark be tied directly to a transition goal. Addressing student strengths related to desired transition outcomes is a way to ensure this.
- In narrative form, type in the strengths of the student in regard to their disability.
 - **EXAMPLE** – Math Computation - list a relative strength for each that will be tied to the student's transition goal (working in the food service industry).
 - ***Kyree, an 11th grader, is able to obtain a score of 9 at the 7th grade level on a CBM of math computation (15%ile). Based on AIMS web, Kyree is able to obtain a score of 5 at the 8th grade level on a CBM of Math Computation while the expectation is a score of 16 or more.***

Writing an IEP – Student Strengths (continued)

Be sure to include strengths for each area of transition (Community Participation, Career/Employment, Adult Living, and Post-Secondary Education/Training).

EXAMPLES

- **Community Participation:** Based on the ESTR-J, initially given on 2-21-14 updated on 9-21-17 by Mr. James, Kyree is able to comparison shop and be appropriate in the community. Alex is also able to understand the requirements for earning a driver's license. Alex understands the basics of credit, loans and large purchases.
- **Career/Employment:** Based on the ESTR-J, initially given on 2-21-14 updated on 9-21-17 by Mr. James, Kyree is able to respond well to authority figures, has good attendance, and is on time. Kyree has good hygiene and listening and verbal skills to be successful on a job. Kyree has also completed practice job applications and researched different career choices. Per student interview conducted on 9-22-17 by Mr. James, Kyree indicated he wants to work in the food service industry.
- **Adult Living:** Based on the ESTR-J, initially given on 2-21-14 updated on 9-21-17 by Mr. James, Kyree is able to use the telephone, practice good health care by getting enough sleep and exercise and he is able to dress appropriately for the weather and a variety of activities. He is able to perform light household maintenance tasks using basic tools and he is able to write notes, letters, phone messages and e-mails. Kyree is able to prepare foods that require cooking and has a basic understanding to nutrition and is able to plan balanced meals. Kyree understands the basics of money management.
- **Post-Secondary Education:** Based on the ESTR-J, initially given on 2-21-14 updated on 9-21-17 by Mr. James, Kyree is able to demonstrate self-awareness. Kyree has a basic understanding of the different educational options that are available after high school graduation. He is able to understand different post secondary career options and has developed an understanding of different post secondary career choices.

Writing an IEP – Demonstrated Needs

Demonstrated Needs

Below is a list of demonstrated needs. Click the 'Add/Edit' link to make modifications.

   [More...](#)

Area	Need
 Academic	
 Behavioral	
 Communication	
 Language needs for students with limited English proficiency	
 Communication and language for students who are deaf/hearing impaired	
 Braille instruction for students who are blind or visually impaired	
 Assistive Technology	
 Physical Education	
 Physical including accessibility within facilities/community	
 Students anticipated needs or other matters	
 Extended School Year	
Add/Edit	

Demonstrated Needs

Below is a list of demonstrated needs. Click the corresponding 'Edit' link to modify a need. Click the 'Add' link to add a need. Click the 'Delete' link to remove a need.

   [More...](#)

Area	Need
 Academic	
 Not a need this year or last year	

RESPONSIBILITY

- **SPECIAL EDUCATION TEACHER/CASE MANAGER**

DIRECTIONS FOR COMPLETION

- Click [Add/Edit](#).
- Eleven areas will be displayed.
 - If a need is demonstrated in an area, click 
 - For every area there is not a need, click **“Not a need this year or last year.”**

Writing an IEP – Demonstrated Needs *continued* (#1)...

Yes, there is a demonstrated need in this area, which must be addressed in this IEP

- Yes, there is a demonstrated need in this area, which must be addressed in this IEP.
- Yes, there is a demonstrated need in this area, but this need does not have to be addressed in this IEP.
- No, there is not a demonstrated need in this area, but there was a need in this area last year.
- No, there is not a demonstrated need in this area, and there was not a need in this area last year.

What is the strength of the student?

What is the assessment source used to identify this need?

Describe the Demonstrated Need Using Baseline Data.

What is the impact of this need? (eg. This will impact the student's ability to...)

Select 'Yes' for all the areas in the IEP this Demonstrated Need must be addressed.

Supplemental Aids/Services

Yes No

Goals/Objectives

Yes No

Transition Plan

Yes No

Transportation

Yes No

RESPONSIBILITY

- **SPECIAL EDUCATION TEACHER/CASE MANAGER**

DIRECTIONS FOR COMPLETION

- Choose the strength from the drop down menu.
- Choose the assessment source used.
- “**Demonstrated Need Using Baseline Data**” is your narrative description about skill deficits. **Use data driven information.**

EXAMPLES

Career/Employment Need: Based on the ESTR-J and the student interview (9-22-17), Kyree needs to develop skills related to accepting payments and making change. This is a skill identified by *ONET industry standards, for careers in the food service industry.

Communication/Community Participation Need: Based on the ESTR-S and parent interview (9-18-17), Chris needs to develop skills related to communicating his needs and wants in a way that can be universally understood by others in the community.

Writing an IEP – Demonstrated Needs *continued* (#2)...

THE IMPACT STATEMENT

What is the impact of this need? (eg. This will impact the student's ability to...)

Math Calculations/Reasoning

- Math Calculations/Reasoning - These deficits impact the student's ability to read grade level math problems
- Math Calculations/Reasoning - These deficits impact the student's ability to successfully solve grade level math problems
- Math Calculations/Reasoning - These deficits impair the student's ability to perform math calculations at grade level.
- Math Calculations/Reasoning - These deficits make it difficult for the student to complete any task in the general curriculum at his/her grade level involving numeration or number order.
- Math Calculations/Reasoning - The student's deficits make it difficult for the student to complete any task at his/her grade level involving counting money.
- Math Calculations/Reasoning - The student's inability to tell time impacts his/her participation in following the routine of his/her day.
- Math Calculations/Reasoning - This will make it difficult for the student to complete any task in the general curriculum at his grade level involving number recognition.
- Math Calculations/Reasoning - This will make it difficult for the student to complete some tasks in the general curriculum at his/her grade level involving addition and subtraction with regrouping.
- Math Calculations/Reasoning - ~~This will negatively impact the student's ability to perform math calculations at grade level~~
- Math Calculations/Reasoning - Transition/Post-Secondary - These deficits impact the student's ability to successfully perform math calculations, reasoning and money tasks and to achieve his/her post-secondary goals.
- Math Calculations/Reasoning - Transition/Post-Secondary - The student's inability to tell time impacts her/her participation in following the routine of his/her day and achievement of his/her post-secondary goals.

What is the impact of this need? (eg. This will impact the student's ability to...)

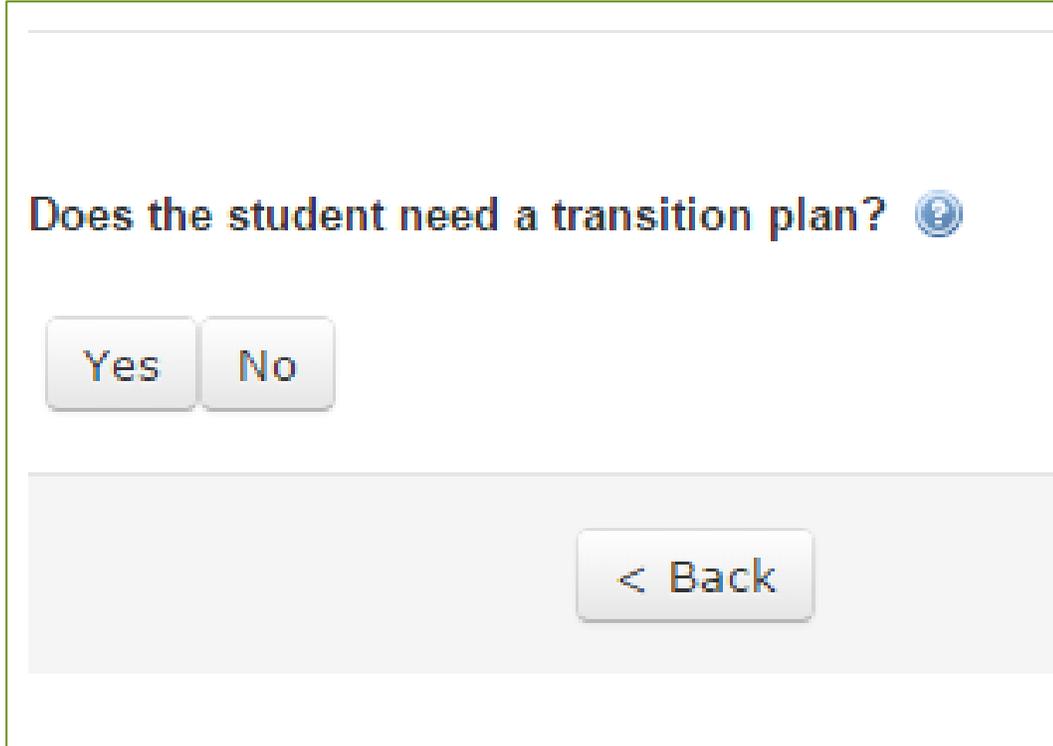
Transition/Post-Secondary

- Transition/Post-Secondary - The student's inability to follow directions from a teacher and/or employer impacts the student's time on task, his/her academic progress and achievement of his/her post-secondary goals.
- Transition/Post-Secondary - This deficit impacts the student's ability to be independent in their adult life.

DIRECTIONS FOR COMPLETION

- For each need, identify it's impact from the drop-down menu. This is how we tie goals to transition.
- Choose one of the impacts related to transition for an academic need or a need from another domain for a student who is going to be 16 or older.
- There is also an option if the need is only related to Transition/Post Secondary

Transition Plan (required 16 yr. old & up)



Does the student need a transition plan? 

Yes No

< Back

RESPONSIBILITY

SPECIAL EDUCATION TEACHER/CASE MANAGER

DIRECTIONS FOR COMPLETION

- Students require a transition plan starting on their 16th birthday through graduation or aging out at age 26 (whichever comes first)
- Choose “**Yes**” if the students will turn 16 years old during the year of this IEP or are already above the age of 16.
 - *****REMEMBER** a transition plan is begun when a student will be **16, or younger**, if determined appropriate by the IEP

Transition Plan (required 16 yr. old & up...*continued*)

If you choose Yes to Transition Plan, the following will appear:

Transition Plan

NOTE: If this Transition Plan was added on accident, then [click here to remove it](#)

Agency Invited Save

Agency representatives were not invited explain why below.

Student Invited Save

The student was invited.

Student Attendance Save

The student was not in attendance explain what steps were taken to ensure that the student had input into their preferences and goals below.

< Back
Next >

RESPONSIBILITY

SPECIAL EDUCATION TEACHER/CASE MANAGER

DIRECTIONS FOR COMPLETION

- If Agency Representatives were **not invited**, you will need to explain why.
 - **EXAMPLE** - *Consent to obtain community agency was not received by parent. Parents were provided agency contact information with agency descriptions of services.*

Rationale for Outside Agencies NOT Being Invited

- If outside agencies were not invited, you must provide a reason why they were not invited
 - **Examples from SPP-B-13 “Double Check Compliance Checklist” (#2,3)**
 - “Student/Parent/Guardian refused to give consent for outside agency.”
 - “Student/Parent/Guardian brought outside agency (name of agency) to the IEP team meeting.”
 - “After conversation with parent/guardian, it is believed outside agencies do not need to be involved at this time and will be considered at a later date.”

Transition Plan – Transition Planning

There are four areas for Transition Planning:

- 1. Adult Living**
- 2. Career/Employment**
- 3. Community Participation**
- 4. Postsecondary Education/Training**

Questions to consider when writing a transition goal:

- ***Adult Living***
 - As an adult, where does the student want to live (city/town), with whom (self, friend, family, spouse) in (apartment, house, group home)?
 - Does the student know how to prepare basic meals, clean, do laundry, pay bills, manage a financial budget?
- ***Career/Employment***
 - As an adult, what kind of work does your student want to do?
 - How does the student want to earn a living?
- ***Community Participation***
 - As an adult, what activities does the student like to do for fun?
 - What clubs, sports, or organizations is the student currently involved in or want to join?
 - Can the student access transportation, navigate to key places in the community, or identify how to find out this information?
- ***Post-Secondary Education/Training***
 - As an adult, what additional education or training does the student need for his/her career?
 - What preparation is needed for the student to reach their employment goal? College? Vocational?
 - If no further education, training on how to perform the job by a job coach?

Transition Plan – Goal Writing Formula

Transition Goal

Adult Living: Write a goal with the student regarding where he/she will live based on his/her goal for adult living.

Formula

Based on the initial *name of transition assessment* conducted on *date of initial assessment* by *name of teacher*, updated by *name of current teacher* on *date of current assessment*, *name of student* scored a *results of assessment* in *name of transition area*. ****Name of student* can *briefly describe present levels*.***

After graduation, *name of student* **WILL** *briefly describe the skill student will be able to do.*

RESPONSIBILITY

SPECIAL EDUCATION TEACHER/CASE MANAGER

DIRECTIONS FOR COMPLETION

Each transition area must contain the following information:

1. The name and date of the initial transition assessment, including the name of the who gave the initial assessment.
2. The name of the teacher who updated the transition assessment and the date it was updated.
3. Results of the transition assessment.
4. Present levels of performance in that area.
5. A “**will**” statement describing the skill the student will be able to do after graduation/program completion.
 - **DO NOT** describe what the student **WILL NOT** be able to do.

Transition Plan – Example Goals

Career/Employment: Kyree's EDP is updated and on file. His career pathway is human services. Based on the ESTR-J and the student interview (9-22-17; initial ESTER-J was given to Kyree on 9-8-14 by his special education teacher, Mr. James) after graduation, Kyree states he will have a job working as a cashier or line cook in a restaurant. Currently, Kyree can count coins and bills up to \$100 and is learning to make change.

Communication/Community Participation: Chris's EDP is updated and on file. Based on the ESTR-S and parent interview (9-18-17; initial ESTR-S was given to Chris on 9-5-13 by his special education teacher, Ms. Smith) upon completion of his school program, Chris will participate in community activities such as shopping, eating out at restaurants, going to movies, and attending sporting events. Chris can currently use an AAC device to communicate his food choices during lunch.

Transition Plan – Activities (Transition Services)

Transition Area : **Adult Living**

Is there a need for an activity in this area?

Yes No

Goal Area Adult Living

What area would you like the activity in? *

Activity

Person/Agency Responsible

Timeline For Completion 11/10/2014

Save

RESPONSIBILITY

SPECIAL EDUCATION TEACHER/CASE MANAGER

DIRECTIONS FOR COMPLETION

1. Choose **Yes** and select at least **ONE** activity for each area of transition: Adult Living, Career/Employment, Community Participation, and Postsecondary Education/Training
- **Activity** – These are the steps that can be taken in the life of this IEP to help the student make progress towards accomplishing his or her post-secondary transition goal.
 - **Person/Agency Responsible** – Can be a variety of people: parent, student, school counselor, special education teacher, etc. (use titles, not specific names of individual people)
 - **Timeline for Completion** – Choose date **one day prior** to the expiration of this annual IEP.

Transition Plan – Activities (Example 1)

Goal Area **Adult Living**

What area would you like the activity in? *

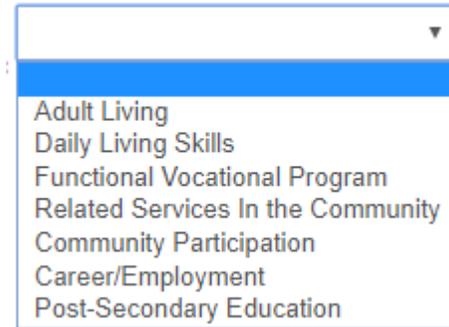
Activity

Person/Agency Responsible

Timeline For Completion 

Goal Area is automatically selected

Activity Area: *Career/Employment*



- Adult Living
- Daily Living Skills
- Functional Vocational Program
- Related Services In the Community
- Community Participation
- Career/Employment
- Post-Secondary Education

Activity: *Kyree will count coins and bills to make correct change up to \$100 for mock purchases.*

Person/Agency Responsible: *Student and designated case manager*

Timeline for Completion: *10/10/2018*

Transition Plan – Activities (Example 2)

Goal Area **Adult Living**

What area would you like the activity in? *

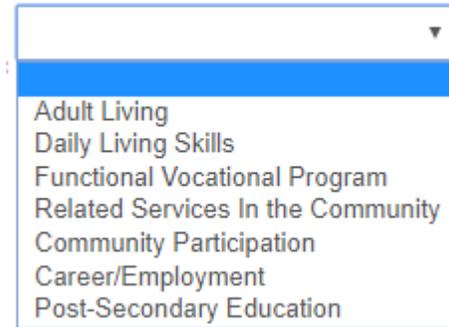
Activity

Person/Agency Responsible

Timeline For Completion 

Goal Area is automatically selected

Activity Area: *Community Participation*



- Adult Living
- Daily Living Skills
- Functional Vocational Program
- Related Services In the Community
- Community Participation
- Career/Employment
- Post-Secondary Education

Activity: *Chris will use his AAC device to communicate choices related to food, activities, and entertainment.*

Person/Agency Responsible: *Designated case manager, parents/family members, CLS worker*

Timeline for Completion: *10/10/2018*

Transition Plan – Course of Study

Course of Study

What is the student's course of study?

General and/or special education classes leading to a diploma

Course of study leading to a certificate of completion

RESPONSIBILITY

SPECIAL EDUCATION TEACHER/CASE MANAGER

DIRECTIONS FOR COMPLETION

Choose one or the other based on the student's course of study.

BEST PRACTICE SUGGESTION

Upload a copy of the student's current transcript to the **Student Uploads** section of Illuminate. This is something in the discussion phase at the state level that may be required in the future.

Transition Plan - Student Rights

Student Rights

Since the student is or will be 17 during this IEP duration, the following were performed:

The student and family were informed of parental rights that will transfer to him/her at age 18

Since the student is or will be 18 during this IEP duration, the following were performed:

The student and parents were informed of the parental rights that transferred to the student at age 18

There is a guardian established by court order

The guardian is:

RESPONSIBILITY

SPECIAL EDUCATION TEACHER/CASE MANAGER

DIRECTIONS FOR COMPLETION

- Select one of **the** options based on the age of the student.
- If the 3rd option, “There is a guardian established by court order,” ensure that:
 1. The court order is in the student’s CA-60
 2. Provide the first and last name of that guardian.
- In the year in which a student turns 17, provide them with a copy of the **“Reaching the Age of Majority”** handout, and document that you provided this to the student and parent/guardian in the **Other Considerations** section of the IEP.

This is the last page of the Transition Plan section, however...

Annual IEP Goals

You MUST tie at least one of the annual IEP goals or benchmarks (not objectives) to transition services/activities.

BEST PRACTICE SUGGESTION

Use [O*NET](#) industry standards in your IEP goal.

A simple way to do this is to add a clause to the annual IEP goal that ties back to how the student will accomplish the transition activity within the life of this IEP.

See examples on the following two slides.

Transition Plan – Tying IEP Goals to Transition Services

TRANSITION GOAL

Career/Employment: Kyree's EDP is updated and on file. His career pathway is human services. Based on the ESTR-J and the student interview (9-22-17; initial ESTER-J was given to Kyree on 9-8-14 by his special education teacher, Mr. James) after graduation, Kyree states he will have a job working as a cashier or line cook in a restaurant. Currently, Kyree can count coins and bills up to \$100 and is learning to make change.

TRANSITION ACTIVITY

Career/Employment: Kyree will count coins and bills to make correct change up to \$100 for mock purchases.

ANNUAL IEP GOAL

Math Computation: Based on Kyree's choice of cashier or line cook in the career pathway of human and O*NET industry standards, when given an AIMS Web Math Computation assessment, Kyree will solve word problems related to money and receive a score of 10 at the 8th grade level, by the end of the IEP.

Transition Plan – Tying IEP Goals to Transition Services when O*NET Industry Standards are Not Applicable

TRANSITION GOAL

Communication/Community Participation: Chris's EDP is updated and on file. Based on the ESTR-S and parent interview (updated 9-18-17; initial ESTR-S was given to Chris on 9-5-13 by his special education teacher, Ms. Smith) upon completion of his school program, Chris will participate in community activities such as shopping, eating out at restaurants, going to movies, and attending sporting events. Chris can currently use an AAC device to communicate his food choices during lunch.

TRANSITION ACTIVITY

Communication/Community Participation: *Chris will use his AAC device to communicate choices related to food, activities, and entertainment.*

ANNUAL IEP GOAL

Communication/Community Participation: Based on Chris' plan to participate in community activities such as shopping, eating out at restaurants, going to movies, and attending sporting events, Chris will increase the number of words said spontaneously by activating his communication device by 10 new words related to community activities by the end of the IEP year.

Other Considerations



The screenshot shows a web form with the following elements:

- A title "Other Consideration" at the top left.
- A text input field with the placeholder text "Other Considerations".
- Navigation buttons at the bottom left: "< Back" and "Next >".

RESPONSIBILITY

SPECIAL EDUCATION TEACHER/CASE MANAGER

DIRECTIONS FOR COMPLETION

- Document the evidence that the student's needs (strengths, preferences, interests, etc.) were considered.

EXAMPLES

- "Throughout the IEP, (student's name) discussed his/her strengths, post-secondary transitional needs, and goals. Additionally, he/she also spoke about the accommodations he/she uses during his/her classes. He/she contributed to his/her IEP.
- "(Student's name) attended the meeting and contributed to his/her IEP to the maximum extent possible. His/her strengths, post-secondary transitional needs, and goals were discussed and considered. Additionally, the team spoke about the accommodations and supports he/she uses throughout his/her school day."

SPP-B-13 File Review

- Transition plans are randomly chosen by the State annually for a compliance review
- April 1, 2018 is the cut off date for this school year
- Corrections/amendments cannot be made after this date
- Files that are not compliant are subject to a Corrective Action Plan (CAP) from the State

References/Resources

- [IDEA, 2004](#)
- [MARSE, 2015](#)
- [Newaygo County RESA](#)
- [O*NET](#)
- [My Next Move](#)
- [Berrien RESA “Double Check”](#)
- [B-13 Compliance Checklist](#)
- [B-13 Training Manual from MDE](#)
- [Berrien RESA Permission to Invite Outside Agencies](#)
- [Berrien RESA “Reaching the Age of Majority”](#)

Questions

