

# Transition Outcomes Project (TOPs) Training

## Missouri Department of Elementary and Secondary Education Special Education

Dr. Ed O'Leary

### Purpose

The purpose of the Transition Outcomes Project Training is to:

1. Assist educators and others in understanding and meeting the transition requirements of IDEA 2004
2. Train individuals on result driven model for transition services that is consistent with IDEA transition requirements and improve the graduation rates and post school outcomes of students with disabilities.
3. Demonstrate the effectiveness of providing and delivering secondary special education and transition services to students and families through the IEP.
4. Provide the knowledge and skills necessary to obtain and use baseline data for decision making and systems improvement.
5. Share information on the TOPs Project baseline and follow-up data.
6. Implement a process for gathering baseline data and implementing strategies to meet the transition requirements of IDEA and Indicator 13 in the State Performance Plan.

### Intended Outcomes

The following are the intended outcomes of this activity:

1. Special educators, administrators, and others will have an understanding of how to meet the transition requirements of IDEA, Indicator 13 and the transition needs of student and families.
2. Special educators, administrators, and others will have concrete examples and the tools necessary to address the transition needs of students with disabilities.
3. Through the Transition Outcomes Project, local district personnel will know the nature and extent of the problem(s) schools are facing in meeting the transition requirements of IDEA and Indicator 13 in the SPP.
4. Through the Transition Outcomes Project, districts and schools will use data collected through the project to improve the quality and delivery of transition services to students with disabilities and show improvement in meeting the transition requirements.
5. Participants will increase their knowledge about the IDEA 2004 transition requirements and learn how to conduct file reviews for data based decision making.

## Order of TOPs Implementation Steps

- a. **Phase 1** – Identification and Commitment from Local Districts (Training of Core Team)
- b. **Phase 2** - IEP Reviews (File Reviews for baseline data)
  - i. All or a % of files are reviewed
  - ii. A student must be 15 years old and will turn 16 during the duration of the IEP that is reviewed
  - iii. A <sup>26</sup><sub>37</sub> item check list is used to guide the file review. The checklist items support transition program planning and required transition compliance.
- c. **Phase 3** - Report Findings, Set Target goals/Timelines, Brainstorm Strategies
  - i. Graphs compare school data with state data
  - ii. School team sets priorities and determines their own goal except for Indicator 13 items
  - iii. Action Steps are planned by the school team: How will they meet their goal ?  
What will be the action that changes the current data?
- d. **Phase 4** – Implementation and Follow Along
  - i. The action steps are implemented and monitored consistently
  - ii. Procedures are carried out and a process of communication is maintained with the team
- e. **Phase 5** – Follow-up Reviews/Report of Final Results
  - i. Year 1 File Review
  - ii. Baseline data compared with year 1 data
  - iii. Goal Setting and Action Planning Continues

Student Name: \_\_\_\_\_ Date of IEP: \_\_\_\_\_

## Form C: Post-Secondary Transition Plan

This plan was developed considering the individual student's needs, preferences and interests. This plan must be completed, beginning not later than the first IEP to be in effect when the student turns 16, and updated annually.

### EDUCATION/TRAINING (REQUIRED)

<b>POSTSECONDARY GOAL(S)</b>	(What the child will do after graduation from high school.)
<b>TRANSITION SERVICES</b>	(May include: instruction, related services, community experiences, the development of employment and other post-school adult living objectives, acquisition of daily living skills or provision of a functional vocational assessment that will be provided before graduation to help the child reach the stated postsecondary goal)
<b>Responsible Agency/Person</b>	<b>List Transition Services</b>
School	
Student	
Parent	
Outside Agency (specify agency) _____	
<b><u>COURSE OF STUDY</u></b>	Attach four year plan or list courses below: (Courses enrolled in this school year)  (Courses to be completed before graduation)

### EMPLOYMENT (REQUIRED)

<b>POSTSECONDARY GOAL(S)</b>	(What the child will do after graduation from high school.)
<b>TRANSITION SERVICES</b>	(May include: instruction, related services, community experiences, the development of employment and other post-school adult living objectives, acquisition of daily living skills or provision of a functional vocational assessment that will be provided before graduation to help the child reach the stated postsecondary goal)
<b>Responsible Agency/Person</b>	<b>List Transition Services</b>
School	
Student	
Parent	
Outside Agency (specify agency) _____	
<b><u>COURSE OF STUDY</u></b>	Attach four year plan or list courses below: (Courses enrolled in this school year)  (Courses to be completed before graduation)

Student Name:

Date of IEP:

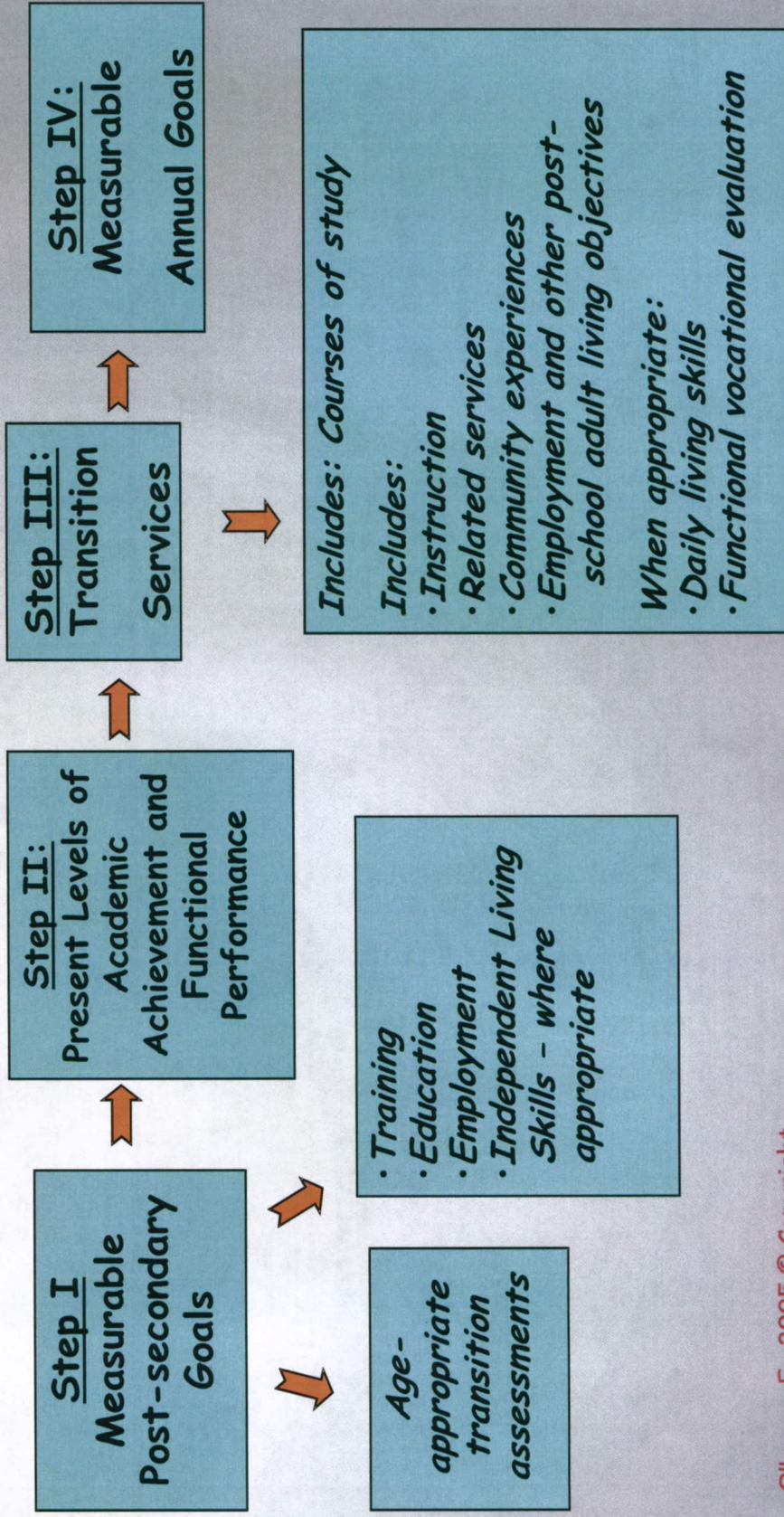
## INDEPENDENT LIVING (IF APPROPRIATE, Refer to Independent Living Goal Worksheet)

<b>POSTSECONDARY GOAL(S)</b>	(What the child will do after graduation from high school. )
<b>TRANSITION SERVICES</b>	(May include: instruction, related services, community experiences, the development of employment and other post-school adult living objectives, acquisition of daily living skills or provision of a functional vocational assessment that will be provided before graduation to help the child reach the stated postsecondary goal)
<b>Responsible Agency/Person</b>	<b>List Transition Services</b>
School	
Student	
Parent	
Outside Agency (specify agency) _____	
<b><u>COURSE OF STUDY</u></b>	Attach four year plan or list courses below (Courses enrolled in this school year)  (Courses to be completed before graduation)

Student will graduate by:  earning required credits  meeting IEP goals and objectives.

Anticipated month and year of graduation: \_\_\_\_/\_\_\_\_

# IDEA 2004 IEP Results Process for Transition Services

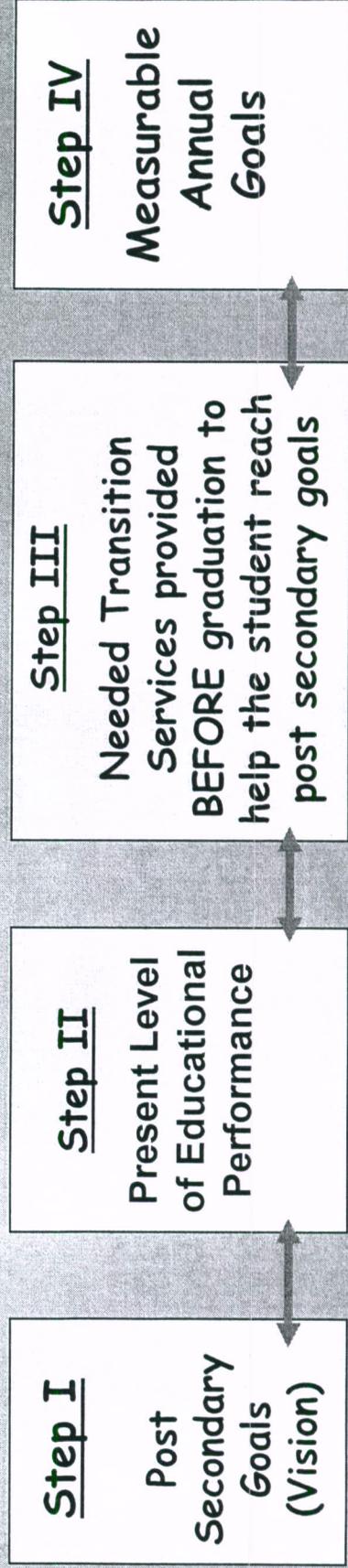


# IEP Process for Transition Services

## IEP Process of the Past



## IEP Process of the Present/Future



TOPs  
Transition Improvement Action Plan  
2009-10  
Excerpts from Nevada Action Plan

**Team: Nevada High School**

Date April 7, 2009

District: Nevada R-V

Baseline File Review Date: March 11, 2008

Year 1 File Review Date: March 27, 2009

Report-Out Meeting Date: April 7, 2009

TOPs Requirement Sections and Questions	Baseline 2008	GOALS	Year 1 2009	PRIORITY	Action Steps for Improvement School-Teacher "Fix" District "Quick Fix" District "Not-so-quick Fix"	TA Needs	Individuals Responsible	Timeline
<b>Student Invitation and Participation</b> 1. Student Invitation	5.6	100	98.8	*	<u>Invitation and Participation in the IEP Meeting</u>  For every student of transition age, the student is involved in planning the meeting date and time. He/She receives verbal or written invitation and method is documented on the back of the Notice of Meeting.	Training		8/2009

	Base Line	Goal	Year 1	Goal				
<b>PLAA &amp; FP</b>	97.2	100	100	100	*	Teachers will cross reference their IEP with the Transition Checklist to verify that there is a PLAA & FP	Training	8/2009
<b>Transition Services</b>								
13. Are there measurable postsecondary goals (MPG) in education, training, employment and independent living?	45.8	90	100	100	*	Teachers will cross reference their Form C with the Transition Checklist to verify that there are measurable post secondary goals in the domains of education/training, employment, and independent living.		8/2009
-education/training	34.7	90	100	100	*	Teacher will utilize a peer review system before sending IEP to Process Coordinator		8/2009
-employment	31.9	90	100	100	*			
-independent living								
15. For each MPG is there evidence of transition assessment?	6.9	95	100	100	*	Teachers will cross reference their Form C with the Transition Checklist to verify that there is evidence of transition assessment for each Measurable Post Secondary Goal. Teachers will also utilize a peer review system before sending IEP to Process Coordinator	Training	8/2009

16. For each MPG is at least one transition service listed in; instruction, related services, community experiences, employment and other post-school adult living, daily living and functional vocational evaluation?	Base line	Goal	Year 1	Goal 1	*			
-instruction	83.3	85	98.8	100		The following set of actions will be used for all parts of Question #16: --Teachers will cross reference their Form C with Transition Checklist to verify that there is evidence of at least one transition service for each Measurable Post Secondary Goal. --Teachers will utilize the Transition Services Draft Document by Ed O'Leary & Wendy Collison --Teachers will also utilize a peer review system before sending IEP to Process Coordinator	Training	8/2009
-related services	4.2	50	36.5	50			Training	8/2009
-community experience	4.2	50	75.3	50			Training	8/2009
-employment & other post-school adult living	37.5	90	98.8	100			Training	8/2009
-daily living	33.3	50	98.8	50			Training	8/2009
-functional vocational evaluation	4.2	50	30.6	50				
18. Are transition services designed within a results oriented process?	48.6	90	100	100		Item 18-Teachers will cross reference the PLEP section, the Annual goals & Form C of the student's IEP with the Transition Checklist to verify that transition services are designed with a results oriented process in mind. There should be a communication between all parts that lead toward a results in the student being able to achieve their measurable post secondary goals Teachers will also utilize a peer review system before sending IEP to Process Coordinator.		8/2009