

Writing Standards-Aligned IEPs for Transition: “Need to Know”

II. PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (PLAAFP)

Include the following information related to the student, addressing each bullet:

- Brief paragraph to introduce student, including age, graduation date, disability, current placement and school, any services such as speech, OT, PT, and post-secondary goals.
- **Present levels of academic achievement** (e.g., most recent evaluation of the student, results of formative assessments, curriculum-based assessments, transition assessments, progress toward current goals)
 - *Helpful to address by skill area: Reading, Writing, Math, etc.*
 - *Include at least three of the four kinds of assessment and interpret results:*
 - *Summative: PSSA, SAT*
 - *Benchmark: 4Sight/ other assessment aligned to grade level standards*
 - *Formative: Progress monitoring data on current IEP goals, classroom assessment; progress towards achieving academic standards/anchors*
 - *Diagnostic Assessment: If relevant*
 - *Other measurable data that acts as baseline for current goals*
 - *Include both Instructional level AND grade level information*
 - *Input from teachers including grades (if relevant)*
 - *Listening comprehension (esp. if reading is an area of need)*
 - *Specially designed instruction that works for the student*
 - *Any assistive technology*
 - *How does academic achievement relate to/ impact reaching his/her future goals?*
- **Present levels of functional performance** (e.g., results from a functional behavioral assessment, results of ecological assessments, progress toward current goals)
 - *Functional behavioral assessment and relevant behavioral data*
 - *Social, behavioral skills*
 - *PT, OT, mobility*
 - *Self help, Activities of Daily Living (ADL)*
 - *Organizational skills if not addressed with academics*
 - *Progress monitoring data related to any related goals*
 - *Ecological assessment data*
 - *Recreation, community participation*
 - *Relevant social information*
 - *Relevant health information*
 - *Agency support if appropriate*
 - *Summary of relevant information from other agencies*
 - *How does the functional performance relate to the student reaching his/her future goals?*

- **Present levels related to current postsecondary transition goals** if the student's age is 14, or younger if determined appropriate by the IEP team (e.g., results of formative assessments, curriculum-based assessments, progress toward current goals)
 - *Name assessments used*
 - *Describe and interpret results of assessments of interests, preferences*
 - *Describe the student's goals for each of the three areas (update annually):*
 - *Postsecondary Education*
 - *Employment*
 - *Independent Living*
 - *Remember that if any goal area is not needed, the present education levels must document WHY*

- **Parental concerns** for enhancing the education of the student (always include a statement, don't leave blank)
 - *Parent transition survey information*
 - *Other relevant parent information regarding student strengths, needs*
 - *Information provided by parent regarding agency supports*

- **How the student's disability affects involvement and progress in the general education curriculum**
 - *How does the information presented in the previous sections impact the student's ability to be successful in the curriculum?*
 - *How might the disability affect the student's ability to be successful in his/her post-secondary goals? Are there gaps?*

- **Strengths**
 - *Examples: Academic strengths, self determination, work related behaviors, etc.*

- **Needs:** Academic, developmental, and functional Needs related to student's disability
 - *A **prioritized list** of the skill deficits that must be addressed in order for the student to meet his/her post-secondary goals: For example:*
 - *Joe needs to develop pragmatic language skills for classroom and job settings*
 - *Joe needs to increase on-task behavior during independent work*
 - *Joe needs to improve skills with solving algebraic equations*
 - *Joe needs to develop use of conventions when writing and editing*
 - *Joe needs to develop self advocacy skills in requesting accommodations*
 - **Reminder:** Each listed Need must be met through:
 - **Measurable Annual Goals, or**
 - **Transition services and activities, or**
 - **Specially designed instruction/related services**

**Remember: All information should relate to the student's future.
BE CLEAR AND CONCISE!!!**

III. TRANSITION SERVICES

For each area: Post-Secondary Education and Training / Employment / Independent Living

“ _____ has a goal of _____.”

(circle **YES** for Measurable Annual Goal and complete the rest of this section of the Grid)

OR, if a goal area is NOT needed—based on data in the Present Levels:

“The IEP team has determined that a goal for this area is not needed at this time.”

(Leave the rest of this section of the Grid BLANK- but be sure to document WHY in PLAAFPs!)

Measurable Annual Goal
Yes/No
(Document in Section V)

Courses of Study: **List by name, update when courses change**

Service/Activity	Location	Frequency	Projected Beginning Date	Projected Ending Date	Person(s)/Agency Responsible
<p>Under each goal area, include at least one service that <u>addresses a skill deficit and links to a Measurable Annual Goal (MAG)</u></p> <p><i>*May use bold and asterisk to identify services linked to MAGs</i></p>	<p>Where?</p> <p>School? Community? CTC?</p>	<p>How often</p> <p>Might be “during the school day”</p> <p>NOT “As Needed!”</p>	<p>dd/mm/yy</p>	<p>dd/mm/yy</p>	<p>Usually LEA. If student or parent is listed, LEA must be listed to provide support</p> <p>Only list an agency if they have fully agreed!</p>
<p>List <u>activities</u> that the school will do to support the student in achieving his/her post-secondary goal (s) for each of the three areas</p>	<p>Where?</p> <p>School? Community? CTC?</p>	<p>How often</p> <p>Might be “during the school day”</p> <p>NOT “As Needed!”</p>	<p>dd/mm/yy</p>	<p>dd/mm/yy</p>	

V. GOALS AND OBJECTIVES: *Checking your goals/objectives:*

- A. ___ Does the goal/objective build skills needed to achieve academically and also reach post-secondary goals?
- B. ___ Are academic goals aligned to Standards, Assessment Anchors, or elements from the Curriculum Framework?
- C. ___ Does the goal/objective contain all four required parts?
 - i. ___ Condition
 - ii. ___ Student’s Name
 - iii. ___ Clearly Defined Behavior
 - iv. ___ Performance Criteria (How well, How many times , How frequently will progress be monitored)
- D. ___ Is it truly measurable– can the data collection strategy be implemented as described?

Checking Your IEP for Alignment	
Present Levels of Academic Achievement and Functional Performance (PLAAPF): Baseline information that provides a starting point	
Needs: Prioritized areas of need that must be addressed in the Grid	
Grid: Services or Activities to help the student to achieve his/her post-school goals. Each MAG must be referenced on the Grid.	
Measurable Annual Goal:	
Progress Monitoring (how, when):	