Pulling It All Together!

*Developing Student-Centered IEP Goals Based on College and Community Experiences*

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Hello & Welcome!

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- Transition Coordinator for Newton Public Schools in Newton, MA
- 15+ years working with transition age youth & supporting students as they access higher education
- Loves to discuss all things transition with students, families, and colleagues
What will we be discussing today?

- How to capture community & college based experiences to develop IEPs
- Creating IEP goals and objectives/benchmarks
- Questions?
Every day is a transition planning day!

- For transition age youth, the community is the classroom as well as the “general curriculum”
  - *How does the disability impact access to the community?*

- View everything the student does through a transition lens
  - *Getting to campus, being on campus, being in the community, preparing to be in the community*
What role does the IEP play?

- The IEP tells the story of the student by:
  - Highlighting strengths
  - Explaining disability related needs
  - Identifying next steps
  - Creating a plan to develop skills through specialized instruction and meaningful experiences
  - Noting other important pieces of information/considerations
A few things to consider...

- Every college experience is different
- Every connection between K-12 & higher education is different
- If you’ve read one IEP, you’ve read one IEP!
  - An IEP goal for one young adult could be an objective for another young adult
  - Writing styles will differ
- How the college/community experience is embedded in the IEP will differ
- Discussion will lead the team to identify what the IEP should focus on
What is the student’s vision?

- Gather and utilize Transition Assessment info
- Develop a transition action plan
- Identify goals and objectives, develop IEP
- Monitor Progress
Finding goals in the community

- Student’s vision
- Experiences
- Disability related needs

Goal areas!
Mei’s Day on Campus

- Uses a combination of public transit, para-transit, & ride sharing to get to and from campus
  - Possible goals: travel training, communication, independence
- Takes 2 classes: 1 on campus, 1 online
  - Possible goals: academics, independence, self-advocacy, time management
- Competitively employed in the community, interning on campus
  - Possible goals: employment, independence, self-advocacy, problem solving
- Brings lunch and eats on campus with friends
  - Possible goals: communication, self-determination, independence, life skills
- Participates in the anime club and chorus on campus
  - Possible goals: communication, self-advocacy, independence, time management
Dennis’ Day on Campus

- Taking public transportation to and from campus
  - Possible goals: Travel training, communication, independence

- Attends 1 class
  - Possible goals: academics, independence, self-advocacy, time management

- Buys and eats lunch on campus with friends
  - Possible goals: independence, self-determination, time management

- Interns in the admissions office
  - Possible goals: employment, independence, self-advocacy, time management

- Meets with a study group weekly
  - Possible goals: time management, social pragmatics, communication

- Works out at the campus gym 3 times per week
  - Possible goals: self-determination, life skills, time management
So should every experience be in the IEP?

- Start by discussing what the disability related needs are
  - *If a student is already doing something independently and doesn’t need further skill development, celebrate!*

- Discuss what needs to be broken down into “a challenging, yet attainable goal” for that IEP cycle

- Use the discussion to guide goal development
  - *Considering combining goals or meshing aspects of goals together*

  - *Differentiate between action steps, goals, and benchmarks/objectives*

  - *Remember...students need to make progress!*
    - *Don’t overwhelm students with too many IEP goals and objectives*
What role does the IEP play?

- IEP development follows wherever the student goes!
  - *Diverse experiences create a thorough IEP*

- Instruction, successes, challenges, and learning travel with the student

- Goals don’t need to be divided into “classroom” and “community”
  - *What does the student need to make progress towards his/her vision?*
  - *How do we address the need?*

- Create goals that reflect a student’s vision, current performance, and needs
  - *No minimum or max number of goals*
  - *Goals don’t need to have specific labels*
  - *Think beyond “traditional” goals!*
    - *Ex. Decision making goal that was linked to independence*
Before Mei begins the semester, she completes a study skills self-assessment and a self-determination assessment. Results can be embedded in Current Performance for her Organization goal as well as her Self-Advocacy goal. Results of assessment tools combined with practical experiences on campus drives the development of goals and benchmarks.
When developing transition driven IEP goals...

- Get creative & collaborate!
- Think holistically!
  - One goal area can include several different aspects of a student’s day
- Don’t get caught in the “4 out of 5 opportunities” trap...make the measure meaningful and appropriate
- Talk through what the student needs
  - Independence vs. self-advocacy vs. problem-solving
Consider incorporating related services

Related services can be addressed in the community and on campus!

- Communication with bus drivers, professors, and peers
  - *Speech, social pragmatics*
- Navigating campus facilities, orienting to a new classroom, taking the bus
  - *Orientation & mobility, speech, reading*
- Accessing and participating in an on-campus activities with friends
  - *Social pragmatics, occupational therapy, reading*
Create an action oriented transition plan

- What will the student work on?
- Identify what is an action step in a transition plan versus what needs to be captured in an IEP goal
- Consider what goals will address the students needs
  - Avoid pre-determined goals or a standard list of goals
- Start refining goals and objectives, drill down to the disability related need and skill development required
Refining goals and objectives

Dennis will send emails

Dennis will send a weekly email to his team

Dennis will send a weekly email including three details about what he has done on campus
Refining goals and objectives

- Mei will use her digital calendar
- Mei will check her digital calendar weekly
- Mei will check her digital calendar weekly to ensure she has input assignment due dates and counseling appointments
Possible goals and objectives

*Remember, one student’s goal is another student’s objective!*

- John will develop a weekly workout routine that involves at least three different fitness activities.
- Rocco will update the alarms in his phone that alert him of important meetings and when his class begins with no more than one prompt.
- Rosa will use email to communicate with important support people in her life at least twice per week.

- By the beginning of the spring 2019 semester, Claire will describe her learning style and identify at least 3 accommodations she uses.
- Weekly, Andrew will review when and where he used his mindfulness app to identify what is causing him stress on campus.
Possible goals and objectives

Remember, one student’s goal is another student’s objective!

- Sahil will identify at least 2 natural supports he can access when feeling anxious on campus.
- Dana will use a checklist in conjunction with her daily schedule to accurately determine which items she needs to bring to campus.
- Malik will identify at least 2 opportunities per week to receive peer tutoring and incorporate that into his weekly schedule.

- Lauren will participate in class at least 4 times per semester without educational coach prompting.
- Georgina will reflect on her performance on her IEP goals by completing at least 1 progress monitoring worksheet per quarter.
Explore embedded related services benchmarks

- Related services may change to reflect the needs of a transition age youth

- Collaborate to embed related services into other goal areas

- Independence goal
  - By the end of the IEP cycle, DJ will identify and describe his afternoon hygiene related needs (OT, PT)

- Employment goal
  - Given a scenario, Gina will identify the appropriate conversation style (ex. Email, in person-private, in person-group) to communicate with her supervisor (speech)

- Self-advocacy goal
  - Sean will independently meet with his academic advisor to discuss at least 2 course possibilities for the fall 2020 semester (speech, Counseling)
Have the student take data and self-evaluate

- Student engages in self-reflection to prep for progress reports and as part of prep prior to IEP meeting
- Embed benchmarks related to self-awareness throughout goals
- As part of self-monitoring, student takes data on his or her own progress towards goals
- Self-monitoring/self-reflection informs future goals
Goal: Mei will navigate the campus independently for at least 4 hours per day.

- Mei will utilize the appropriate conversation method to communicate with her professors on a weekly basis. (speech)
- Mei will complete a daily journal prompt to monitor her level of anxiety. (written expression, social/emotional)
- Mei will identify at least 2 natural supports she can access when feeling anxious on campus.
- Mei will send an email or text to schedule a time to meet with her peer mentor on a weekly basis. (time management, written expression)
- Mei will use a checklist in conjunction with her assignment notebook to monitor her assignment due dates with 50% independence by the end of the fall semester. (organization)
- Mei will send her family a weekly log with the amount of money she spends, the type of transaction (debit, cash) she completes and the location of her purchases. (math)
Breaking down resume writing into an IEP Goal

- Dennis will develop a resume → Dennis will develop a correctly formatted resume by the end of the IEP cycle
  - Could be an employment, communication, or independent living goal
  - By the end of the first quarter, Dennis will identify at least 10 work related vocabulary words he can use to describe his vocational experiences
  - By the end of the second quarter, Dennis will create at least 2 drafts of a resume that outlines his work and educational experiences
  - By the end of the third quarter, Dennis will incorporate feedback from at least 2 editors into his draft resume
  - By the end of the fourth quarter, Dennis will present/explain the components of his resume to at least one community based partner
Resources

- **Inclusive Dual Enrollment Evaluation Tool (IDE)**
  - Great example of a transition assessment tool that guides the identification of goals and benchmarks/objectives, which can then be used for data collection to track progress

- **Transition IEP Goals and Activities to Prepare for Inclusive Postsecondary Education**
  - Extensive list of goals and activities that can be translated into IEP goal areas and benchmarks/objectives
Questions?

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Thank you!