

## **SLIDE 1:**

# **Making the IEP Meeting Meaningful: A Family Guide to Secondary Transition**

Maryland State Department of Education

Division of Early Intervention and Special Education Services

May 16, 2024

### **Presented By:**

- Molly Conner, Branch Chief, Performance Support and Technical Assistance
- Kelly Meissner, Family Support Specialist

## **SLIDE 2:**

### **What is Secondary Transition?**

## **SLIDE 3:**

### **Does Family Engagement Really Matter?**

**YES!!!**

According to the National Education Association (NEA), parents must be actively involved to ensure a child's success in school. Study after study has indicated that a child's educational experience is enhanced when a parental figure is involved.

## **SLIDE 4:**

### **Ask Yourself:**

How can parents be partners in their child's preparation and planning for life after high school?

## **SLIDE 5:**

### **The Family Will Still Be There:**

The family will still be there even after the teachers, transition specialists, support coordinators, counselors, job coaches, etc., are gone.

## **SLIDE 6:**

### **Families:**

- Are experts regarding their son/daughter
- Have provided ongoing care
- Are advocates for services and benefits
- Will be more likely to participate if they feel valued

## **SLIDE 7:**

### **What are the Goals of Secondary Transition Planning?**

- Prepare the student for adult life
- Lead the student to identify and achieve post-secondary goals
- Identify transition activities and services
- Build a bridge between school programs adult life
- Identify opportunities and necessary supports for lifelong learning, community participation, and paid employment

## **SLIDE 8:**

### **Tip for Parents and Students – Create a Vision**

- Based on student and family input and high expectations
- Becomes a guide for IEP and Transition discussions
- Helps the student to have ownership and a sense of responsibility

## **SLIDE 9:**

### **What is a Transition Plan?**

- Written documentation of the on-going process that reflects the continuing development and changing needs of the student
- Part of the IEP
- Based on student's individual interests, preferences, strengths and needs
- Used to identify and develop goals and activities for the student

## **SLIDE 10:**

### **Tips for Parents –Discussions with your Youth**

- Does my teenager understand their disability and what they need to be successful?
- What are my teenager's interests, hobbies strengths?
- What opportunities are there for volunteering, doing chores and taking responsibility at home?

## **SLIDE 11:**

### **Components of Secondary Transition Planning**

- Present Levels of Academic Achievement and Functional Performance (PLAAFP)
- Postsecondary Goals
- Annual IEP Goals
- Transition Activities
- Course of Study
- Agency Linkage

## **SLIDE 12:**

### **The Transition Plan should be reflective of:**

- Who the student is
- What they want to do
- The skills that need to be developed to get them there

## **SLIDE 13:**

### **Present Level of Academic Achievement and Functional Performance –Transition Assessments**

- Information regarding the student's interests, preferences, strengths, and needs related to the student's skills and knowledge necessary for progress toward each postsecondary goal
- Data points from the assessments
- A statement that identifies the student's post-secondary goals related to the assessment findings
- Recommendations for transition services/activities

## **SLIDE 14:**

### **Postsecondary Goals/Outcomes**

- The IDEA indicates the need for: “measurable post-secondary goals related to training, education, employment, and, where appropriate, independent living skills”
- Post-secondary goals/outcomes are based on student's identified interests, preferences, strengths, and needs.
- Align with assessment data/summaries.
- Written for what the student will do AFTER they have completed high school.
- Written using measurable and compliant language

## **SLIDE 15:**

### **Secondary Transition Activities**

- Based on student assessments
- Aligned with postsecondary goals
- Build on skills needed to reach post-secondary goals/outcomes
- Progress is monitored

## **SLIDE 16:**

### **Progress Monitoring of Transition Activities**

- Information entered should identify what has been done to date to address the activity.
- Must be completed quarterly in alignment with the reporting of annual IEP goals

## **SLIDE 17:**

### **Course of Study**

- Aligned to the student's post-secondary goal for employment
- Coursework listed
- Additional activities/opportunities listed

## **SLIDE 18:**

### **Agency Linkage**

- Agency invited with signed parental consent
- Documentation regarding agency involvement
- Connections made early

## **SLIDE 19:**

### **4 Core Agencies**

#### **Division of Rehabilitation Services (DORS)**

DORS provides Transition Services/Activities for students with disabilities (14-21) to prepare them to successfully move from school to post-school life.

#### **Developmental Disabilities Administration (DDA)**

The DDA provides a coordinated service delivery system aimed toward the goal of full inclusion in community and work for individuals with developmental disabilities.

#### **Behavioral Health Administration (BHA)**

BHA provides publicly-funded inpatient and outpatient behavioral health service, which includes services and support to help individuals with substance-related disorders, mental health disorders, co-occurring disorders, and problem-gambling disorders recover.

#### **Maryland Department of Labor (MDL)**

Maryland's Youth Employment Program is designed for youth 16-24 to help them achieve personal goals and prepare for career paths through fulfilling their educational goals and exploring the world of work.

## **SLIDE 20:**

### **Age of Majority**

- IDEA 2004 and COMAR require that the student and parents be informed that rights under IDEA do not transfer to students with disabilities on reaching age of majority, except under limited circumstances.
- These limited circumstances are outlined in the MSDE Family Guide to Secondary Transition Planning.

## **SLIDE 21:**

### **Maryland Summary of Performance**

- PLAAFP
- Measurable Postsecondary Goals
- Course of Study
- Transition
- Activities
- Annual IEP Goals
- Agency Linkage

## **SLIDE 22:**

### **Specially Designed Instruction & Secondary Transition**

- Explicitly addresses the student's unique needs
  - To achieve postsecondary goals
  - Based on transition assessments
- Intentional and systematic process—
  - To facilitate progress toward postsecondary goals
- Planned, purposeful and meaningful transition services—
  - Supported by annual IEP Goals

## **SLIDE 23:**

### **A Family Guide to Secondary Transition Planning**

- Provides information to students, parents/guardians, educators, and community agencies about the transition process.
- Focuses on the movement of individuals with disabilities from school to postsecondary outcomes.

## **SLIDE 24:**

### **Start Early**

#### **Early Years**

- Self-Awareness
- Interests
- Preferences
- Strengths
- Talents
- Needs

## **SLIDE 25:**

### **Build Strong**

#### **Middle Years**

- Self-Awareness/Determination
- Awareness of Community
- Awareness of Disability
- Learning Preferences and Work Habits
- Career Interests

## **SLIDE 26:**

### **Secondary Transition Years**

#### **Middle & High School**

- Self-Awareness/Determination
- Focused Career Exploration
- Career Development and Work-Based Learning
- Application of Skills and Knowledge Needed for Postsecondary Goals
- Application of Academics and Functional Life Skills
- Community-Based Career Development



## **SLIDE 27:**

### **Taking an Active Role**

Authentic ways to bring transition activities “home”.

## **SLIDE 28:**

### **Tools to Help Families Dream and Plan**

- Graphic: Secondary transition planning tool. This tool has a box where the student can list things they want for their future versus things they don't want.
- Graphic: A person-centered transition planning tool, which asks about a student's goals around daily life and employment, community living, social and spiritual goals, healthy living, safety and security, advocacy and engagement, supports for family, and supports and services

## **SLIDE 29:**

### **Working TOGETHER Toward the Same Goal**

## **SLIDE 30:**

### **Questions???**

- Molly Conner, Branch Chief, Performance Support and Technical Assistance  
[Molly.conner@maryland.gov](mailto:Molly.conner@maryland.gov)
- Kelly Meissner, Family Support Specialist, Family Support and Dispute Resolution  
[Kelly.Meissner@maryland.gov](mailto:Kelly.Meissner@maryland.gov)