

EDSE 513: Developing Aligned Purposeful Transition-Focused IEPs

WELCOME

Congratulations on joining the Developing Aligned Purposeful Transition-Focused IEP professional development course. Are you ready to transform your transition-focused Individualized Education Programs (IEPs)? This course provides you the opportunity to design transition-focused IEPs that guide educationally beneficial services, align with the student's plans for their postsecondary life, meet legislative requirements, and verify a plan to provide educational benefit. Let's get started.

WHAT YOU NEED PRIOR TO TAKING THE COURSE

All you need to get started is a foundational understanding of IEP development. The course will offer all you need to know about writing a transition-focused IEP.

COURSE PURPOSE

By the end of this course, you will have the skills and knowledge to develop an aligned purposeful transition-focused IEP, including the ability to:

- Identify the purpose of an aligned transition-focused IEP.
- Identify characteristics of a quality IEP that meets Indicator 13 compliance, is purposeful in addressing students' needs related to their postsecondary goals, and is substantiated with data and verifiable sources.
- Evaluate transition assessment components of an IEP to determine the inclusion of a comprehensive, relevant, and legally verifiable data set.
- Analyze postsecondary goals for quality characteristics, including legislative and best practices.
- Identify a method for aligning a student's annual goals to their postsecondary goals utilizing academic standards and/or graduation requirements and standards required of their postsecondary environments.
- Identify annual goals and/or objectives designed to close the student's skill, knowledge, or behavior gaps between their current level of performance and the minimum functional level required of the postsecondary environment.
- Identify quality characteristics for developing an aligned course of study, including legislative and National Technical Assistance Center on Transition - The Collaborative (NTACT-C) guidelines.
- Evaluate transition services and activities to determine if they meet legislative requirements and align with the student's annual goals and postsecondary goals.
- Identify an approach to support your implementation of the methods and tools presented in the course.
- Identify methods of including students and related service providers in the development of transition-focused IEPs.

COURSE OVERVIEW

1. Introduction to Transition-Focused IEPs
 - a. What is a transition-focused IEP?
 - b. What is the purpose of a transition-focused IEP?
 - i. Quality IEP

- ii. Educational Benefit
 - iii. Indicator-13 Compliance
 - iv. Legally Verifiable
 - v. Purposeful to the Student
2. Transition Assessment: The Guide
- a. What is the purpose of transition assessment data?
 - i. Using data to identify postsecondary goals
 - ii. Identification of knowledge, skill, and behavior gaps to attain postsecondary goals
 - b. What are transition assessment requirements?
 - i. Legislative requirements
 - 1. Age-appropriate transition assessment
 - ii. Litigation requirements
 - iii. Best Practice
 - 1. Comprehensive assessment of domains of adulthood
 - 2. Longitudinal data
 - iv. Transition Assessment Guidelines Checklist
3. Postsecondary Goals: The Purpose
- a. What are postsecondary goals?
 - i. The main idea of the IEP
 - b. Why do we need postsecondary goals?
 - i. Student-focused IEP development
 - ii. Legislation and Litigation
 - c. How do we write postsecondary goals?
 - i. Postsecondary Goal Development Tool
4. Annual Goals and Postsecondary Goal Alignment: The Gap
- a. What are annual goals?
 - b. Why do we need to align annual goals to postsecondary goals?
 - c. Writing an attainable, relevant, defensible annual goal?
 - i. Industry Standards
 - ii. Academic Standards
 - iii. Graduation Requirements
5. Aligned Annual Goals: The Bridge
- a. Using the Triangulated Gap Analysis Planning Tool
 - b. Identifying aligned annual goals
6. Aligned Course of Study: The Action
- a. What is a course of study?
 - i. The purpose of the course of study
 - b. Developing a course of study
 - i. legislative guidelines
 - ii. National Technical Assistance Center on Transition - The Collaborative Recommendations
7. Aligned Transition Services and Activities: The Support
- a. What are transition services and activities?
 - i. How do they differ from IEP services?
 - b. Non-examples of services and activities

8. Completing the Transition-Focused IEP
 - a. Getting started
 - b. Including the student
 - i. Student Triangulated Gap Analysis Planning tool
 - c. Including related service providers
 - i. Triangulated Aligned Related Services tool

WHAT YOU ACCOMPLISH IN THE COURSE

Completion of the module will result in a final grade using a Satisfactory or Unsatisfactory scale. An overall score of 79% or above earns a Satisfactory Grade. This is equivalent to a graduate-level “C” or better grade.

Quizzes and Surveys: At the completion of each module in the course, you will be presented with a 20-point quiz or survey. Quiz scores will be based on answers to each question. Surveys are graded on completion only. You will have multiple attempts to complete each quiz or survey. The highest-scored quiz and the last version of the survey will be saved. There will be a total of 6 quizzes and 2 surveys for a total 160-points in the course.

READINGS PRESENTED IN THE COURSE

Below is a list of the readings that are provided in the course. In addition, to the provided readings the course includes many provided tools and resources.

1. Colorado Department of Education Exceptional Services Unit (2017). *Writing Standards-aligned Individualized Education Programs (IEPs): A Supplemental Guidance Document for Designing Effective Formal Educational Plans*. Colorado Department of Education. https://www.cde.state.co.us/cdesped/guidance_ieps
2. Colorado Department of Education Exceptional Services Unit (2020). *Writing Quality Secondary Transition IEPs that Include the Required Elements of Indicator 13*. <https://www.cde.state.co.us/cdesped/qualitysecondaryiepgoals>
3. Gothberg, J. E., Peterson, L. Y., Peak, M. & Sedaghat, J. M. (2015). Successful transitions of students with disabilities to 21st-century college and careers: Using triangulation and gap analysis to address nonacademic skills. *Teaching Exceptional Children*, 47(6), 344-35. [https://doi: 10.1177/0040059915587890](https://doi.org/10.1177/0040059915587890)
4. Lowenthal, A. B., & Bassett, D. S. (2012). Transition Assessment: Using Gap Analysis to Enhance Effective Transition Planning. *Intervention in School and Clinic*, 48(1), 30–37. <https://doi.org/10.1177/1053451212443131>
5. National Technical Assistance Center on Transition (2016). *Age Appropriate Transition Assessment Toolkit Fourth Edition*. University of North Carolina at Charlotte. Original by NSTTAC and A. R. Walker, L. J. Kortering, C. H. Fowler, D. Rowe, & L. Bethune. Update by C. H. Fowler & M. Terrell. <https://transitionta.org/transition-assessment/>
6. National Technical Assistance Center on Transition (2021). *From Assessment to Practice a Model for Teachers*. University of North Carolina at Charlotte. <https://transitionta.org/from-assessment-to-practice/>

7. Peterson, L.Y., Burden, J. P., Sedaghat, J. M., Gothberg, J. E., Kohler, P. D., & Coyle, J. L. (2013). Triangulated Transition goals: Developing relevant and genuine annual goals. *Teaching Exceptional Children, 45*(6), 46-57. <https://doi.org/10.1177/004005991304500606>
8. Prince, A. M. T., Gothberg, J., & Still, C. J. (2020). Toward a systematic review of legal cases: Secondary transition and students with disabilities over the last 5 years, *Journal of Disability Policy Studies 31*(2), 119-127. <https://doi.org/10.1177/1044207319870427>
9. Wright, P. & Wright, P. (2005). Wrightslaw: From emotions to advocacy - The special education survival guide (2nd ed.) Chapter 12: SMART IEPs. Wrightslaw. <https://www.fetaweb.com/bks/feta2.htm#feta2>
10. Yell, M. L., & Bateman, D. (2020). Defining Educational Benefit: An Update on the U.S. Supreme Court's Ruling in *Endrew F. v. Douglas County School District* (2017). *TEACHING Exceptional Children, 52*(5), 283–290. <https://doi-org.unco.idm.oclc.org/10.1177/0040059920914259>
11. Yell, M. L., Katsiyannis, A., Ennis, R. P., Losinski, M., & Christle, C. A. (2016). Avoiding Substantive Errors in Individualized Education Program Development. *TEACHING Exceptional Children, 49*(1), 31–40. <https://doi-org.unco.idm.oclc.org/10.1177/0040059916662204>

UNIVERSITY SUPPORTS AND RESOURCES

A. Accommodations Statement/Disability Resources

It is the policy and practice of the University of Northern Colorado to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion or to an accurate assessment of your achievement (e.g. time-limited exams, inaccessible web content, use of videos without captions), please communicate this with your professor and contact Disability Resource Center (DRC) to request accommodations.

Office: (970) 351-2289, Michener Library L-80.

Students can learn more here: www.unco.edu/disability-resource-center

B. Food Insecurity and Basic Needs

Research shows that college students experience food insecurity at higher rates than the American household rate and that food insecurity can negatively impact academic performance and persistence. In recognition of this problem, UNC offers assistance to students facing food insecurity through an on-campus food pantry. The Bear Pantry is located in University Center 2166A and is open for regular hours throughout the semester.

Please visit www.unco.edu/bear-pantry for more information.

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is also urged to contact Student Outreach and Support (SOS) for assistance. SOS can assist students during difficult circumstances, which may include medical, mental health, personal or family crisis, illness, or injury. SOS can be reached at sos@unco.edu or via phone at 970-351-2796.

C. Academic Honesty

You are expected to practice academic honesty in every aspect of this course. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the Office of Community Standards and Conflict Resolution.

Students are required to follow guidelines related to academic honesty as outlined in the student handbook, available at <http://www.unco.edu/dos/Conduct/codeofconduct.html>.

D. Equity and Inclusion Statement

The University of Northern Colorado embraces the diversity of students, faculty, and staff, honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and world views. In this course, people of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, size and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness to each other's individual and intersecting identities. If you would like to report an incident or learn more about identity-based discrimination/harassment, please visit www.unco.edu/institutional-equity-compliance

The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated, and recognized as a source of strength. We expect that students, faculty, administrators, and staff within CEBS will respect differences and demonstrate diligence in understanding how other peoples' perspectives, behaviors, and worldviews may be different from their own.

E. Sexual Misconduct/Title IX Statement

The University of Northern Colorado is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. UNC has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

Please be aware all UNC faculty and most staff members are "responsible employees," which means that if you tell a faculty member about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, they must share that information with the Title IX Coordinator, Larry Loftén. Larry or a trained staff member in the Office of Institutional Equity and Compliance (OIEC) will contact you to let you know about accommodations and support services at UNC as well as your options for pursuing a process to hold accountable the person who harmed you. You are not required to speak with OIEC staff regarding the incident; your participation in OIEC processes are entirely voluntary.

If you do not want the Title IX Coordinator notified, instead of disclosing this information to your instructor, you can speak confidentially with the following people on campus and in the community. They can connect you with support services and help explore your options now or in the future.

- UNC's Assault Survivors Advocacy Program (ASAP): 24 Hr. Hotline 970-35-4040 or www.unco.edu/asap
- UNC Counseling Center: 970-351-2496 or www.unco.edu/counseling
- UNC Psychological Services: 970-351-1645 or www.unco.edu/cebs/psych_clinic

If you are a survivor or someone concerned about a survivor, or if you would like to learn more about sexual misconduct or report an incident, please visit www.unco.edu/sexual-misconduct or contact the Office of Institutional Equity and Compliance (970-351-4899). OIEC is located on the third floor of the University Center in Room 30.