



How to Make a Successful Transition IEP



Michelle Tregembo, Special Education State Ombud, NBCT

The Office of the Special Education Ombud acknowledges and honors that we work on the traditional ancestral lands of multiple pueblos, tribes and nations in this sacred land of New Mexico. By acknowledging this sacred land, we seek to align our efforts and strive for educational equity for all students, to actively deconstruct harmful and archaic educational practices, and to intentionally redress historical transgressions. We support culturally relevant practices to strengthen our classrooms and schools on these Native lands become spaces in which all families and communities are elevated and welcomed as voices in our children's education. We will use the continued sovereignty and heritage to guide and inspire our work.

— OSEO Land Acknowledgement

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01

Office of the Special Education Ombud

OSEO



OSEO Team



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Regional
Coordinator



**Monica
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Consultant

- ❖ Establish the Office of Special Education Ombud as a trusted, student focused resource that offers services to students and families in all school districts in NM.
- ❖ Assist students in special education, their parents, teachers and other school personnel to remove barriers and increase opportunities for students to receive an appropriate, inclusive, supported education.
- ❖ Identify systemic issues in special education and report them to the DDC, PED, the Legislature and the Governor on a regular basis.
- ❖ Advocate for systemic change in special education.

Goals+



Student Based Decision Making

■ Knowledge of IDEA

We are not lawyers and do not give legal advice. We know how the law impacts students in the classroom.

■ Communication

Support respectful communication between child, family, and school.

■ Empowerment

Empower students and families to develop effective strategies to positively impact learning.

If we Raise the Tide, All the Boats Float!





634 families (4 year total)

FY2024 Ombuds attended 522 meetings for over 1250 meeting hours

Family Knowledge Night



nmddc.com



[@advocate_OSEO](https://www.instagram.com/advocate_OSEO)



Office of Special Education Ombud (OSEO)



**Family Knowledge
Night In Special
Education
July 2024-June 2025**



**First Thursday
of Every
Month**

**Learning
Topic**

July 4, 2024	Advocacy and Policy Making
August 1, 2024	The Importance of Written Communication
September 5, 2024	Guardian-Based Data Collection, Creation, and Use
October 3, 2024	Transition Plans and the Need for Measurable Goals
November 7, 2024	Social Stories a Tool for the Holidays
December 5, 2024	Least Restrictive Environment (LRE)-How does this impact my child?
January 2, 2025	Picture Schedules: Their Impact in the Classroom and at Home
February 6, 2025	The Power of Impact Statements on the IEP
March 6, 2025	The Value of Data Collection, Before, During and After Long Breaks
April 3, 2025	SAT, 504s, Evaluations: How to Request a Comprehensive Evaluation
May 1, 2025	Family and Student Activity Ideas for Summer Maintenance
June 5, 2025	Dissecting the IEP- What Questions to Ask When

Please Join Us:

Time zone: Mountain Standard Time

Google Meet Video call link:

<https://meet.google.com/nmo-teoi-sbh>



6:30-7:30 p.m.

First Thursday of Every Month

Intake Number: 505-841-4565

Email: oseo.intake@ddc.nm.gov

02

*What is
Supported-
Decision Making?*



Supported Decision Making Is



“A recognized alternative to guardianship through which people with disabilities, friends, family members, and professionals help them understand the situations and choices they face, so they may make their own decisions without the “need” for a guardian.”



A way to get help making choices and defining situations with the help of supporters and deciders.



Makes decisions based on the level of support needed:

- *I can do this alone
- *I can do this with support
- *I need someone else to do this for me

03

*How Does
Supported
Decision Making
align with IDEA?*



*Purpose of the IDEA: “to ensure that all children with disabilities have available to them a free appropriate public education and related services designed to meet their unique needs and **prepare them for further education, employment and independent living.**”*

20 U.S.C. 1400 (d)(1)(A) (emphasis added)

04

Using Supported Decision in Transition Plans



Transition Services

A coordinated set of activities that:

- Improves the academic and functional skills of the student in order to facilitate the student's movement from school to post-school activities
- Is based on the individual student's **needs**, taking into account their strengths, preferences and interests
- Includes instruction, related services, **community** experiences, the development of **employment** and other post-school adult living objectives and, when appropriate, the acquisition of **daily living skills** and other vocational evaluation




20 USC 1401(34)

Transition services should include evaluations that focus on needs and strengths, as well as preferences and interests.

Start early




- Write self-determination and decision-making into IEPs as soon as possible.
- Teach children to build networks of support.
- Talk openly with children about their disability & IEP.



Area	Level 1	Level 2	Level 3	Level 4
 <p>IEP Awareness</p>	I don't know what IEP stands for.	I know what IEP stands for.	I know what IEP stands for and the purpose of an IEP meeting.	I know what IEP stands for, the purpose of an IEP meeting, and I can tell others about these meetings.
 <p>IEP Participation</p>	I don't participate or attend my IEP meeting.	I attend a pre-conference IEP meeting and/or my IEP meeting, but I don't participate.	I attend and contribute information about myself for my IEP in a pre-conference or at the actual IEP meeting.	I lead parts or my entire IEP meeting.
 <p>Knowledge of IEP Content</p>	I don't know what is in my IEP.	I know that I have accommodations and goals in my IEP, but I don't know what they are nor do I have a voice in developing them.	I can name the accommodations and goals in my IEP, and I have a voice in developing them.	I can name the accommodations and goals in my IEP, have a voice in developing them, and advocate for them.

For additional resources, scan code or visit
www.imdetermined.org/resoueces.



Area	Level 1	Level 2	Level 3	Level 4
 <p>Abilities and Disabilities Awareness</p>	I am not sure of what my disability is and how it affects me.	I have knowledge of my abilities and disabilities, but I do not share it with others.	I can describe my abilities and disabilities to others in my IEP meeting.	I describe my abilities and disabilities, as well as how my disability impacts me to others outside of my IEP meeting.
 <p>Knowledge of Rights and Responsibilities</p>	I don't know my rights under IDEA.	I have knowledge of my rights.	I know my rights and can negotiate with others who I know to ensure that I receive those rights.	I know my rights and can negotiate with others who I don't know to ensure that I receive those rights.
 <p>Social and Communication Skills</p>	I don't know how to interact with others in my IEP meeting.	I know the social and communication skills I need to use in an IEP meeting, but I do not use them at this time.	I know and practice social and communication skills in my IEP meeting.	I use social and communication skills to get my needs met in meetings and interactions other than IEP meetings.

For additional resources, scan code or visit
www.imdetermined.org/resoueces.



Make It a Goal

- “I statements” in IEP goals and objectives to get student involvement & accountability
- Encourage the student to practice different decision-making methods in a “safe environment”
- Ask the student to prepare & participate in their IEP



Student Exit Survey



Student: _____ Date: _____

1. How did it feel to attend and /or participate in my IEP Meeting?

- ☐ Uncomfortable - I wish I would not have come.
- ☐ Comfortable - I'm glad I came.

2. How did I participate in the development of my IEP?

- | | |
|---|---|
| <input type="checkbox"/> I listened and learned what the meeting was about. | <input type="checkbox"/> I prepared a notebook/portfolio. |
| <input type="checkbox"/> I made invitations for the meeting. | <input type="checkbox"/> I prepared a PowerPoint about myself. |
| <input type="checkbox"/> I delivered invitations to the meeting. | <input type="checkbox"/> I introduced participants at the meeting. |
| <input type="checkbox"/> I participated in discussions or interviews before the IEP Meeting | <input type="checkbox"/> I shared samples of my work from classes. |
| <input type="checkbox"/> I made a list of strengths, challenges, likes, dislikes and interests. | <input type="checkbox"/> I presented specific information for my IEP (i.e., information about my Present Level of Performance, accommodations, etc.). |
| <input type="checkbox"/> I wrote or assisted with writing part of the IEP. | <input type="checkbox"/> I shared ideas about what works well for me and my plans. |
| <input type="checkbox"/> I took an interest/vocational assessment. | <input type="checkbox"/> I presented information from my notebook or PowerPoint about myself. |
| <input type="checkbox"/> I role played ways to participate and what to say. | <input type="checkbox"/> I reviewed my previous IEP goals and progress toward those goals. |
| <input type="checkbox"/> I set up the room for meeting. | <input type="checkbox"/> I led the discussion of transitional plans (my future). |
| <input type="checkbox"/> I prepared snacks. | <input type="checkbox"/> I recommended new IEP goals and accommodations. |
| <input type="checkbox"/> I photocopied materials. | <input type="checkbox"/> I led the IEP Meeting. |



One-Pager

Answer each of the four parts in this One-Pager. Your answers will help you create your **SPIN**, or your **Strengths**, **Preferences**, **Interests**, and **Needs**. Give it to your teachers and employers so you can help them understand you and your needs and you can be successful!

My Strengths

My Preferences

My Interests

My Needs



Goal Plan

Answer each of the four parts in this Goal Plan. Your answers will help you think of a goal, what will happen after you reach your goal, the steps needed to complete that goal, and people who can help you along the way.

My Goal

Outcomes

Next Steps

People Who Can Support

Get Specific

Before you begin transition planning, the IEP team (including the student) needs to know the answer to these three questions.

- Where is the student presently?
include ALL academic & functional areas
- Where is the student going?
provide realistic support
- How will the student get there?
Walk through all the steps



Transition IEP Case Examples taken from PEATC www.peatc.org



Transition IEP Case Examples

Janelle is 14 years old. She has an intellectual disability and language impairment. Janelle is included in general education classes with support for art, music, science, and history. She receives math and reading instruction in a self-contained classroom. She is on a modified curriculum and will receive an Ability Pathway Diploma.

Transition IEP Case Examples

The IEP team discusses Janelle's age-appropriate transition-related assessments. These included observations, a parent interview, an online career assessment, and evaluations in school-based work settings, including the library, the balloon shop, and the school garden.

Using pictures from magazines and actual photographs of Janelle participating in preferred activities, Janelle's preference for working outside with flowers and trees is clear by her smiles and nonverbal communication. Her assessment in the garden also supports that preference.

Janelle's parents state that they would like to see her attend a specialized college program for students with intellectual disabilities so that she can improve her independent living skills.

Transition IEP Case Examples

The team comes up with three specific, measurable postsecondary goals.

Education. After high school, Janelle will attend an inclusive college certificate program for students with disabilities and take courses in life skills, employability skills, functional reading, and functional math to advance her goal of working in a greenhouse.

Employment. After completing her certificate program, Janelle will be competitively employed, working 20 hours a week in a greenhouse with the support of a job coach.

Independent Living. Janelle will live on a college campus and independently prepare for her day at school or work, including dressing, personal hygiene, and keeping a schedule/calendar of activities.

Transition IEP Case Examples

Annual Measureable goal that support postsecondary goals

Education. By the end of her first year in college, Janelle will demonstrate appropriate social interactions (e.g., greetings, smiling, acknowledging questions) with 85% accuracy as measured by a checklist and instructor observation.

Employment. By the end of her first year in college, given direct instruction on how to greet customers, in a way that works for her, Janelle will appropriately greet co-workers and customers at a vocational training site without physical contact with 75% accuracy.

Independent Living. Given whole task instruction and task analysis, Janelle will independently prepare for her day, including dressing, making her bed, and taking care of personal hygiene needs with 85% accuracy by the end of her first year in college.

Transition IEP Case Examples

The team decides that she will need transition services. Here are a few:

Janelle's parents will take her to visit college programs for students with disabilities in Virginia.

Janelle's case manager will enroll her (with parental consent) in a pre-employment transition services program through the vocational rehabilitation agency.

Janelle's special education teacher will provide social skills training and develop a plan with Janelle's parents to work on personal hygiene and other independent living skills.

Transition IEP Case Examples

The team decides that the following transition activities support her annual & postsecondary goals:

Obtain and complete applications for specialized college program(s).

Obtain a summer job or internship at a local greenhouse or garden department at Lowes or Home Depot.

Participate in an inclusive program through the local Parks and Recreation department.



*Thank you very much for taking the
time to learn with OSEO!*

