

# Report of an Investigation of IEP's and Transition Plans with respect to I-13 and Evidence-Based Transition Predictors in Southern California



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**TRANSITION SERVICES** - The term `transition services' means a coordinated set of activities for a child with a disability that--

(A) is designed to be a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;

(B) is based on the individual child's needs, taking into account the child's strengths, preferences, and interests . . . "

## **Indicator 13**

*“Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.” (20 U.S.C. 1416(a)(3)(B))*

**Purpose-** To examine the extent to which student IEPs/ITPs met I-13 requirements and were embedded with evidence based predictors of improved postschool outcomes.

**RQ1-** To what extent do IEP documents meet the requirements of I-13?

**RQ2-** To what extent are evidence-based transition predictors for improving the postschool outcomes of students with disabilities included as part of the special education transition services offered by schools?

### **Sample-**

- N = 1, 257
- 72% Students of Color
- 33% Female
- 16-21 Age range
- 84% Mild-moderate- 16% Moderate-severe

### **Measures**

- NSTTAC Indicator 13 Checklist Form B
- Checklist of Evidence-Based Secondary Predictors

# To What Extent Do IEP Documents Meet the Requirements of Indicator 13?



- **Education & Training**
  - Measurable Postschool Goals: 59% (n = 667)
  - Plans Updated Annually: 90% (n = 1,143)
  - Transition Assessment: 55% (n = 697)
  - Transition Services: 17% (n = 211)
  - Courses of Study: 3% (n = 41)
  - Related IEP Goals: 7% (n = 86)
  - Student Invited: 87% (n = 1,090)
  - Agency Rep. Invited: 5% (n = 63)

# To What Extent Do IEP Documents Meet the Requirements of Indicator 13?



## • Employment

- Measurable Postschool Goals: 71% (n = 894)
- Plans Updated Annually: 91% (n = 1,143)
- Transition Assessment: 91% (n = 1,146)
- Transition Services: 37% (n = 460)
- Courses of Study: 7% (n = 82)
- Related IEP Goals: 22% (n = 273)
- Student Invited: 87% (n = 1,090)
- Agency Rep. Invited: 6% (n = 79)

# To What Extent Do IEP Documents Meet the Requirements of Indicator 13?



- **Independent Living**

- Measurable Postschool Goals: 4% (n = 54)
- Plans Updated Annually: 91% (n = 1,140)
- Transition Assessment: 55% (n = 690)
- Transition Services: 22% (n = 271)
- Courses of Study: 1% (n = 13)
- Related IEP Goals: 24% (n = 296)
- Student Invited: 87% (n = 1,092)
- Agency Rep. Invited: 48% (n = 600)

To what extent are evidence-based transition predictors for improving the postschool outcomes of students with disabilities included as part of the special education transition services offered by schools?



- **Inclusion in General Education:**
  - 51% (n = 638)
- **Paid employment/Work Experience:**
  - 31% (n = 387)
- **Self-Care/Independent Living Skills:**
  - 28% (n = 353)
- **Student Support:**
  - 5% (n = 68)

# Recommendations

## (Evidence-Based Experiences/Services)



- When appropriate, districts and schools should make certain that secondary students have the opportunity to be engaged in at least the four evidence-based experiences and services (i.e., inclusion in general education, paid employment/work experience, self-care/independent living skills, student support) that are correlated with successful postschool outcomes in the areas of education/ training, employment, and independent living (Test et al., 2009).

# Recommendations

## (Evidence-Based Experiences/Services)



- **Districts should ensure that the providers of secondary special education and transition services are knowledgeable and skilled in the delivery of evidence-based predictors and practices that are associated with successful postschool outcomes.**

# Recommendations (Indicator 13)



- **Districts and schools should make certain that explicit policies and procedures exist to clearly define the responsibilities that secondary school personnel have in documenting and delivering appropriate transition planning and related services to students with disabilities.**
- **Districts and schools should ensure that all personnel charged with the provision of educational and related services to secondary school students with disabilities are provided with comprehensive and ongoing training and professional development activities related to transition planning and services.**

# Recommendations (Indicator 13)



- As a starting point, districts should formulate strategic plans that are designed to ensure that all students with disabilities served at the secondary level have ITP/IEP documents that meet f I-13 requirements.
- Through the use of evidence-based transition practices, districts and schools should move toward improving academic and functional outcomes that are aligned with student's postsecondary goals.

# Implications



- **Capacity v. Compliance**
- **Data collection used to inform and improve rather than penalize and punish**
- **Who should be providing in-service and professional development?**
  - **Qualifications**
  - **Focus – legal v. professional competence**
- **Relationship between I13 & I14 – what are the confounding or intervening variables (capacity of LEAs, non-educational agencies, employers, etc.)**

# Implications



- **Are assumptions about the degree of compliance with I13 valid when:**
  - Possibilities of threats to internal validity related to social reactivity may be present
  - Lack of consensus about coding I13 data elements
  - Lack of focus on reliability assessment
  - Need for using composite variables to assess a “degree” of compliance rather than a binary response
  - Implementation of evidence-based practices that may or may not have predictive validity with respect to postschool employment, education or independent living outcomes