Transition
TENNESSEE

WEBCAST TAKEAWAYS
NAVIGATING EASY IEP EFFECTIVELY

SUMMARY

STEPS YOU CAN TAKE TO NAVIGATE *Easy IEP*

1. DETERMINE ELIGIBILITY
- ☐ Determine if any other factors may be contributing to the educational difficulties besides a disability.
- ☐ Enter vision and hearing screening results.
- ☐ Enter evaluation data and assessments that were used.
- ☐ Determine eligibility for Alternative State Assessment.
- ☐ Create a "draft" or "final" of the IEP.

2. CLICK "IEP PROCESS" TAB AND SELECT "MEETING PURPOSE"
- ☐ Select if the IEP is annual IEP or addendum.
- ☐ Fill out demographic information and create your IEP team (parents, guardians, professionals etc.).

3. WRITE YOUR NARRATIVES
- ☐ Include strengths, parent concerns, medical information, special factors such as assistive technology, FBAs, and behavior plans.
- ☐ Link to the Special Education framework and use ***guidance documents*** for more information.
- ☐ Answer the question: "Does the child demonstrate cognitive processing deficiencies that will affect the IEP development?"

4. WRITE THE PRESENT LEVEL OF PERFORMANCE (PLOP)
- ☐ Select the assessment and determine the exceptionality based on data and complete the impact statement.
- ☐ Combine all of the results from the assessments to determine if it will affect mastery of grade level standards.

5. WRITE PERSONALIZED GOALS BASED ON PLOP
- ☐ Write accommodations for statewide assessments and classrooms.
- ☐ Select services (related services, supplemental aid, assistive technology and transportation).
- ☐ Look at ***guidance documents*** for more information and use ***Age-Appropriate Transition Assessment.***
- ☐ Write triangulate goals to address a skill deficiency and align with postsecondary goals.

6. USE AGE APPROPRIATE TRANSITION ASSESSMENT
- ☐ Need to be based on the student's strengths, interests, needs, and preferences.
- ☐ Include student input during the assessments.

7. WRITE POSTSECONDARY GOALS
- ☐ Write a goal for ***Employment, Education,*** and ***Training*** (independent living and community involvement when appropriate).
- ☐ Goal needs to be measurable and occur after high school and align with assessment data.
- ☐ Ask yourself "What is the next immediate step you need to take to help the student reach his or her postsecondary goals?"

8. DETERMINE THE COURSE OF STUDY
- ☐ Write a Course of Study for four years of high school.
- ☐ Ask yourself "Does the course of study reasonably allow the student to reach his or her postsecondary goals?"

9. SELECT TRANSITION SERVICES
- ☐ Can start earlier than the age of 16 when appropriate.
- ☐ Ask yourself "What instruction does the student need to reach his or her postsecondary goals?"

MORE INFORMATION ABOUT THE ASSESSMENT DATABASE

http://transitiontn.org/assessment-database/

APPLICATION
- ☐ Watch our videos on ***postsecondary goals, transition services, course of study, annual goals,*** and ***summary of performance.***
- ☐ Look at ***examples and non-examples of transition plans*** to learn how to write high quality transition plans
- ☐ Conduct a peer-review with a partner to determine which areas of your plan need improvement.
- ☐ Review the ***Assessment Database*** and select three assessments you could use with your students.