

Succeeding in Transition TRAX Style

Developed by
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Agenda

- Transition Law, Ten Sigma, and Transition IEPs
- TRAX Approach to Transition Success
- Demonstration of TRAX Software
- TRAX Costs, Training, and Next Steps

Ten Sigma presents
***Succeeding in
Transition***

Section 1:

Transition Law, Ten Sigma,
and Transition IEPs

Indicator 13: Transition Due Process

- **Measurable postsecondary goals**
 - Training and/or Education
 - Employment
 - Independent Living
- **Age-appropriate transition assessment**
- **Annual goal(s)** related to transition goals/needs
- **Transition services**
- **Courses of study**

Transition Plan

Multiple Year Plan

- Assessment based
- Priority focused
- Everyone involved

Plan managed Through the IEP

- Annual Goals
- Transition Services
- Course of Study

Skills taught

- Activities
- Interventions

Results documented

- Data collected
- Progress reported

Postsecondary Goals

**Academic
Needs**

**Functional
Needs**

**Wants
and
Interests**

Strengths

**Important
Tasks**

Formal-Informal-Casual Assessment

Ten Sigma System & TRAX Software

- **Ten Sigma Transition System**

- Meeting the expectations of Indicator 13
- Using a multi-year Transition Plan to enhance success
- Writing consistent and compliant IEPs
 - Postsecondary Goals
 - Annual Goal Present Levels
 - General Present Levels
 - Annual Goals-Objectives/Bench
 - Transition Services
 - Course of Study

- **TRAX Online Transition Software**

- TRAX Online Transitions surveys
- TRAX Transition Planner
- TRAX Transition Activities
- TRAX Goal Generator

Ten Sigma presents
***Succeeding in
Transition***

Section 2 ***TRAX:***

- **Survey**
- **Planner**
- **Activities**
- **Goal Generator**

TRAX Transition Skills are Comprehensive

- **Workplace Skills/Attitudes**
 - controlling emotions
 - being organized
 - problem-solving
- **Responsibility**
 - arriving promptly and prepared
 - following directions promptly
 - working without supervision
- **Interacting with Others**
 - interacting in a group setting
 - working with co-workers
 - taking the perspective of others
- **Computer and Internet**
 - using Internet/email
 - managing assistive technology
- **Basic Academic Skills**
 - writing clearly and to the point
 - locating information
- **Habits of Wellness**
 - grooming/hygiene
 - managing stress
- **Planning for Success**
 - advocating for self
 - accessing community resources

Identify Appropriate Assessments

Assess transition needs at student's level.

- Mild disabilities.
- Moderate disabilities.
- Severe disabilities.
- Autism Spectrum student

Easily administered and scored assessments.

- Assessments online.
- Results scored automatically.
- Results graphed and charted.
- Minimal teacher time.

TRAX
Close Window

Higher-Functioning Skills

Student Name: Emma Davis
 Teacher Name: Instructor 001MN

Directions: This is a survey to help determine the transition strengths and needs for the student. When you have completed the survey, click Submit. A second screen will appear allowing you to further define items identified as transition needs. Read each item below and score according to the legend.

Workplace Skills and Attitudes

Legend: Mark 'S' for strengths, 'N' for needs, and leave skills 'NA' which are OK or you are not sure. S N NA

<input type="checkbox"/> Being Trustworthy, Honest, and Ethical	() () ()
<input type="checkbox"/> Showing Respect for Self, Others, and Authority	() () ()
<input type="checkbox"/> Being in Control of Emotions	() () ()
<input type="checkbox"/> Showing a Desire to Work	() () ()
<input type="checkbox"/> Being Open to Learning and Technology	() () ()
<input type="checkbox"/> Being Organized	() () ()
<input type="checkbox"/> Being Thorough	() () ()
<input type="checkbox"/> Making Effective Decisions	() () ()
<input type="checkbox"/> Solving Problems Effectively	() () ()
<input type="checkbox"/> Learning from Experience	() () ()

S N NA

Responsibility

<input type="checkbox"/> Coming Promptly and Prepared	() () ()
<input type="checkbox"/> Having a Positive Work Ethic	() () ()
<input type="checkbox"/> Setting and Meeting High Quality Standards	() () ()
<input type="checkbox"/> Following Directions Promptly	() () ()
<input type="checkbox"/> Taking Initiative	() () ()
<input type="checkbox"/> Doing Own Share of the Work	() () ()
<input type="checkbox"/> Working Well without Supervision	() () ()

Clicks up after self.
 Completes responsibilities without being urged.
 Is aware of responsibilities.
 Moves on to something new.

Select IEP Area; Copy; Paste to IEP; Edit

TRAX

Logout
My Cases Administration
Current User: erdcadmin

Jayne Johnston
 Plan: Survey for 2008-2009 (07-01-2008)

Copy To IEP

*Template:

Custom Code:

Copy Text Update Reset

Based on the following assessments: State reading assessments, Career Crusing Interest Inventory, Harshman Behavior Index, Ten Sigma Transition Survey, teacher observation, IEP team discussion, and parent input, Jayne has the following transition needs: Comprehending Written Information Well, Writing Clearly and to the Point, Practicing Personal Grooming and Hygiene, Making Effective Decisions, Maintaining Personal Fitness, Using Effective Money Management Strategies, Listening Well, Keeping a daily to do list, and Getting a driver's license.

If Jayne does not meet these needs, she may have difficulty making a successful transition into adult life, particularly in her effort to attend a technical school to learn automotive mechanics and live in an apartment on her own.

TRAX Planner Copies Postsecondary Goals Separate Fields for Employment/Training/Education/Independent Living

POST-SECONDARY OUTCOMES (ADDRESS BY AGE 14 1/2)

Indicate and project the desired appropriate measurable post-secondary outcomes/goals as identified by the student, parent and IEP team. Goals are based upon age appropriate transition assessments related to employment, education and/or training, and where appropriate, independent living skills.

When	What	for What Purpose
Employment (e.g., competitive, supported shelter, non-paid employment as a volunteer or training capacity, military): AND After I get certified as a welder, I will work full time as a welder.		
Post-Secondary Education (e.g., community college, 4-year university, technical/vocational/trade school): AND/OR After I graduate from high school, I will attend a community college to become certified as a welder.		
Post-Secondary Training (e.g., vocational or career field, vocational training program, independent living skills training, apprenticeship, OJT, job corps): AND After I leave the school program, I will participate in on the job training on my father's farm to learn farming.		
IF APPLICABLE, Independent Living (e.g., independent living, health/safety, self-advocacy/future planning, transportation/mobility, social relationships, recreation/leisure, financial/income needs): Once I am employed full time, I will live in an apartment on my own. After I graduate from high school, I will set up my own appointments to see the family doctor and dentist. Once I am employed full time, I will purchase a used car to access community resources.		

TRAX Transition Planner

Generates
Present Level
Information

- Assessments
- Strengths
- Needs
- Parent input

PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE

Complete for initial IEPs and annual reviews.

When completing this page, include all areas from the following list that are impacted by the student's disability: academic performance, social/emotional status, independent functioning, vocational, motor skills, and speech and language/communication. This may include strengths/weaknesses identified in the most recent evaluation.

Student's Strengths

Based on the following assessments: State reading assessment, Career Cruising Interest Inventory, Harshman Behavior Index, Ten Sigma Transition Survey, teacher observation, IEP team discussion, and parent input, Jayne has these strengths: Being in Control of Emotions, Coming Promptly and Prepared, and Doing Own Share of the Work. These strengths should help Jayne make a successful transition to adult life, particularly in her effort to attend a technical school to learn automotive mechanics, becoming employed full time as an auto mechanic, and living in an apartment on her own.

Parental Educational Concerns/Input

Student's Present Level of Academic Achievement (include strengths and areas needing improvement)

Based on the following assessments: State reading assessment, Ten Sigma Transition Survey, teacher observation, IEP team discussion, and parent input, Jayne has these transition needs: Comprehending Written Information Well and Writing Clearly and to the Point. Unless these needs are met, Jayne may have difficulty making a successful transition to adult life, particularly in her efforts to attend a technical school to learn automotive mechanics.

Student's Present Levels of Functional Performance (include strengths and areas needing improvement)

Based on the following assessments: State reading assessment, Career Cruising Interest Inventory, Harshman Behavior Index, Ten Sigma Transition Survey, teacher observation, IEP team discussion, and parent input, Jayne has these transition needs: Practicing Personal Grooming and Hygiene, Making Effective Decisions, Maintaining Personal Fitness, Using Effective Money Management Strategies, Listening Well, Keep a daily to do list, and Get a driver's license. Unless these needs are met, Jayne may have difficulty making a successful transition to adult life, particularly in her efforts to live in an apartment on her own.

Generate Transition Services Separate Fields for IN/RS/CE/DE/DL—with Res/G#/Start/Met

TRANSITION SERVICES (address by age 141/2)

Please include, if appropriate, needed linkages for outside agencies, (e.g., DMH, DRS, DSCC, PAS, SASS, SSI, WIC, DHFS, etc.)

INSTRUCTION (e.g., tutoring, skills training, prep for college entrance exam, accommodations, adult basic ed.) 1. Advocating for self 2. Comprehending written information 3. Be organized (If none, indicate "none")	Provider Agency and Position 1. Sc 2 Sc 3 Sc Goal #(s) if appropriate 2 Goal #1 3 Goal #2 Date/Year to be Addressed 1 Second Semester 2 IEP Date 3 IEP Date Date/Year Completed 1 Two weeks from start 2/3 One year from IEP
RELATED SERVICES (e.g., transportation, social services, medical services, technology, support services) 1. Riding the bus (If none, indicate "none")	Provider Agency and Position Goal #(s) if appropriate Date/Year to be Addressed Date/Year Completed
COMMUNITY EXPERIENCES (e.g., job shadow, work experiences, banking, shopping, transportation, tours of post-secondary settings) 1. Getting a driver's license 2. Setting up a checking account (If none, indicate "none")	Provider Agency and Position Goal #(s) if appropriate Date/Year to be Addressed Date/Year Completed
DEVELOPMENT OF EMPLOYMENT AND OTHER POST-SCHOOL ADULT LIVING OBJECTIVES (e.g., career planning, guidance counseling, job try-outs, register to vote, adult benefits planning) 1. Working well with co-workers 2. Taking the ASVAB military examination (If none, indicate "none").	Provider Agency and Position Goal #(s) if appropriate Date/Year to be Addressed Date/Year Completed
APPROPRIATE ACQUISITION OF DAILY LIVING SKILLS AND/OR FUNCTIONAL VOCATIONAL EVALUATION (e.g., self-care, home repair, home health, money, independent living, job and career interests, aptitudes and skills) 1. Reducing sugar intake	Provider Agency and Position Goal #(s) if appropriate Date/Year to be Addressed Date/Year Completed

Copy Information to the Course of Study List of Courses, with Purpose

COURSE OF STUDY (address by age 14½)				
Identify a course of study that is a long-range educational plan or multi-year description of the educational program that directly relates to the student's anticipated post-school goals, preferences and interests <u>as described above</u> .				
Year 1 – Age 14/15	Year 2 – Age 15/16	Year 3 – Age 16/17	Year 4 – Age 17/18	Extended – Age 18/21
	health (hygiene, nutrition)	business (money manage		
	Adaptive Phys Ed (fitness)			

Annual Goal-Writing Procedures Specific Present Level, Goal and Obj/Bench

CURRENT ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE																				
<i>Results of the initial or most recent evaluation and results on district-wide assessments relevant to this goal; performance in comparison to general education peers and standards.</i>																				
Based on these assessments: Ten Sigma Transition Survey, IEP team discussion, and parent input, the student has the need to be organized which is of critical importance and will be met as an annual goal. Presently the student requires ten or more cues in dependent settings to succeed at being organized. When finished, the student will succeed at being organized in independent settings with no assistance.																				
GOALS AND OBJECTIVES/BENCHMARKS																				
<i>The goals and short-term objectives or benchmarks shall: meet the student's educational needs that result from the student's disability, including involvement in and progress in the general curriculum, or for preschool students, participation in appropriate activities.</i>																				
Goal Statement # 1 of 2																				
Over 36 weeks, the student will increase his ability to be organized from needing more than ten cues in dependent settings to succeeding in independent settings with no assistance, as measured by the case manager using classroom observation.																				
Indicate Goal Area: <input checked="" type="checkbox"/> Academic <input checked="" type="checkbox"/> Functional <input checked="" type="checkbox"/> Transition Illinois Learning Standard: # _____																				
Title(s) of Goal Implementer(s) _____																				
Short-Term Objective/Benchmark for Measuring Progress on the Annual Goal																				
Given five days of the week and no assistance, the student will successfully keep a daily to-do list 4 out of 5 days in a week.																				
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Use the Transition Plan to Present IEP

Student presents

- Postsecondary Goals
- Strengths

Case manager presents

- Assessments
- Needs
 - Annual Goals
 - Transition Services
 - Courses

Look at IEP when required by law, requested by team

Transition Plan																																																																																																																																																																																									
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Transition activities

500 Activities for Students with Mild Disabilities
450 Activities for Students with Moderate Disabilities

Certificate of Strength

This document certifies that _____

has shown the skill of

Being Organized

to be a strength. He or she

- Uses strategies for being more effective and efficient.
- Has a plan for organizing living and work areas.
- Keeps a long-term calendar of important events.
- Keeps a daily to-do list of specific events and tasks.

I certify that this skill is a strength of the above named individual.

Signature	Title	Date

TRAX Goal Generator

Structures Goal Contents/Simplifies Goal Procedures

- Helps write annual goals that are measurable.
- Increases the number of compliant IEPs.
- Helps newer teachers learn to write better goals.
- Allows experienced teachers to write annual goals in less time with less stress.

Goal Generator Provides a Variety of Scales

Writing Measurable Goals through Quality "from" and "to" Statements

- Frequency: (counting 1 2 3 . . .)
 - ✓ Occurring number of times (occurring 8 times)
 - ✓ Things per minute (65 words per minute or problems per minute)
 - ✓ Number of mistakes (6 mistakes or fewer than 2 mistakes)
- Fractions/Percentage/Percentile Rank
 - ✓ Succeeding X out of 3, X out of 4, X out of 5, X out of 10
 - ✓ Scoring 80% on 4 of 5 assignments, with 80% accuracy (not rec.)
 - ✓ Succeeding at the X percentile
- Grade level
 - ✓ First grade level Second Grade Level
 - ✓ Grade level and month (First grade, fourth month)
 - ✓ Grade.Month (Grade 4.4)
- Behavior Scales
 - ✓ Not completing to completing without supervision
 - ✓ Refusing to cooperating to succeeding on own
 - ✓ Loudness of disruption (not audible audible from 20 feet)

Structure Components to Generate Goals and Objectives

Timeframe	Student Information	Direction	
Connecting words	Behavior	from	Scale (from)
to	Scale (to)	Criteria of Success	Connecting words
Responsibility.	Measure Tool	.	

Over 36 weeks, the student will increase his ability to be organized from needing 5 or more cues in dependent settings to needing no more than one cue in independent settings 4 out of 5 school days, as measured by the classroom teacher using a rubric.

Conditions	Assistance	Setting	Student will info
Behavior	Criterion	Measurement tool	Responsibility

Given five opportunities and no more than one cue in independent situations, the student will make a list of tasks to be completed 4 out of 5 school days, as measured by the classroom teacher using a rubric.

TRAX Transition

Section 3: TRAX in Action

3.1: TRAX Online Transition Surveys

Select Appropriate Survey

TRAX My Cases Administration

Emma Davis

*Template: Higher-Functioning Skills

*Survey Name: **ten sigma**

*Year:

*Create Date:

*Default Scale: **district**

Submit Reset

- Higher-Functioning Skills
- Moderate Disability Skills
- Autism Spectrum Skills
- Severe Disability Skills
- Initial Intervention Survey
- Speech-Language Intervention Survey
- Middle School Behavior Survey
- Elementary Behavior Survey
- My Test District Survey
- test
- user**
- Case Manager User Template

Manage List of Survey Takers

IEP team members (name, email address and role) are entered.

- First year it takes ten minutes to enter IEP team members.

- After first year, the previous year's members are easily updated.

TRAX Test Site Test Site Test Site Test Site Logout

My Cases Administration Current User: j001mm

Dean Doe

Survey: Survey for 2010-2011 (07/31/2010) View Survey

Manage Takers			
Name	E-Mail	Role	Status
Dean Doe	computerpro22@hotmail.com	Student	Completed
Dennis Doe	ddoe@travelers.net	Father	Completed
Fred Bronky	fbronky@usd999.org	Teacher	Completed
Jennifer Doe	jdoe@sunflower.com	Mother	Completed
Michelle Morgan	mmorgan@usd999.org	Psychologist	Completed
Regis Ter	register@tensigma.org	Counselor	Completed
			Take Survey

Print Survey View Results

Survey Skills (Survey is Active - no Skill changes allowed)

- Workplace Skills and Attitudes
- Responsibility
- Interacting with Others
- Basic Academic Skills
- Habits of Wellness

Email Surveys to the IEP Team

TRAX Test Site Test Site Test Site Test Site Logout
 My Cases Administration Current User: i001mmn

Dean Doe
 Survey: Survey for 2010-2011 (07/31/2010) Send Email

Send Reset Close

Subject → Enter Subject or choose template: Standard Subject Template
 Transition Survey for Dean Doe

Message → Enter Message or choose template: Standard Message Template
 Instructor 001MMN has asked for you to take a transition survey regarding Dean Doe. Remember Dean's meeting is Tuesday, September 12 at 1:30 in room 112 of the high school.
 Click @taker.here.link@ to take the survey.
 Optional way to Access Survey: Paste the following in your browser:

Select Recipients: All None Uncompleted

	Name	E-Mail	Role	Status
<input checked="" type="checkbox"/>	Dean Doe	computerpro22@hotmail.com	Student	Completed
<input checked="" type="checkbox"/>	Dennis Doe	d DOE@travelers.net	Father	Completed
<input checked="" type="checkbox"/>	Fred Bronley	fbronley@usd999.org	Teacher	Completed
<input checked="" type="checkbox"/>	Jennifer Doe	jdOE@sunflower.com	Mother	Completed
<input checked="" type="checkbox"/>	Michelle Morgan	mmorgan@usd999.org	Psychologist	Completed
<input checked="" type="checkbox"/>	Regis Ter	register@tensigma.org	Counselor	Completed

Who will receive the survey →

Click on Email Link to Take Survey Online

Survey Provides

1. Student's name
2. Directions
3. Details about each skill
4. Survey scale
 - Strength/Need
 - 1-5 Likert
 - A M S N

* Takes less than five minutes

TRAX Close Window

Higher-Functioning Skills

Student Name: Emma Davis
 Teacher Name: Instructor 001MN Submit Start Over Cancel

Directions: This is a survey to help determine the transition strengths and needs for the student. When you have completed the survey, click Submit. A second screen will appear allowing you to further define items identified as transition needs. Read each item below and score according to the legend.

Workplace Skills and Attitudes

Legend: Mark "S" for strengths, "N" for needs, and leave skills "NA" which are OK or you are not sure. S N NA

<input type="radio"/>	Being Trustworthy, Honest, and Ethical	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Showing Respect for Self, Others, and Authority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Being in Control of Emotions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Showing a Desire to Work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Being Open to Learning and Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Being Organized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Being Thorough	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Making Effective Decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Solving Problems Effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Learning from Experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

S N NA

Responsibility

<input type="radio"/>	Coming Promptly and Prepared	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Having a Positive Work Ethic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Setting and Meeting High Quality Standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Following Directions Promptly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Taking Initiative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Doing Own Share of the Work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	Working Well without Supervision	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Cleans up after self.
 Completes responsibilities without being urged.
 Is aware of responsibilities.
 Moves on to something new.

Survey Results Scored Automatically

Results sorted by:

- Individual Takers
- Needs
- Strengths
- Greatest Priorities

... to determine student's transition strengths and needs

Higher-Functioning Skills

Student Name: Dean Doe

Teacher Name: Case Manager

[Save](#) [Create Plan](#) [Print](#) [Close](#)

By Group		Combined	Selected Skills											
Select Strengths	Select Priorities	Skill	Greatest Priority	S	N	1	2	3	4					
<input type="checkbox"/>	<input type="checkbox"/>	Being in Control of Emotions	2	0	4	N	N	N	N					
<input type="checkbox"/>	<input type="checkbox"/>	Practicing Personal Grooming and Hygiene	2	0	4	N	N	N	N					
<input type="checkbox"/>	<input type="checkbox"/>	Developing Good Nutritional Habits	2	0	4	N	N	N	N					
<input type="checkbox"/>	<input type="checkbox"/>	Being Organized	1	0	3	N	N							
<input type="checkbox"/>	<input type="checkbox"/>	Solving Problems Effectively	1	0	1	N								
<input type="checkbox"/>	<input type="checkbox"/>	Working Well without Supervision	1	0	3	N	N							
<input type="checkbox"/>	<input type="checkbox"/>	Comprehending Written Information Well	1	0	2	N								
<input type="checkbox"/>	<input type="checkbox"/>	Writing Clearly and to the Point	1	0	2	N								
<input type="checkbox"/>	<input type="checkbox"/>	Managing Stress	1	0	3	N	N							
<input type="checkbox"/>	<input type="checkbox"/>	Setting and Achieving Important Goals	1	0	2					N	N			
<input type="checkbox"/>	<input type="checkbox"/>	Using Effective Money Management Strategies	1	0	2					N	N			
<input type="checkbox"/>	<input type="checkbox"/>	Being Trustworthy, Honest, and Ethical	0	0	1					N				
<input type="checkbox"/>	<input type="checkbox"/>	Showing Respect for Self, Others, and Authority	0	0	1									N
<input type="checkbox"/>	<input type="checkbox"/>	Showing a Desire to Work	0	0	2					N				N
<input type="checkbox"/>	<input type="checkbox"/>	Being Open to Learning and Technology	0	0	1									N
<input type="checkbox"/>	<input type="checkbox"/>	Being Thorough	0	0	1									N
<input type="checkbox"/>	<input type="checkbox"/>	Making Effective Decisions	0	0	1					N				
<input type="checkbox"/>	<input type="checkbox"/>	Learning from Experience	0	0	0									

Printout Transition Strengths and Priorities

- View or print
1. *Strengths*
 2. *Priorities*

Build and document the student's IEP from the list of strengths and needs identified by the survey results.

or you can create a Transition Plan

Transition Strengths and Priorities	
Survey Results for 2009-2010	
Student Name	Teacher Name
Test Test	Test Teacher
Strengths	
Basic Academic Skills	
Carrying Out Math Calculations with Accuracy	
Solving Problems Using Math Skills	
Planning for Success	
Advocating for Self	
Computer and Internet Skills	
Operating a Computer with Ease and Confidence	
Priority Needs	
Workplace Skills and Attitudes	
Being in Control of Emotions	
Being Organized	
Basic Academic Skills	
Comprehending Written Information Well	
Writing Clearly and to the Point	
Habits of Wellness	
Practicing Personal Grooming and Hygiene	
Developing Good Nutritional Habits	
Maintaining Personal Fitness	

Activity One

Take a Survey for Dean Doe

Read the Dean Doe Scenario

Select Dean

Select Take Survey and add your name

Take the survey for Dean

Look at the results for Dean

Select strengths and priority needs

Save and click on *Create Plan*

TRAX Transition

Section 3: Demonstration of TRAX

3.2: TRAX Online Transition Planner

Transition Plan

Components of Plan

- Postsecondary Goals
- Assessments used
- Transition Strengths
- Transition Needs

Needs organized by

- Method
- Responsible agency
- IEP Category

Transition Needs	Methods			Responsible Agency					Categories				Date Met
	G	S	C	Sc	P	St	O	IN	RS	CP	DE	DL	
Unassigned													
Advocating for Self													
Goal Generate Annual Goals													
Comprehending Written Information Well	X			X				X			X		
Being Organized	X			X				X			X		
Service													
Being in Control of Emotions	X			X				X		X			
Participate in work experience	X			X							X		
complete laundry correctly	X			X	X							X	
Reduce sugar intake	X			X	X							X	
Take ASVAB military assessment	X			X							X		
develop communication skills	X			X			X	X	X				
Course													
Practicing Personal Grooming and Hygiene				X	X								
Developing Good Nutritional Habits				X	X								

Prepare Components to Copy to the IEP

Decide what items to copy to the IEP

New Copy Template

- 01 Present Level (assessment)
- 02 Present level (strengths)
- 03 Present level (needs)
- 04 Present Levels (complete)
- 05 Postsecondary Goals (separate)
- 06 Transition Services Need by Category
- 07 Goal Need by Category
- 08 Course (needs)

Decide how to structure each IEP item

Use Wild Cards to include unique info

@student.firstname@
@assessments@
@present.strengths@
@present.needs@

Use consistent words that appear for all teachers.

Based on . . .
Presently the . . .
If the student . . .
Given five . . .
Over the next . . .

Decide rules.

Edit information carefully before copying to IEP.

Reports Transition Plan

Generates a Yearly
Progress Report

- > Summarizes IEP responsibilities
- > Helps schedule tasks
- > Tracks completion of tasks

Yearly Transition Progress														
Student	Dean Doe			Responsibility							IEP Categories			
Date	09/29/2010			Sc = School	IN = Instruction							CP = Community Part.		
				P = Parent	RS = Related Services							DE = Dew. Employment		
				St = Student	DL = Daily Living									
				O = Other Agencies										
Annual Goals	Sc	P	St	O	IN	CP	RS	DE	DL	Met Date				
Comprehending Written Information Well	X									_____				
Writing Clearly and to the Point	X									_____				
Transition Services	Sc	P	St	O	IN	CP	RS	DE	DL	Start Date	Met Date			
Being in Control of Emotions	X				X		X			_____	_____			
Being Organized	X				X					_____	_____			
Get to all classes on time										_____	_____			
Reduce surga intake										_____	_____			
Take driver's training										_____	_____			
Take the ASVAB military assessment	X							X		_____	_____			
Skills Learned Through Courses	Sc	P	St	O	IN	CP	RS	DE	DL	Met Date				
Developing Good Nutritional Habits	X									_____				
Maintaining Personal Fitness	X									_____				
Practicing Personal Grooming and Hygiene	X									_____				
Unassigned	Sc	P	St	O	IN	CP	RS	DE	DL	Met Date				
Advocating for Self										_____				

Report Multi-Year Transition Progress

Displays all needs
that were met during
the transition years.

- ... by year
- ... by method
- ... by responsibility

Multi-Year Transition Progress															
Student	Dean Doe			Method							Responsibility				
Date	10/03/2010			G = Goal	Sc = School	IN = Instruction							CP = Community Part.		
				S = Service	P = Parent	RS = Related Services							DE = Dew. Employment		
				C = Course	St = Student	DL = Daily Living									
				O = Other Agencies											
Basic Academic Skills	G	S	C	Sc	P	St	O	IN	RS	CP	DE	DL	Met Date		
Comprehending Written Information Well 2009-2010	X			X									_____		
2010-2011	X			X									_____		
Writing Clearly and to the Point 2010-2011	X			X									_____		
Computer and Internet Skills	G	S	C	Sc	P	St	O	IN	RS	CP	DE	DL	Met Date		
Managing Assistive Technology (AT) Devices 2010-2011		X		X					X				_____		
Habits of Wellness	G	S	C	Sc	P	St	O	IN	RS	CP	DE	DL	Met Date		
Developing Good Nutritional Habits 2009-2010		X		X					X		X		_____		
2010-2011		X		X					X		X		_____		
Practicing Personal Grooming and Hygiene 2009-2010		X		X					X		X		_____		
2010-2011		X		X					X		X		_____		
Reduce sugar intake 2010-2011		X		X					X		X		_____		
Planning for Success	G	S	C	Sc	P	St	O	IN	RS	CP	DE	DL	Met Date		
Accessing Community Resources 2009-2010		X		X					X				_____		
2010-2011		X		X					X				_____		
Advocating for Self 2009-2010		X		X					X				_____		
2010-2011		X		X					X				_____		
Get driver's license 2010-2011		X		X					X				_____		
Take ASVAB Military Assessment 2010-2011		X		X					X				_____		
Using Effective Money Management Strategies 2010-2011													_____		
Visit two community colleges 2010-2011		X		X					X				_____		
Responsibility	G	S	C	Sc	P	St	O	IN	RS	CP	DE	DL	Met Date		
Get to all classes on time 2010-2011		X		X					X				_____		
Workplace Skills and Attitudes	G	S	C	Sc	P	St	O	IN	RS	CP	DE	DL	Met Date		

Access to Transition Rubrics and Activities

Skill links give access to rubrics for each skill.

Activity links give access to activities for each skill.

TRAX My Cases Administration Current User: i001mm
 Dean Doe
 Plan: Transition Plan for 2010-2011 (grade 10) (07-01-2010) View Plan

Postsecondary Goals

Category	Goal
Training/Education	After graduating from high school, I will attend community college to learn commercial art.
Employment	After graduating from community college, I will be employed full time as a commercial artist.
Independent Living	After I am working full time, I will live independently on my own.

Assessments

Assessment
Classics Reading Assessment
CTC Interest Inventory
Test Reigen Transition Survey
IEP team discussion
Parent Input

Strengths

Skill (Strengths)
Carrying Out Math Calculations with Accuracy
Following Procedures Using Math Skills
Operating a Computer with Ease and Confidence

Transition Needs

Skill Name	Methods			Responsible Agency			Categories				Date Met	
	o	s	c	so	p	st	in	cp	ra	de		sl
Unassigned												
Learn to do laundry												
Goal												
Comprehend Written Information Well	X							X	X	X		
Write Clearly and to the Point	X							X		X		
Service												
Manage Time	X							X	X			
Behave in Control of Emotions	X							X	X			
Work Safely	X							X				
Get to all classes on time	X							X				
Reduce Sugar Intake	X							X	X			
Take a SVAB military assessment	X									X		
Course												
Explain Personal Goals and Involvement			X									
Develop Good Nutritional Habits			X									
Maintain Personal Finances			X									

Rubrics Define Skills in Detail

Used to teach skills.

Wording used to define goals and objectives.

Details used to collect data for goals.

Accessing Community Resources

Name Nathan Hargrove Date Set _____ Date Met _____

Above, fill in the date the annual goal was set and met. To the right, fill in the date that each short-term objective was met or NA if not applicable.

	Date Met	NA
Locates appropriate resources.	_____	_____
<ul style="list-style-type: none"> ___ Determines needed resources. ___ Uses strategies to locate services. 	_____	_____
Follows steps to acquire services.	_____	_____
<ul style="list-style-type: none"> ___ Secures necessary forms and applications. ___ Gathers requested information, and completes forms. ___ Sends information to service provider. ___ Meets with service representative. 	_____	_____
Uses effective transportation to access resources.	_____	_____
<ul style="list-style-type: none"> ___ Secures driver's license. ___ Knows travel options. ___ Determines most appropriate mode of transportation. ___ Uses skills to travel safely and efficiently. 	_____	_____

Transition Activities

Activities are

- Directly linked to skills (click on "A").
- Designed to teach rubric.
- Performance based (require action).

Interview

HE Skill 6: Being Organized

Interview two adults about the importance of being organized.

Name _____ Supervisor _____ Date Completed _____

DIRECTIONS

1. Contact two adults to discuss the importance of being organized.
2. Write a list of six items (with blank lines after each) from the list below to discuss during the interviews:
 - a. Give examples of how to store tasks for easy retrieval.
 - b. Explain the importance of writing things down to help remember them later.
 - c. Explain the importance of keeping track of responsibilities and when things are done.
 - d. Explain the benefit of keeping living and working areas neat and orderly.
 - e. Explain the benefit of organizing materials within living and work areas.
 - f. Explain the importance of cleaning up areas on a regular basis.
 - g. Give examples of how to record key events and details.
 - h. Explain the importance of consulting a calendar before agreeing to do something.
 - i. Explain how to prioritize items on the list by deadline and importance.
3. Conduct the interviews and take notes on the given responses.
 - a. Read one item at a time to the person being interviewed and wait for each response.
 - b. Take notes on important points about the responses for each item.
4. Use your notes to summarize the responses.
 - a. The name of the persons interviewed and the date/time of the interviews.
 - b. The most important points about each item.
5. Summarize the important points and underline three that are especially meaningful.

Summit: Notes and summary with meaningful points underlined.

SUGGESTIONS

1. Practice the interviews before conducting them.
2. Make an audio recording of the interviews to review before writing the summaries.
3. Those who have difficulty writing could audio or video record the interviews and dictate the important points onto the recorder.

GRADING CRITERIA 2 = exceeds expectations, 1 = meets expectations, 0 = does not meet expectations. Individual must earn a 1 or a 2 on each.

Two interviews are conducted.	2	1	0
Interview questions include at least six items from the list.	2	1	0
Summary includes information from directions 4a and 4b above.	2	1	0
Three meaningful points from each interview are underlined.	2	1	0

© Tim Sigma #5559 Workplace Skills and Attitudes HE, skill 6, page 8

Activity Two Transition Plan

1. Select Dean's Plan View
2. Add two additional "custom" skills
3. Identify the methods for each need
4. Identify responsibility for each skill
5. Identify IEP categories for each skill
6. View the three reports
7. Look at the rubrics and activities

TRAX Transition

Section 3: Demonstration of TRAX

3.4: TRAX Online Goal Generator

Goal Generator

Select or Enter
Wording for

Goal

Objectives

Measurement
Points

Rubric

- Advocating for Self**
- Is able to describe what motivates self.
- Describes what is important to self.
- Describes what he/she likes to do (pleasure, satisfaction).
- Describes what drives and excites self (dreams, goals).
- Has a realistic view of self.
- Has a realistic view of capabilities and limitations.
- Knows own strengths and weaknesses.
- Recognizes need for supports.
- Explains own disabilities.
- Is aware of situations that require self-advocacy.
- Knows legal and civil rights.
- Knows that personal safety often requires self-advocacy.
- Knows obtaining services often requires self-advocacy.
- Is able to follow steps to reach personal goals.
- Evaluates regularly where time and energy are spent.
- Knows fears and has methods of overcoming them.
- Takes risks that are worthwhile.
 - new job
 - new hobby
 - new school
- Advocates for self when necessary.
- Uses supports as needed.
- Initiates/participates in decisions about own life.
- Shows initiative at IEP or similar meetings (family, supervised living, etc.).
- Evaluates where his/her life is headed.
- Has needed documents/records available as needed.
- Accepts group decisions.

Behaviors

- Advocating for Self**
- Has a realistic view of self.
 - Knows own strengths and weaknesses.
 - Explains own disabilities.
- Is aware of situations that require self-advocacy.
 - Knows legal and civil rights.
 - Knows obtaining services often requires self-advocacy.
- Is able to follow steps to reach personal goals.
 - Takes risks that are worthwhile.
 - Advocates for self when necessary.

Submit Cancel

Goal Generator

Select a Measurable Progressive Scale

Select Scale:

Six Point Independence Scale

Frequency

- Count 1-10
- Count 5-100
- Counting Every Second
- Counting Number of Times
- Words Per Minute

Fraction Scales

- Thirds (succeeding X times)
- Thirds (succeeding in X trials)
- Thirds (succeeding X days)
- Thirds (succeeding an average)
- Thirds (succeeding X ^A)
- Fourths (succeeding X times)
- Fourths (succeeding in X trials)
- Fourths (succeeding X days)
- Fourths (succeeding X ^A)
- Fourths (succeeding an average)
- Fifths (succeeding X times)
- Fifths (succeeding in X trials)
- Fifths (succeeding X days)
- Fifths (succeeding X ^A)
- Fifths (succeeding an average of X times)
- Tenths (succeeding X times)
- Tenths (succeeding an average of X times)

Grade Level

- By Grade
- Grade by Month

Independence/Cueing Scales

- Five-Point Scale
- Six Point Independence Scale

Selected Scale

- not able to succeed regardless of assistance.
- succeeding in dependent settings with unlimited cueing.
- succeeding in dependent settings with no more than one cue.
- succeeding in dependent settings with no cueing.
- succeeding in independent settings with no more than one cue.
- succeeding in independent settings with no cueing.

Goal Generator

Determine Goal Components

<p>Direction ▾</p> <p>increase decrease improve reduce</p>	<p>Student Information ▾</p> <p>I will Johnny will the student will</p>
<p>Scale (range for "from" and "to") ▾</p> <p>not able demonstrate skill regardless of assistance needing ten or more cues in dependent settings needing no more than 1 cue in dependent settings needing no cues in dependent settings needing no more than 1 cue in independent settings needing no cues in independent settings</p>	<p>Conditions ▾</p> <p>Given five dependent situations and no cueing Given five independent situations and one cue Given five random observations Given five classroom observations</p>
<p>Timeframe ▾</p> <p>9 weeks 18 weeks 27 weeks 36 weeks</p>	<p>Measurement tools ▾</p> <p>using a rubric using assignment samples using a check-off sheet using a standardized reading assessment using random observation</p>
<p>Measurement Responsibility ▾</p> <p>case manager classroom teacher counselor speech clinician</p>	<p>Criterion ▾</p> <p>4 out of 5 times 4 out of the five days in the week 3 out of 5 times With 80% accuracy</p>

Goal Generator Finished Product

Teachers Choose a Template—Select from Dropdowns

Template Preview:

Over 36 weeks, the student will increase the ability to Advocating for Self from succeeding in dependent settings with unlimited cueing. to succeeding in independent settings with no more than one cue., as assessed by the case manager using a student interview.

Generated Text:

Over 36 weeks, the student will increase the ability to Advocating for Self from succeeding in dependent settings with unlimited cueing. to succeeding in independent settings with no more than one cue., as assessed by the case manager using a student interview.

Submit Cancel

Activity Three

Goal Generator

1. Select Tyshaun Brown's Plan
2. Click on Tyshaun's *Generate Annual Goals*
3. Look through each level of Tyshaun's Being Organized goal
4. As a group we will write the Writing Clearly and to the Point goal
5. Write the Present Level, Goal, and Objective/Benchmark for the Comprehending Written Information goal

TRAX Transition

Section 5

TRAX Costs, Training, and Next Steps

Program Costs

- Cost range
 - \$11-30 per transition student per year
 - Cooperative pricing is applicable

- Depending on components and packages selected
 - Survey Only or Goal Generator Only
 - TRAX Essentials (Survey, Plan, Activities)
 - TRAX Complete (Survey, Plan, Activities, Goal Generator, Data Collection, and Postsecondary Goal Journal)

- Depending on method of implementing program
 - Per case (for less than 100 transition students)
 - Limited site license (one year license, limited to a specific No. of students)
 - Unlimited site license (one year license with unlimited use)
 - Perpetual license (unlimited perpetually—2.5 times yearly, you own rights)

Training Options

- Training Components
 - Initial Training: ½ day (web) or 1 day (onsite)
 - Follow-up: ½ day (review, advanced functions)
- Training Approach
 - Onsite (\$950 per day, plus travel)
 - Web-based (\$500 per ½ day)
- Option to Consider
 - Train Local trainers

Contact Information

- What is next?
 - Discuss the program with key people.
 - Present information to leadership.
 - Request a private demonstration like this one.
 - Request a proposal defining costs and options.
- Contacts
 - John Wessels jwessels@tensigma.org
 - Eric Schmidt eschmidt@tensigma.org
- Phone Numbers 800-657-3815