



<p>Address the discrepancies through the IEP.</p>	<p>Assess student's current skills, compared to skills needed in the next setting.</p>
<p>Monitor progress of entire IEP, beyond goals.</p>	<p>Determine discrepancies from skills needed and student's current skills.</p>
<p>Identify Essential Skills needed in the next setting.</p>	<p>Establish Postsecondary Expectations.</p>



Iowa Transition Model

Iowa Transition Model Steps	SDI Model Connection	What does it look like?
Learn the student's strengths, interests, and preferences	Diagnose Engage	<ul style="list-style-type: none"> Typically gained through a student interview, although parent and teacher input can be used in addition to student input.
Identify postsecondary expectations (PSEs) based on strengths, interests, and preferences	Diagnose Engage	<ul style="list-style-type: none"> Use RIOT (Review, Interview, Observation, Test) assessment data, strengths, interests, and preferences to establish a PSE in each area of living, learning, and working. All PSEs must project beyond high school and be observable. PSEs tend to become more refined and specific as a student gets older.
Identify essential skills needed in the postsecondary environments based on PSEs	Diagnose	<ul style="list-style-type: none"> Use a variety of resources to identify the knowledge, attitudes, habits, critical thinking, and application skills needed for all three postsecondary expectations and environments. Consider including community resources such as: <ul style="list-style-type: none"> Vocational rehabilitation counselor College/university accessibility services Regional coordinator for the student's Mental Health Disability Services Region (MHDS) Targeted case management Community rehabilitation provider/s American job centers Employers
Assess student's current skills as compared to future skills needed for PSEs	Diagnose Engage	<ul style="list-style-type: none"> Use information from multiple sources of age-appropriate transition assessments to identify the skills the student currently has compared to those required or expected in postsecondary environments. For example: <ul style="list-style-type: none"> R.I.O.T. Life skills inventory Functional vocational assessment College placement results from ACCUPLACER/ACT Work experience evaluations, etc. The team/teacher uses the information gathered to identify whether a gap or match exists in the knowledge, attitudes, habits, critical thinking, and application skills needed to meet the desired postsecondary expectations.

Iowa Transition Model Steps	SDI Model Connection	What does it look like?
Determine discrepancy between skills needed in the future and current skills status (match or gap)	Diagnose Design	<ul style="list-style-type: none"> • Review current skills and skills needed for the PSE in each area of living, learning, and working. • Is there enough information to determine if there is a match or a gap? • Consider if the gap... <ul style="list-style-type: none"> ○ is age-appropriate, ○ can be addressed through education offerings, ○ or requires some type of goal, service, or support within special education. • Gather additional assessment information, if needed (RIOT). • Identify needs of the student to meet PSEs in each area of living, learning, and working.
Address discrepancies in courses, activities, goals, services, and supports	Design Deliver	<ul style="list-style-type: none"> • Prioritize needs of the student and consider how and when to address the needs: <ul style="list-style-type: none"> ○ What is the least restrictive environment? ○ How great is the gap? ○ What age is the student, and how much time do they have left in the educational system? ○ How easily does the student learn a skill, generalize, and apply in real life unpredictable situations? ○ What are the learning progressions, and where is the student within the progression? ○ What supports need to be in place to master skills? ○ Can the skill development be addressed in an available education course? ○ Will the student need an accommodation to participate in the course? ○ Does the student need to practice the skill through an activity? ○ Is the gap so great the student needs rigorous targeted instruction through specially designed instruction (SDI) which is an IEP annual goal? ○ What services, support, or linkage is needed to close the gap? ○ What classes need to be taken? ○ Where can the classes take place? ○ In what activities could the student participate? ○ How can parents/families help? ○ What resources are available in the community? • Develop Course of Study (COS) <ul style="list-style-type: none"> ○ Align core courses and electives necessary to prepare students for PSEs relative to living, learning, and working.

Iowa Transition Model Steps	SDI Model Connection	What does it look like?
		<ul style="list-style-type: none"> ○ Include any appropriate activities and linkages to address the identified needs of the student. ○ Maintain high expectations. ○ Work together as a team to develop a plan that incorporates evidence-based practices aligned with learner needs. ○ Use diagnostic results to determine appropriate supports (access, engagement, developing specific skills). ○ Explicitly state learner outcomes. ○ Determine intensity and frequency (grouping, materials, accommodations, time). ○ Use high leverage instructional practices that match concept/skill being taught and learner's needs. ○ Collaborate with stakeholders to clearly identify team member roles in supporting the student's goals.
Develop and implement annual goal(s)	Deliver Engage	<ul style="list-style-type: none"> ● Use specific assessment data to write an annual goal to address the priority skill, which needs to be acquired and/or improved. <ul style="list-style-type: none"> ○ Do all goals, supports, and services align with a postsecondary expectation? ○ Are they rigorous enough to meet the expectations? ○ Do the goals match/coincide with the instruction being provided?
Deliver needed services, supports, activities, and/or linkages	Deliver Engage	<ul style="list-style-type: none"> ● Does the student have the tools necessary to access the curriculum or tasks to reach their expectations? ● Effective accommodations <ul style="list-style-type: none"> ○ Assistive technology ○ Self-determination skills ○ Linkages to needed services
Monitor progress for overall effectiveness	Engage	<ul style="list-style-type: none"> ● Review progress monitoring to determine if the teaching strategy is effective and if changes need to be made. ● Revisit activities and services: <ul style="list-style-type: none"> ○ Are they being completed? ○ Are they effective? ○ Are there changes that need to be made? ○ Do additional activities and services need to be identified? ○ Have the necessary referrals/linkages been made as written? ● Accommodations: <ul style="list-style-type: none"> ○ Have they been taught? ○ Are they being used?

Iowa Transition Model Steps	SDI Model Connection	What does it look like?
		<ul style="list-style-type: none">○ Are they providing access to curriculum or tasks?○ Do they need to change?● Does the team have the necessary data to make future decisions?



Secondary Transition

Iowa Transition Model



Why ACHIEVE?

Legacy system was cutting edge when launched in 2005

ACHIEVE was designed with intent to:

- Assist teams in **designing** services and supports for the INDIVIDUAL.
- Maximize system functions to support practices (and minimize time on paperwork).
- Increase opportunities for team collaboration and communication.
- Increase use of the system to collect procedural compliance through system functionality and less need for people to worry about documentation.
- Have one system birth to 21.

With the hope of increasing time for providing services and supports

We're excited to have the opportunity to speak about our new online system called ACHIEVE. As you are aware, the ACHIEVE system will be replacing the Legacy system also known as webIFSP and webIEP.

So why the change? It was time to upgrade the system to allow for new and improved features and functionality.

This new system was designed with the intent to mirror the language in the SDI framework.

Additionally, it was designed to support practice and minimize time on paperwork, and to increase opportunities for team collaboration and communication. This communication and collaboration includes families who will now have access to the family portal through the ACHIEVE system. In this family portal, we will be able to communicate and share information and documents with parents in a timely manner. ACHIEVE Was also designed in a way that will help to ensure procedural compliance through the documentation.

Lastly, this one system will be utilized for learners Birth to 21.



What's New in ACHIEVE to Support: Iowa Transition Model

- Specific and intentional connections that guide the IEP Facilitator to use components of the model in the design of transition services.
- Intentional use of student voice.

Briefly review as these will be covered in the session.



Learning Objectives

Participants will be able to...

- Describe the components of the Iowa Transition Model.
- Share one way they could use the Model to support the transition planning process.

Go through each objective for this training



Learning Intentions & Success Criteria

Participants will know the components of the Iowa Transition Model.

***I can identify the six Components of the Iowa Model of Transition Assessment.**

Participants will be able to share one way they could use the Model to support the transition planning process.

***I can identify a connection between the Iowa Model and my teaching practice for transition planning and implementation.**

Introduce the Learning Intentions and success criteria:

Presenter:

Today's time together will be to learn about the Iowa Model of Transition Assessment Framework and how the Framework can support all the elements of quality transition planning. The Iowa Transition Model is not new. It was developed a number of years ago as a process to guide effective transition planning. It has been used across the state with some variations and with different levels of implementation and training. Some of you may be very familiar with it; others may be seeing this for the first time. We will be connecting the training around the new ACHIEVE features to the model so some training/review of the Iowa Transition Model is warranted.

Questions?



Jamboard

Throughout the session, as questions arise, please put them on the Jamboard that is linked on this slide. It is divided into sections, according to the content we will be covering, including a general questions section, as well. The Q&A form is also being shared in the chat.



Iowa Transition Model

Give each table a set of [Iowa Transition Model cards](#) and ask the participants at each table to put the Iowa Model in the correct order. If the cards have been cut, participants can physically move them into a correct order. Otherwise, the cards can simply be numbered. (Breakout rooms if using Zoom).

Take 3-5 minutes for groups to discuss and arrange the components in order. Pull the group back into a large group discussion (close breakout rooms & bring others back to the main room).



Understanding the Framework

- Establish Postsecondary Expectations.
- Identify Essential Skills needed in the next setting.
- Assess student's current skills, compared to skills needed in the next setting.
- Determine discrepancies from skills needed and student's current skills.
- Address the discrepancies through the IEP.
- Monitor progress of entire IEP, beyond goals.

Start the process by asking a group to share what they thought was the first component of the process. Continue to ask the group what they determined for each step. **Reveal the components 1 at a time and explain the process of each component (Answer and outcome below)**

Answer #1: Postsecondary Expectations Does the student have a postsecondary expectation in each one or more of the following areas: living, learning, and working? **Outcome:** Identify a reasonable expectation based on assessment information for each postsecondary area. Use strengths, interests and preferences, as well as career exploration data to help determine a PSE.

Answer #2: Essential Skills Needed What are the essential knowledge, habits, attitudes, and skills that any individual needs for these postsecondary expectations? (Standards for postsecondary living, learning, and working)

Outcome: Identify the essential skills for postsecondary living, learning, and working for any individual.

Answer #3: Current student status What are this student's current attitudes, habits, basic skills, critical thinking and application skills as compared to the essential skills needed in the future setting?

Outcome: Determine the student's current skills through assessment to determine discrepancy.

Answer #4: Discrepancy between skills and current status What is the discrepancy between the essential skills and the student's current skills?

Outcome: Identify the student's current skills and the skills, supports, services and activities the student needs in order to pursue the identified postsecondary expectation.

Answer #5: Address the discrepancies What services, supports and activities are needed to address the discrepancies?

Outcome: IEP team considers LRE and the best way to address the needs of the student.

Answer #6: Monitor progress How will progress towards these postsecondary expectations be monitored and used to plan and revise the IEP?

Outcome: Develop a plan to monitor the activities and connections to outside agencies identified in the IEP. How will you know they are being addressed and who is responsible to see that implementation happens.



Iowa Transition Model Resources

- [Iowa Transition Model](#)
- [Iowa Transition Model applied to R2L](#)

Expected Outcome and Goal: Participants will learn about two documents that provide a deeper look at the Iowa Transition Model and its application.

Digging Deeper: The first document is an in depth look at each step of the model. Notice that the left column simply describes the activity of each step. The second column helps you to connect this model to the SDI framework. The third column provides some detail as to how this particular step looks in practice.

Please note that while this is set up in a linear format, the process is not really linear; it is more cyclical. As it came out in the activity that you just did, there is a general order to how the steps are conducted, but it can certainly change based on student need and where each student is in the process. For example, while the determination of the PSE will guide assessment needs to be done, sometimes you need to do some assessment to help determine the PSE, but not always. As you learn more through the assessment process, you may find that it causes you to adjust activities or modify the PSE, which will lead to changes in the Course of Study or in activities or linkages. The key to using this model is to NOT use it in a linear way. We have talked often about transition planning being an ongoing process, and using this model to guide this process and your steps should be really helpful. We also wanted to share the Iowa Transition Model as it pertains to R2L. A statewide group of transition content experts worked last summer to put this together. This document takes each step of the model and provides examples for how it looks in a face to face

setting and in a virtual setting, as well as providing some specific tools and resources that may help you to implement each of these steps. These are not all inclusive or intended to be your only resource for implementation of the model, but they should be able to provide you a great start!



Closer - Write and Reflect

***I can identify the six Components of the Iowa Transition Model.**

***I can identify a connection between the Iowa Model and my teaching practice for transition planning and implementation.**

Presenter:

Have participants independently take about 2-3 minutes to complete the success criteria. Have them turn to a neighbor and share.

Zoom: Use original small breakout rooms to have participants share with others.

Bring everyone back together and share a few ideas for implementation.

Thank everyone for participating.



Thank you!



R2L Support for Secondary Transition Considerations

Introduction

This document provides ideas, supports, and resources for providing secondary transition services during typical and continuous/hybrid learning models during the COVID-19 pandemic. It is intended to be a resource, not only for special education teachers, but also for support staff members and non-certified staff who provide transition services to students (such as contracted staff with Iowa Vocational Rehabilitation Services or IVRS).

The considerations in this document are organized around the standard steps outlined in the [Iowa Transition Model](#). The resources provided here are not an exhaustive list and are provided as a place to start with tools and resources for use with students. This includes students in 4+ programs as they continue to be served through their IEP and are, therefore, still considered to be secondary students and eligible for FAPE. All considerations in this document also apply to students who are in a 4+ program. For students who may be served in a community college setting that is in a different learning model from the LEA, follow the [existing guidance](#) that applies to schools contracting directly with a community college for services.

Iowa Transition Model Strategy/Consideration	In-Person Classroom Examples: On-Site Learning	Virtual Classroom Examples: Continuous or Hybrid Learning	Additional Resources/Comments
<p>Learn the student's strengths, interests, and preferences Click here for tips</p>	<ul style="list-style-type: none"> • Use RIOT for Secondary Transition: <ul style="list-style-type: none"> ○ R: Review ○ I: Interview ○ O: Observe ○ T: Tool/Task/Test 	<ul style="list-style-type: none"> • Continue to utilize RIOT: <ul style="list-style-type: none"> ○ Conduct virtual interviews ○ Utilize an electronic checklist to allow the student to express choices/preferences ○ Ask others (parents, community providers, etc.) about their observations of the student and/or assessments that have been conducted ○ Utilize videos or other resources in an area of interest for students to watch, respond to, and share 	<ul style="list-style-type: none"> • Transition Inventories/Surveys for Interests/Preferences

Iowa Transition Model Strategy/Consideration	In-Person Classroom Examples: On-Site Learning	Virtual Classroom Examples: Continuous or Hybrid Learning	Additional Resources/ Comments
<p>Identify postsecondary expectations based on strengths, interests, and preferences Click here for tips</p>	<ul style="list-style-type: none"> ● IEP team reviews: <ul style="list-style-type: none"> ○ Strengths, interests, and preferences ○ Interview information ○ Other assessment information ● IEP team develops a postsecondary expectation (PSE) in each of the three areas of living, learning, and working. 	<ul style="list-style-type: none"> ● No significant differences from in-person to virtual in developing PSEs, other than the IEP meeting may be held virtually. 	
<p>Identify essential skills needed in the postsecondary environments based on PSE Click here for tips</p>	<ul style="list-style-type: none"> ● Determine skills needed for PSEs in living, learning, and working. ● Consult with appropriate resources as needed. For example: <ul style="list-style-type: none"> ○ Living – targeted case management, community agency staff, etc. ○ Learning – vocational counselor (VR), college resources, etc. ○ Working – VR counselor, work experience coordinator (WEC), etc. 	<ul style="list-style-type: none"> ● No significant differences from in-person to virtual in identifying essential skills needed in postsecondary environments, other than contacts will be made virtually rather than in person. 	<ul style="list-style-type: none"> ● Resources to Support Transition Planning with Iowa Transition Model
<p>Assess student's current skills as compared to future skills needed for PSEs Click here for tips</p>	<ul style="list-style-type: none"> ● Use RIOT 	<ul style="list-style-type: none"> ● Continue to utilize RIOT: <ul style="list-style-type: none"> ○ Virtual interviews ○ Electronic checklists, rubrics, etc. ○ Observations within the home environment ○ Videos of student completing various tasks or activities 	<ul style="list-style-type: none"> ● Transition Skill Assessments ● Resources to Support Transition Planning with Iowa Transition Model

Iowa Transition Model Strategy/Consideration	In-Person Classroom Examples: On-Site Learning	Virtual Classroom Examples: Continuous or Hybrid Learning	Additional Resources/ Comments
<p>Determine discrepancy between skills needed in the future and current skills status (match or gap) Click here for tips</p>	<ul style="list-style-type: none"> ● Using these guiding questions and considerations, review current skills and skills needed for the PSE in each area of living, learning, and working. ● Is there enough information to determine if there is a match or a gap? ● Consider if the gap... <ul style="list-style-type: none"> ○ is age-appropriate, ○ can be addressed through education offerings, ○ or requires some type of goal, service or support within special education? ● Gather additional assessment information, if needed (RIOT). ● Identify needs of the student to meet PSEs in each area of living, learning, and working. 	<ul style="list-style-type: none"> ● No significant differences from in-person to virtual in identifying essential skills needed in postsecondary environments, other than contact will be made virtually rather than in person. 	<ul style="list-style-type: none"> ● Resources to Support Transition Planning with Iowa Transition Model
<p>Address discrepancies (courses, activities, goals, services, supports) Click here for tips</p>	<ul style="list-style-type: none"> ● Using these guiding questions and considerations to develop the Course of Study including: <ul style="list-style-type: none"> ○ Courses ○ Specially Designed Instruction (SDI) ○ Services ○ Supports ○ Activities ○ Accommodations ○ Linkages 	<ul style="list-style-type: none"> ● No significant differences from in-person to virtual, although the IEP team should refer to Page 1 in IEP for instructional decisions. ● Consider the guiding questions and considerations as the team considers family routines, home tasks, community opportunities, etc. ● Consider if the projected graduation date needs to be adjusted in accordance with the skills needing to be developed. 	

Iowa Transition Model Strategy/Consideration	In-Person Classroom Examples: On-Site Learning	Virtual Classroom Examples: Continuous or Hybrid Learning	Additional Resources/Comments
<p>Develop and implement annual goal(s) Click here for tips</p> <p>*Services, supports, activities, and/or linkages materials may also be used under instruction.</p>	<p>Mode of Instruction</p> <ul style="list-style-type: none"> • Direct in-person instruction: <ul style="list-style-type: none"> ◦ Whole group ◦ Small group ◦ 1:1 • In-person guided/independent practice: <ul style="list-style-type: none"> ◦ Students work in pairs or groups on a skill or project ◦ Students work on/practice skills individually 	<p>Mode of Instruction</p> <ul style="list-style-type: none"> • Direct virtual instruction: <ul style="list-style-type: none"> ◦ Whole group, small group, and 1:1 instruction can be offered live through video conferencing or by students watching pre-recorded videos (see lesson plan format/example) • Virtual guided/independent practice: <ul style="list-style-type: none"> ◦ Students can be assigned break-out rooms to work together or independently during classroom video conferencing ◦ Students can be assigned work to complete and turn in 	<p>Tools for Virtual Instruction</p> <ul style="list-style-type: none"> • Lesson Plan Format/Example • General Transition Resources • Choice Board • Pre-ETS Facebook Group • Technology Resources • R2L Concepts for Behavior Considerations • Ice Breaker Ideas • Online Ice Breaker Ideas • Evidence Based and Promising Practices for Students with Disabilities
<p>Location of Instruction</p> <ul style="list-style-type: none"> • General education class • Special education class • Community-based experiences 	<p>Location of Instruction</p> <ul style="list-style-type: none"> • Virtual general education class • Virtual special education class • Virtual experiences 	<p>Tools for Virtual Locations</p> <ul style="list-style-type: none"> • Zoom • Microsoft Teams • Edmodo • Flipgrid • Pear Deck (Google Slides Add-On) 	<p>Resources for Living Instruction</p> <ul style="list-style-type: none"> • Independent Living Skills • Self-Determination / Self-Advocacy Mental Health Resources
<p>Specific Living Examples</p> <ul style="list-style-type: none"> • Grocery shopping in the store • Practicing using public transportation in the community • Planning and preparing a meal/recipe at school 	<p>Specific Living Examples</p> <ul style="list-style-type: none"> • Grocery shopping online • Planning public transportation routes using online resources • Planning a meal/recipe with teacher then preparing a meal/recipe at home 	<p>Resources for Living Instruction</p> <ul style="list-style-type: none"> • Independent Living Skills • Self-Determination / Self-Advocacy Mental Health Resources 	<p>Resources for Living Instruction</p> <ul style="list-style-type: none"> • Independent Living Skills • Self-Determination / Self-Advocacy Mental Health Resources

Iowa Transition Model Strategy/Consideration	In-Person Classroom Examples: On-Site Learning	Virtual Classroom Examples: Continuous or Hybrid Learning	Additional Resources/ Comments
	<ul style="list-style-type: none"> Practice living skills such as cleaning at school Plan and engage in leisure activities with peers at school and in the community 	<ul style="list-style-type: none"> Plan and engage in leisure activities with peers virtually 	<ul style="list-style-type: none"> Leisure Skills / Activities
<p>Deliver needed services, supports, activities, and/or linkages Click here for tips</p> <p>*Materials found in the instruction section may also be used with services, supports, activities, and/or linkages.</p>	<p>Specific Working Examples</p> <ul style="list-style-type: none"> Finding and applying for jobs (typically virtually) Practicing interviews in-person Hands-on school or community based work experiences Guest speakers/ interviewing people about their jobs in-person 	<p>Specific Working Examples</p> <ul style="list-style-type: none"> Finding and applying for jobs virtually Practicing interviews via a variety of video conferencing/ remote platforms Watching video of school or community based work experiences or a work experience that can be done remotely from home Guest speakers/ interviewing people about their jobs via email or video conferencing 	<p>Resources for Working Instruction</p> <ul style="list-style-type: none"> 21st Century Skills - Essential Skill Development, Job Seeking Skills Career Information/Exploration
	<ul style="list-style-type: none"> In-person courses Access to curriculum in school: para, text reader, audiobooks, etc. Alignment to page F <p>Referrals and collaboration with community service providers:</p> <ul style="list-style-type: none"> Vocational Rehabilitation - Review your Local School Plan with VR to collaborate on Pre-ETS service delivery Home and Community-Based Services IowaWORKS Use Iowa COMPASS to find providers in your area 	<ul style="list-style-type: none"> Collaboration with educators and SDI guidance. AEA Accessibility Supports & Tools <ul style="list-style-type: none"> Assist the student/family in establishing a communication plan with outside providers Review your Local School Plan with IVRS to collaborate on virtual/hybrid service delivery. Connect with community resources and service providers to learn about current services and options. 	<ul style="list-style-type: none"> AEA Accessibility Supports & Tools Special Education Supports During COVID-19 Iowa Vocational Rehabilitation Services Iowa Department for the Blind Community Living Services Referral Process IowaWORKS

Iowa Transition Model Strategy/Consideration	In-Person Classroom Examples: On-Site Learning	Virtual Classroom Examples: Continuous or Hybrid Learning	Additional Resources/Comments
		<ul style="list-style-type: none"> Consider how to collaborate with outside services and resources to meet student's needs. Connect students with learning opportunities at your local IowaWORKS office. 	<ul style="list-style-type: none"> Link Associates Home Leisure Activity Page Art Force Iowa COMPASS Resource Directory
<ul style="list-style-type: none"> Informal coaching as needs arise (problem solving, self-advocacy, etc.) 		<ul style="list-style-type: none"> Google Chat/email threads Establishing "office hours" for drop-in Google forms for feedback from students and parents 	<ul style="list-style-type: none"> Technology Resources Self-Determination/Self-Advocacy Mental Health Resources
<ul style="list-style-type: none"> Campus visits/tours 		<ul style="list-style-type: none"> Look into campus' website for virtual tour options Discuss campus learning services with student Iowa College Access Network (ICAN) 	<ul style="list-style-type: none"> YouVisit Virtual College Visits Iowa College Access Network Postsecondary Education Exploration / Preparation Guide to IEP vs College Accommodations
<ul style="list-style-type: none"> Applying for part-time jobs, developing resumes, cover letters, etc. Work based learning (job shadows, on the job experiences, Iowa Intermediary Network, etc.) 		<p>Work virtually via shared docs Use "Share Screen Mode" in Zoom and "Present Mode" in Google Hangouts etc.</p>	<ul style="list-style-type: none"> Indeed Add-On for Chrome Career Videos: <ul style="list-style-type: none"> Dr Kit or Career OneStop Iowa Workforce Youth Development Future Ready Iowa for High School Students College & Career Competency Framework

Iowa Transition Model Strategy/Consideration	In-Person Classroom Examples: On-Site Learning	Virtual Classroom Examples: Continuous or Hybrid Learning	Additional Resources/Comments
	<ul style="list-style-type: none"> Household activities: cleaning, financial literacy Transportation skills (learner's permit, driver's license, public transportation if appropriate) Real world experience for application of learned knowledge (e.g. conversation scenarios at restaurant) 	<ul style="list-style-type: none"> Visual schedule, checklist, check-ins, rubrics guidance/coaching Video observations Virtual practice tests and flashcards Use on-line shopping/ordering applications 	<ul style="list-style-type: none"> Pre-ETS Facebook Group IVRS Summer Pre-ETS Example IVRS Customer Service Academy A Day in Your Shoes Lesson Pix Rubistar Rubric Creation Website Driver's Test Flashcards (Download app or use website) Driver's Practice Test Trip Planner for DART (DSM Metro)
<p>Monitor progress for overall effectiveness Click here for tips</p>	<p>Monitor progress of:</p> <ul style="list-style-type: none"> Annual goals Graduation requirement progress Completion of activities and services Use of accommodations Use of assistive technology 	<p>No significant differences from in-person to virtual, although the IEP team should refer to Progress Monitoring Considerations.</p>	