TRAX Online Transition Software

Self-Paced System
(Sep 2011)

Name ______________________________ Organization __________________________

Date ______________ Completed _____ Verified by: __________________________

Comment: ____

This document provides a system for learning the TRAX system and demonstrating that TRAX items have been completed.

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Part One: Introduction

<u>1. Transition Law</u>

For each student in special education who has reached the age of Transition, there are six “due process” procedures that must be followed, including:

1. **<u>MEASURABLE POSTSECONDARY GOALS</u>**: Identify meaningful postsecondary goals for training/education, employment, and independent living (using the when, what, and for what purpose strategy) ie.
   - when: After I graduate or Once I leave school
   - what: I will attend community college or I will work full time
   - for what purpose: to get a plumbers certificate or to live in an apartment on my own
2. **<u>AGE-APPROPRIATE ASSESSMENT</u>**: Assess Transition wants, interests, strengths, and needs using age-appropriate assessment.
3. **<u>MEASURABLE ANNUAL GOALS</u>**: Write a minimum of one annual goal that assists the student in reaching his/her postsecondary goals.
4. **<u>TRANSITION SERVICES (ACTIVITIES)</u>**: Provide Transition services (informal assistance given by the school, student’s themselves, parents, or outside agencies) that assists the student in reaching his/her postsecondary goals.
5. **<u>COURSE OF STUDY</u>**: Establish a (9-12) course of study (that defines the courses the student will take in school) that assists the student in reaching his/her postsecondary goals.
6. If outside agencies are invited to an IEP meeting, the first time they are invited, the invitation must be approved in writing by the parent or the student if he/she has reached the age of majority.

____ a. I have asked questions I may have regarding transition law.

____ b. I have read the Transition (Indicator 13) law and understand the six parts.

2. TRAX Online Transition Software

TRAX is an online Transition software program designed to help special education teachers help a wide variety of students reach their Postsecondary Goals. The program includes:

1. **COMPREHENSIVE RESEARCH-BASED TRANSITION SKILLS:** Transition skills are identified for four populations of students: (1) with mild disabilities who anticipate living independent adult lives, (2) with moderate disabilities who will live a somewhat dependent adult life, (3) with severe disabilities who will live a dependent adult life, and (4) for students on the autism spectrum.

2. **TRAX ONLINE TRANSITION SURVEYS** Transition surveys designed for each population are emailed to the IEP team, completed in 3-7 minutes and scored automatically. Survey results are displayed in table and graph form.

3. **TRAX TRANSITION PLAN:** Users are guided through a series of steps that result in developing transition plans for their students. The steps include (1) identifying the student's postsecondary goals, (2) listing the assessments that were used to gather the information, and (3) identifying the student's strengths and needs. The needs are further defined to describe the methods that will be used to meet the needs, who is responsible for meeting each need, and the IEP category under which each need will be met.

   The Transition Plan is used to (1) write the transition parts of the IEP, (2) involve the student and parents at a higher level in the Transition process, (3) summarize the IEP at IEP meetings, (4) generate a yearly progress report form that is used to schedule and track day-to-day transition progress, and (5) generate a multiple year report that tracks everything done for the student during the Transition years.

4. **TRAX TRANSITION ACTIVITIES:** Transition units of activities are available for students with mild and moderate disabilities. Each unit contains 8-12 activities and certificates of strength and accomplishment that the student can earn. Each activity contains (1) a one-sentence summary describing the task, (2) directions that the students should follow in completing the task, (3) what the student should submit, and (4) grading criteria.

5. **TRAX GOAL GENERATOR**: The Goal Generator structures the writing of annual goals through the use of (1) rubrics that define each skill in detail, (2) annual goal scales that make goals more measurable, and (3) pre-determined wording choices that give consistent structure. The results are goals that are more compliant, measurable, and consistent.

____ a. I have asked questions I may have regarding TRAX transition software.

____ b. I have read the TRAX explanation and understand its components.

Part Two: TRAX Transition Surveys

3. Login and Load a Student

___ a. Go to the TRAX URL**: https://trax.tensigma.org/**_____

___ b. Enter your email username (first part only) and temporary password: TRAX

___ c. Change your password to something you will remember: ___________________

___ d. Select a student whose IEP meeting is in 3-6 weeks. Have ready the following information: (1) student's name and code number, (2) IEP team members names, email addresses, and roles, and (3) the student's approximate functioning level (mild, moderate, severe, Autism Spectrum).

___ e. Click on the red menu in the upper left-hand corner of the screen. Then, click on Student. Finally click on *New Student*.

___ f. Enter the student's name, number, and *Anniversary Date* (date of the IEP meeting) and *Submit*.

___ g. The student's name you entered will appear on the screen. To the left of the student's name is a "+" sign that opens and closes options related to the student. Click on the "+" sign and it will become a "-" sign and open up to reveal options from which you have to choose. One of the options (under the Survey) is a new survey for the student. Click on New Survey for the student you entered.

___ h. To set up a survey for the student, you will need to (1) select the most appropriate survey for the student's functioning level, (2) accept or edit the title of the survey, (3) accept or edit the student's IEP anniversary date, (4) choose a scale from the dropdown (N/S—strength/need is recommended), and (5) *Submit*.

Create Custom Surveys: If none of the four Ten Sigma surveys are appropriate for assessing a student's strengths and needs, see "Part 12" for directions on how to develop customized surveys.

4a. Prepare and Send Surveys to the IEP Team via Email

The next step is to write and send emails to members of the IEP team that include a link to the survey. The email should include (1) a request for the taker to complete the survey, (2) directions for completing the survey, (3) a statement that leads them to click on the "here" link that is automatically located in the message, and (4) a reminder for takers to leave skills that are neither strengths nor needs blank. To email the survey to takers:

___ a. From the Dashboard (grid with the student's name), open the (+) sign to the left of the student and click on the current survey.

___ b. From the main survey screen, click on the link called *Manage Takers*.

___ c. From the *Manage Taker's* screen, click the *Add* button located on the left side of the screen just below the word *Action*.

____ d. One the line to the right of where the *Add* button was located, enter an IEP member's name, email address, and role—then *Submit*.

____ e. Repeat this process until all members are entered. When finished, click *Close*. This will take you back to the main survey screen.

____ f. From the main survey screen, click on the *Email Takers* link.

____ g. To prepare the subject for the email, on the subject line use the dropdown box to select a subject or write a subject of your own.

____ h. To prepare the message for the email, on the line above the message field, (1) select a message from the message dropdown, (2) write a message of your own, or (3) do a combination of selecting a message dropdown. Then, editing or adding to the original message.

____ i. To send the message, first reread it to make sure it says what you want, check the list of takers who will receive the survey (located below the message), and click *Send.* This will send the message to all those members whose boxes had checks in them. A message will come up letting you know that the message had been sent.

4b. Procedure for Taking the Survey.

Since most surveys require takers to complete all items, when sending out invitations to take the survey, it is important to convey to takers that they should only mark items that are strengths or needs—and leave items that are OK as OK.

1. Top of Survey: The top of the survey lists the title of the survey, the student's name, the teacher's name, the directions, and the Instructions.
   i. The directions describe the purpose and procedure for taking the survey.
   ii. The Instructions describe specifically what the taker should do. For the S/N scale, the taker is instructed to select *S* for *Strengths*, *N* for *Needs*, and to leave items *OK* which are neither strengths nor needs.

2. Body of Survey: The survey itself lists the skills by group. To the left of each skill is a "+" sign that when clicked opens a more detailed description of the skill. The scale is on the right side of the survey. For the S/N scale "OK" is the default. THE TAKER SHOULD IGNORE (leave OK) ANY SKILLS WHICH ARE "OK".

3. Intermediate Screen for Takers: When finished, the taker submits the survey and is taken to an intermediate screen where they are instructed to identify up to five skills that they feel are priorities for the student.

After the takers submit their, priorities, they are thanked for taking the survey and the results are automatically scored.

____ a. I have read the procedures for taking the survey and understand.

4c. Take the Survey Directly by Using the *Take Survey* Command.

The survey may be taken directly on any computer where the teacher is logged in to the TRAX site.

____ a. If the person taking the survey directly has not yet been entered, enter that person's name on the "bottom line" of the taker's list located on the main *Survey* screen. (You can also enter the person's name using the *Manage Taker's* link.)

____ b. To start the survey, click the *Take Survey* link on the right side of the main Survey screen (on the same line as the taker's name). The survey will come up.

____ c. Takers who typically use the *Take Survey* option include: the case manager and the student.

4d Send a Hard Copy of the Survey to Members Who do not have Email.

When takers do not have email programs, surveys can be printed and send to those takers in hard copy. When the results are returned, the teacher can enter the results in 2-3 minutes. To print a survey in hard copy:

____ a. Click on the link called *Print Survey*, located on the left side of the screen.

____ b. Print and send the survey to the appropriate person(s) with directions to mark each item "S" for *Strengths*, mark "N" for *Needs*, and to leave items which are neither strengths nor needs (or which you are not sure) blank.

____ c. When the completed hard-copy surveys are returned, click on *Take Survey* that for the person who took the hard copy survey and enter survey results.

5. Analyze Survey Results to Identify the Student's Strengths/Needs

Once most or all of the surveys have been completed (or when the time for the IEP to be written is fast approaching), it is time to analyze the results and determine the student's Transition strengths and needs.

____ a. From the *Dashboard*, open the student's "+" and select *Current Survey*.

___ b. In the lower right-hand side of the screen, click on *View Results*.

____ c. The screen reveals the results in a chart and graph form, sorted originally by *Need*. The columns on the right side of the screen are the results of the individual takers (numbered from 1 to the total number of takers). Hover over several numbers and the takers names will appear on the screen as you pass over different numbers. Next, click on the up/down arrows to the right of each number, to sort by specific takers.

Click on the arrows to the right of the "N" (Need) column and analyze the results from that perspective. The *Needs* sort is one of the two most important sorts to analyze.

Click on the arrows next to the *Greatest Priorities* and analyze the results from that perspective.

Click on the arrows next to the *Strength* column and analyze the strengths.

Method of determining when a need is a priority: While there is no simple way of determining when a skill is a strength or a priority need, research does show that “if several people who know the student say a skill is a strength or priority need from their unique perspective, the skill is reliably a strength or need and should be included as part of the students IEP.

Bottom line is that each teacher must develop their own system for identifying strengths and priority needs.

___ d. After analyzing the student’s strengths and thinking about what the IEP team indicated, in the column to the far left of the screen, select the student’s strengths.

___ e. After analyzing the results for the student’s needs and thinking about what the IEP team indicated, in the second column from the left of the screen, select the student’s priority needs.

___ f. After identifying the student’s strengths and priority needs, click *Save* and click on the *Create Transition Plan* button.

6. Develop custom surveys

Teachers often want to have surveys for students who are not typical. In these situations, the user creates hybrid surveys that meet the situations.

Users and districts can develop custom surveys for specific situations, including: (1) surveys for students whose needs fall into multiple categories (hybrid surveys are needed), (2) surveys for students who have needs are not included in any Ten Sigma survey, (3) survey additions that include a list of tasks that the student needs to complete in the Transition process, and (4) unique surveys that have a completely different purpose than the intended purpose of Transition.

____ a. Select the Administration tab, then from the red menu select *Survey Template* and choose *User* or *District* (depending on what group you want to see the survey—single users or whole district). If you do not see the District Template, it is because you do not have permission create surveys at this level.

____ b. From the My Custom Survey screen, click *Add*, give the survey a name and *Submit*.

____ c. Click on the title of the survey you just created and add skills.

Library Skills: If the skills you want are in the skills library, click on *Add* skills from the Library, search for skills, select skills—repeat until you have the library skills you want.

Custom Skills: To add custom skills to a survey, click on *Add Custom Skills*. Then enter the skills and select categories into which the skills will be placed. *Submit* and repeat until you have the skills you want.

____ d. While adding and editing the selected survey, either accept the default (*Strength/Need* scale—recommended) or choose a scale of your own and *Submit*.

Part Three: TRAX Transition Planner

7. Prepare the Transition Plan

The *Transition Plan* organizes the student's postsecondary goals, assessments, and the Transition strengths and needs into a single page. The Transition Plan is used to (1) write the Transition parts of the IEP, (2) present the IEP at the IEP meetings, (3) schedule and track day-to-day progress, and (4) generate a multiple year report.

____ a. Open the selected student's "+" and select the *Transition Plan* by clicking on the current year under the Plan column.

____ b. Click on the Postsecondary *Goals* link and use the "when", "what", and "for what purpose" method to enter the student's Postsecondary Goals.

____ c. Click on the *Assessment* link and select or enter any assessments that were conducted for the student to develop this Plan.

____ d. Click on the *Strengths* link and add or remove strengths, as appropriate.

____ e. Click on the *Transition Needs* link and add needs or remove needs, as appropriate.

Items that can be added to the Transition need list: Additional needs can come from academic test (like a state reading test), from expert advice (like the counselor, classroom teacher, or nurse), or from discussion by the IEP team.

Adding needs to the Transition need list: To add Transition needs, click on *Add Skills from the Library* (if the skill is in either the Ten Sigma or district library) or *Add Custom Skill* (if the skill, need, or task is one not in any library).

Standard District Needs: Set up a standard list of District Needs: You can establish a list of needs, skills, tasks, etc. that students need to consider in making the successful transition. These needs can be placed in the skill library, then called up and quickly entered in the student's Plan.

1. To do so, go to the administration tab, then the red menu, then Skills Library, then District Skills.
2. Enter the name of the list (Common Tasks—recommended) and add skills to the list.
3. The skills can be added to the Plan by going to the Plan, then:
    a. click on Transition Needs
    b. click on Add Skills from Library
    c. click into the Common Skills
    d. select appropriate skills

Removing needs from the list of Transition needs: To remove Transition needs, click on *Remove Skills*, then select a skill to remove and submit.

____ f. To identify the method that will be used to meet each need, click on the *Edit* button above the *Method* column and select the method by which each need will be met. When finished, click *Submit*.

Method Choices for meeting needs: There are three methods available in an IEP for meeting student needs: annual goals (G), Transition services (S), and needs met through courses that students take in school (C).

Hovering over skills: If you hover over any column heading, the complete name of the column will appear.

Leaving needs unassigned: There is a fourth option, this is to leave a need blank. If you do this, it will appear in the Plan as "Unassigned". This is an effective way to promote discussion about the need or to solicit commitment from IEP members to take responsibility for helping the student meet the need.

____ g. To identify the person(s) responsible for seeing that needs are met, click on the *Edit* button above the *Responsibility* column and select the agencies that will be responsible for helping the student meet each specific need and click *Submit*.

Responsible agency choices: The choices for responsible agency include School (Sc), Student (St), Parent (P), or Outside Agency (O).

____ h. To identify the IEP category for which a need will be met, click on the *Edit* button above the IEP Categories column and select the IEP Categories that are affected by each need. When finished, click *Submit*.

Which needs need to identify IEP Categories: In some IEPs, the IEP Categories should be identified for needs met through all three methods (G, S, and C). In other IEPs, only the Transition services need to have their IEP Categories identified. If in doubt, identify the IEP categories for all needs.

<u>More than one IEP Category:</u> More than one IEP Category may be identified for each need. For example: A student need of "hygiene" may impact the IEP Categories of training/education, employment, and independent living. Sub-note: Your IEP Categories may not be these listed. See the IEP Categories in your Plan categories that apply to you.

8: Copy Content to the IEP

When the Transition Plan is finished, the teacher can use the district templates to copy wording from the Plan to Transition parts of the IEP.

<u>Prepare IEP Content Master</u>: Prior to the teacher copying content from TRAX to the IEP, the administrator needs to select/prepare the "*IEP Content Master*". To do so, using the red menu, go to *District Configuration*, then *IEP Content Master*. Click on the *Add* button and select the items you want to include in the IEP content. If the items you want do not appear on the list, go to the *Template* section and prepare items to be included.

____ a. From either the red menu or the *Dashboard*, under the column "*IEP Content*: select the current year's link for *IEP Content*.

____ b. Click on the first item (usually the Present Levels) and follow the directions to prepare the item to be copied to the IEP.

<u>Steps to Preparing IEP Content</u>: The steps to preparing the IEP content include: (1) select the items from each dropdown that apply, (2) edit the results to quality, and (3) submit the item to be copied to the IEP.

____ c. To prepare the second item in the IEP Content, click on the second item (usually the Postsecondary Goals) and follow the directions to prepare the item to be copied to the IEP.

____ d. To complete the IEP Content information, click on the remaining items (usually Transition Services and Courses to be taken) and follow the directions to prepare the item(s) to be copied to the IEP.

<u>Finished Product</u>: When finished, the contents should include all Transition parts of the IEP.

<u>Copy Text</u>: The procedures for copying the information to the IEP includes clicking on the Copy Text button, then going to the IEP and pasting the information to the IEP.

<u>Prepare Annual Goals Using the Goal Generator</u>: Before copying the content to the IEP, use the Goal Generator to prepare the student's annual goals (see Part 4: Goal Generator) for what to do in that.

<u>Browser Differences</u>: The copy/paste procedures are difference for different browsers. For Internet Explorer (i.e.), the *Copy Text* is automatic—just click *Copy*, then paste into IEP. For Firefox, Safari, and Chrome the user needs to highlight the text, the use File—Copy—Paste or Cntr—C/Cntr—V.

<u>9. Use Transition Plan to Present the IEP to the IEP Team</u>

The Transition Plan is the cover page of the IEP—used to organize and manage the IEP meeting. (The teacher goes to the IEP only when required or requested—but always returns to the plan as the main focus.)

Using the Transition Plan to organize and manage IEP meeting offers many benefits, including: (1) summarizing the IEP in one page, (2) involving the student and parents at a higher level, (3) shortening IEP meetings, and (4) providing the IEP team members with a better understanding what is in the IEP.

____ a. From the red menu, click on *Reports*—then the *Transition Plan* link—it will open up as a pdf. Review the Plan to be sure it is accurate—print a copy.

<u>Plan Includes</u>: The plan includes the student's Postsecondary Goals, assessments used as the basis of the IEP, and Transition strengths and needs to be met in the IEP (including annual goals, transition services, and needs met through courses).

____ b. Work with the student to identify and practice his/her role in the presentation.

____ c. Print a copy of the Plan for every person who will attend the IEP meeting, plus one additional copy.

____ d. At the IEP meeting, place the IEPs in front of each participant, with the Plan on top of the IEP. Do not attach the Plan to the IEP.

____ e. At the meeting, have the student present his/her part. Then summarize the rest of the Plan: (1) describe the assessments used, (2) annual goals, (3) Transition services, and (4) the skills the student will learn from the course of study. After each piece, offer to show the group the details in the IEP. However, always return to the Plan as the major focus of the meeting.

____ f. During the meeting, use the Plan to take notes, including suggestions, scheduling of services, and commitments to help the student meet his goals.

____ g. After the meeting, use the Plan to make revisions in both TRAX and the IEP.

10. Use TRAX Transition Activities to Teach Skills

More than 900 TRAX Transition Activities are available for students with mild and moderate disabilities. Each skill has a full unit designed for it, including a cover page, rubric, table of contents, lesson, 8-12 activities, and certificates of strength and accomplishment. To access activities:

____ a. From the Dashboard, select the current plan for a student.

____ b. For skills in the mild and moderate skill series, on the far right side there is a “A” that is a link to the activities unit for that skill. To access the activities, click on the link.

11. Use Yearly Progress Report to Schedule and Track Day-today Progress

Once the meeting is over and TRAX updated from the notes taken on the Plan, the *Yearly Progress* report should be used to schedule and track day-to-day progress.

____ a. From the *Red Menu*, click on *Reports*, and then the *Yearly Progress Report* link—it will open up as a pdf. Review the report to be sure it is accurate, print a copy of the report and close out of the pdf.

____ b. In the column entitled Start *Date*, enter the dates that each task or commitment will begin.

____ c. As the year progresses, use the yearly form to (1) remind yourself and team members of their responsibilities and dates to begin, (2) take notes and make comments that will be later transferred to the IEP, and (3) keep track of Plan items as they are met.

____ d. Just prior to starting the student’s next IEP, enter the dates tasks were completed as the *Date Met* in TRAX

Part Four: TRAX Goal Generator

12. Select and Prepare a Need to Be Met as an Annual Goal

The Goal Generator provides a consistent way to structure the writing of measurable annual goals, so that teachers can produce (1) better goals for their students, (2) goals which are more compliant, and (3) accomplish all this in less time. The first step is to determine the key behaviors we want to change through the “goal” (including goal and objective behaviors).

____ a. From the *Dashboard* or the “*Generate Annual Goals*” link in the *Transition Plan* screen, select the *Annual Goal* link.

____ b. From the list of "Annual Goal Needs", select a need for which to write an annual goal or enter a new need by clicking on the *Add* button.

____ c. Prepare the rubric for the selected need (if desired).

___ If the need is a Ten Sigma skill you can edit the current criteria by clicking on the *Edit Rubric* button, then using the "right-click" to edit, add, remove, or move criteria.

___ If the need is not a Ten Sigma skill, you can prepare the need by creating a rubric for the need. To create a new rubric, click on the *Edit Rubric* button to the right of the skill. Then add 2-5 skills to define the need in detail.

____ d. Click Submit and prepare for the next step.

13. Define Goal Behavior and Measurable Scale

Whether you are writing an annual goal as a "Goal Only" (without benchmarks or objectives) or with benchmarks or objectives, the task is to define (1) the annual goal itself and (2) details that define the goal.

a. From the *Annual Goal Screen*, click on the *Define Goal Behavior* button for the need you selected. Read the specific criteria and select 2-5 details on which you will focus (select by clicking in and out of the box to the left of criteria). *Submit*.

____ b. From the *Define Goal Scale* screen, review the measurable scales and select one that is effective at measuring the selected goal. *Submit*.

<u>What is a Measurable Scale</u>: A measurable scale is a scale that defines a progressive line (lower to higher or higher to lower) that has measurable increments within the line. These increments allow users to measure beginning and ending levels, as well as intermittent growth.

For more information on which scales are best for various situations see the file entitled: Writing Quality Annual Goals.

14. Generating Annual Goals

When writing an annual goal there are two major things to consider:

1. First of all, (1) the need for the annual goal must be supported by evidence (see note below for details), (2) the student's present level related to the need must be described in the present level section, (3) the present level description must use the same scale as is used in stating the annual goal, and (3) the scale must be measurable.

Justifying Annual Goals: To justify meeting a need as an annual goal, the follow evidence is recommended: (1) formal test results, (2) expert recommendations, (3) consensus of the IEP team, or (4) a preponderance of evidence.

2. Secondly, the annual goal must either include (1) a goal statement accompanied by benchmarks or short-term objectives or (2) a goal statement that includes measurable details. With these two things in mind:

____ a. Generate Present Level and/or Baseline: From the present level (baseline) screen:

___ select an appropriate template
___ complete dropdowns
___ edit wording to quality
___ *Submit*

____ b. Generate Annual Goal: From the Annual Goal screen:

___ select an appropriate template
___ complete dropdowns
___ edit wording to quality
___ *Submit*

____ c. Generate Benchmarks and Objectives: If writing benchmarks/objectives for the annual goal, from completed goal screen:

___ click on the Add button for Benchmarks/Objectives
___ select an appropriate template
___ complete the dropdowns
___ edit the wording to quality
___ *Submit*.

____ d. Repeat for each annual goal.

____ e. To copy annual goal information to the IEP, from the IEP Content screen:

___ select an annual goal to copy and click on the plus to the left of desired goal
___ open the annual goal page of the student's IEP on which you are working
___ copy the text next to the area you want to paste into the IEP
___ click to the IEP and paste in the information
___ continue this process until finished

Different Browsers Act Differently: For users with Firefox, Safari, or Chrome browsers—highlight text before copying.