Transition in the IEP: The Mandate IDEA 2004: Transition Age 16 and Beyond

The term “transition services” means a coordinated set of activities for a child with a disability that:
- Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to post-school activities,
- Including postsecondary education, vocational education, integrated employment (including supported employment); continuing and adult education, adult services, independent living, or community participation;
- Is based on the individual child’s needs, taking into account the child’s strengths, preferences, and interests; and
- Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.

Transition Goal Topics
Must reflect student’s specific goals

Postsecondary education goals
- Enroll college or university
- Earn occupational certificate
- Enroll in vocational training (ROP, beauty school, pet grooming, trucking school, ……)
- Enter military for training in…….
- Enter an apprenticeship
- Complete on the job training

May list post-secondary institution, program, major, industry, or job of interest as goals mature.

Employment Goals
- Competitive work- full time / part time
- Entrepreneurship
- Volunteer

Independent Living
Live independently
Live with family, roommates
Live independently with supportive services
Manage finances, household
Access community – independently, use
Public transportation,

What if a student does not have goals at age 16? (Who does?)
Students in grades 9 and 10 are in an exploratory phase. They need to explore their options before making informed choices.

Grades 9-10 Goals are General
Career Assessments / Guidance begins
Research, Explore Experience- classes, work experience,
By end of 10th grade students identify tentative career interests

Last year in school Specific goals
By last year in school, Student creates actionable career/education plan for themselves.

Postsecondary goal formula
After high school I will ____________________________ where/how

Behavior

Transition Services may include all services. These are most closely aligned with transition:
- 820 – College Awareness
- 830 – Vocational and Career Assessment, Guidance,
- 840 – Career Awareness, Self-Advocacy, Career Planning
- 850 – Job Coaching
- 860 – Mentoring, sustained coaching
- 865 – Agency Linkages
- 870 – Travel/Mobility
- 890—Other coordination, Linkage

SMART IEP
IEP Annual Goal
Specific
Measurable
Action
Realistic/Relevant
Time limited

Hint: The answers should be YES!
1. Are there appropriate measurable postsecondary goals in the areas of education & training, employment, and as needed, independent living?

2. Are the postsecondary goals updated annually? Were the goals addressed updated in conjunction with the development of the current IEP?

3. Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment?

4. Are there transition services in the IEP that will reasonably enable the student to meet his/her postsecondary goal?

5. Do transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?

6. Is (are) there annual IEP goals related to the student transition service needs?

7. Is there evidence that the student was invited to the IEP team meeting where transition services are discussed?

8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP team meeting with prior consent of the parent or student who has achieved the age of majority?

Course of Study
List classes from today to end of secondary education
The criteria to earn a diploma is based on Local Education Agencies (LEA) graduation requirements and/or State Graduation requirements.
Based on student’s secondary goals- diploma/certificate
In his book, *Getting Real: Helping Teens Find Their Future*, Kenneth Gray suggests that there are three predictors of postsecondary education success:

- **Academic Skills**
- **Career Focus**
- **Independent Living skills**

What are the implications for career planning and transition?

**The Time Factor:** Many students and teachers who focus on preparing for graduation and earning a high school diploma struggle to address transition because of the limited time available. Students who are self-directed can be encouraged to take web-based career assessments (surveys, self-appraisals, and interest surveys). These need to be followed up with reflection and transition interviews to document goals and assess needs.

Some schools utilize computerized information systems. Others rely on public, free systems. Reflection is critical as we help students to make informed choices as they plan their future.

Other related topics: Universal Design Teaching Methodology, Alignment between general and special education, Co-teaching strategies, response to intervention.