

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,

Postsecondary goal formula

After high school I will _____
Behavior where/how

**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

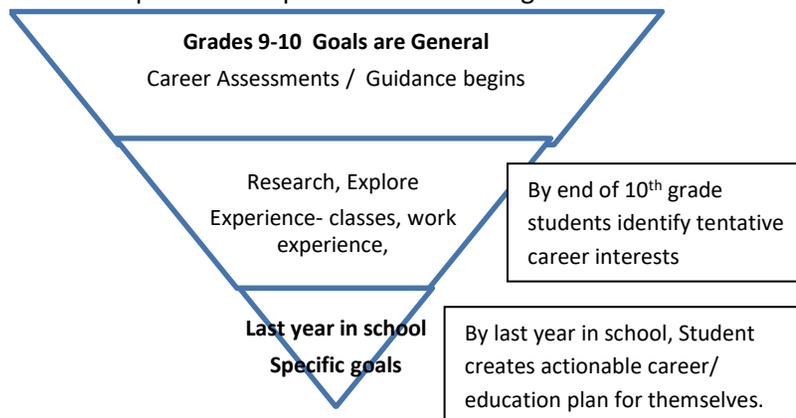
Action

Realistic/Relevant

Time limited

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.



Meet the Mandate Checklist

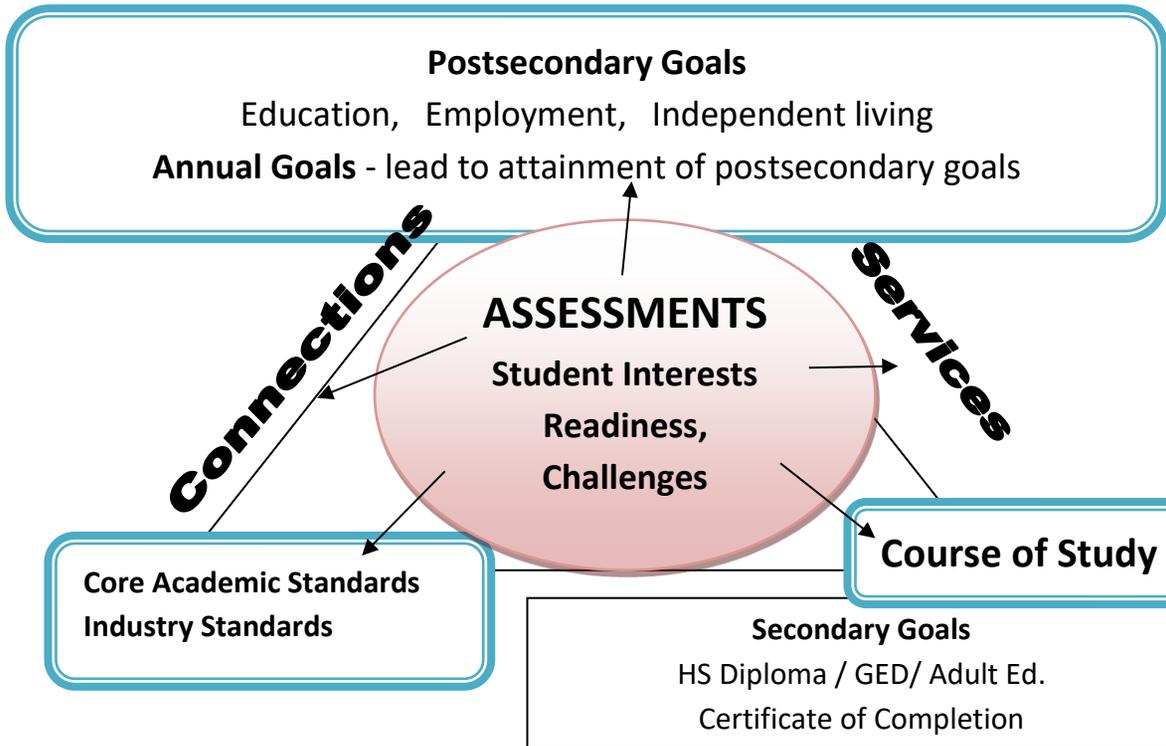
Hint: The answers should be YES!

- Are there **appropriate measurable postsecondary goals** in the areas of education & training, employment, and as needed, independent living?
- Are the **postsecondary goals updated annually**? Were the goals addressed updated in conjunction with the development of the current IEP?
- Is there evidence that the measurable postsecondary goal(s) were based on **age appropriate transition assessment**?
- Are there **transition services** in the IEP that will reasonably enable the student to meet his/her postsecondary goal?
- Do transition services **include courses of study** that will reasonably enable the student to meet his or her postsecondary goal(s)?
- Is (are) there **annual IEP goals related to the student transition service needs**?
- Is there **evidence that the student was invited to the IEP team meeting** where transition services are discussed?
- 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

Standards Based IEP Development



Outcomes

Within One Year of Leaving High School:

- Enroll in higher education (2 or 4 year college) at least one term
- Enrolled in higher education or employed for pay at minimum wage or higher for a minimum of 20 hours/week
- Enrolled in higher education or some other post-secondary education /training (Job Corps, Adult ed. Career-Technical Training) or competitively employed

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?

A Tiered Intervention Model to Post-Secondary Transition

I Focus: Full inclusion in general education

Common Core Standards / Career Pathways /Work-Based Learning
 Priority for Transition: Course of Study / Career Planning / Assessment
 Special Education: Assessment, Planning, Advisement, Self-Advocacy, Career

II Focus: Inclusion, Support to achieve career, education goals

Common Core Standards / Career Pathways
 Increased focus on work-based assessment and learning opportunities, Career
 Special Education: Monitor, Individualized support, instruction, Self-Advocacy

III Focus: Inclusion, Life Skills, Person-Centered Planning, Competitive Integrated Employment,

Individualized Instruction, common core academic standards, Self Determination, Social Skills, Soft Skills, Independent Living Skills
 Competitive Integrated Employment requires job skills, employment skills and independent living skills. Increased focus on paid work experience in school.

Intensity of Instruction

All Students are General Education Students first.

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 student 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