The Transition IEP: Passport to Postsecondary Life
Transition Starts Early
What do we want for children?
What do we want for children?

To reach their potential
To be productive
To be satisfied with life
To have independence
To be self determined
To live in the community
To have friends
To participate in life
To work
To continue to learn
To be healthy
To have options
How will we get to these adult outcomes?

• Know the law
• **PLAN EARLY**
• Plan with a person centered approach
• COMMUNICATE!
  – Include the student
• Age appropriate transition assessments AND use the information
• Postsecondary Goals-measureable
• Align school program and community options-Coordination
• Agency Linkage
• Implement the plan
• Interrupt a plan that is not working
• **Don’t think**, “we have plenty of time to think about transition, my child can stay in school through 21 years of age!”

• **Do think**, “it might take longer to achieve goals, graduate, coordinate services, and manage a smooth hand-off to adult life.”
Transition Services Defined

(34) TRANSITION SERVICES: The term “transition services” means a coordinated set of activities for a child with a disability that—

(A) 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;

(B) is based on the individual child’s needs, taking into account the child’s strengths, preferences, and interests; and
cont.

(D) includes:

- instruction
- related services
- community experiences
- the development of employment and other post-school adult living objectives
- when appropriate, acquisition of daily living skills and functional vocational evaluation
Virginia State Regulations Require

• Prior to entering secondary school, but not later than the first IEP to be in effect when the child turns 14, or younger if determined appropriate by the IEP Team, and updated annually thereafter, the IEP shall include age appropriate:
  – Measureable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and where appropriate independent living skills and
  – Transition services, including courses of study, needed to assist the child in reaching those goals. Transition Services shall be based on the individual child’s needs taking into account the child’s strengths, preferences, and interests.

• Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP team, and updated annually, in addition to the requirements of subdivision 10a of this subsection, the IEP shall also include a statement, if appropriate, of interagency responsibilities or any linkages.
Secondary transition service participants:

The local education agency shall invite a student with a disability of any age to attend the student’s IEP meeting if the purpose of the meeting will be the consideration of

- the student’s postsecondary goals
- the needed transition services for the student or
- both

If the student does not attend the IEP meeting, the local education agency shall take other steps to ensure the student’s preferences and interests are considered.
The extent appropriate and with the consent of the parent(s) or a child who has reached the age of majority, the local education agency shall invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.

If an agency invited to send a representative to a meeting does not do so, the local education agency shall take other steps to obtain participation of the other agency in the planning of any transition services.

Nothing in this part relieves any participating agency, including a state vocational rehabilitation agency, of the responsibility to provide or pay for any transition services that the agency would otherwise provide to students with disabilities who meet the eligibility criteria of the agency.
cont.

- **Notice** shall indicate the purpose of the meeting will be the consideration of postsecondary goals and transition services for the child
  - Indicate that the LEA will invite the student
  - Identify any other agency that will be invited to send a representative

**Age of Majority**

Beginning at least one year before the student reaches the age of majority, the student's **IEP shall include a statement** that the student and the **parent(s)** have been informed of the rights under this chapter, that will transfer to the student on reaching the age of majority.
Major Components of the IEP

- Present Level of Performance
- Postsecondary Goals
- Annual Goals
- Services:
  - special education (NOT A PLACE)
  - related services
  - supplementary aids & services,
  - accommodations/modifications
  - placement
- Assessment
- Secondary Transition
Begin with the end, then plan forward

Results of Age-Appropriate Transition Assessments

Appropriate Measurable Postsecondary Goals

Present Level of Performance

Desired Post-School Outcomes

Transition Services (including Courses of Study, Activities, and Linkages)

Annual Goals and Accommodations
A statement of the student’s present levels of academic achievement and functional performance, including -

- Disability and how it affects involvement in the general curriculum
- Assessment information and instructional needs
- Strengths, interests, and preferences including parent/student input
PLoP Information Sources

- Standardized tests
- School records & Instruction-based assessments
- Checklists: skills, behavior, interests
- Career, transition, vocational assessments
- Student work samples, portfolios
- Teacher observations and records
- Parent/student input
Assessment

- State Assessment (e.g., SOL)
  [link]

- Substitute Assessment-Verified Credit
  [link]

- Assessment for Eligibility for Special Education Services
  [link]

- Assessment for Transition
  [link]
Learning Styles

Interests

Accommodations that Work

You're Invited
Date:
Time:

I Want You to Know

Name:
DOB:
What is age-appropriate transition assessment?

- A structured
- Coordinated
- Effort that involves collecting data on students’
  - Strengths
  - Preferences
  - Interests
- Related to their postsecondary goals.

Sitlington, Neubert, Begun, Lombard, & Leconte, 2007
Age Appropriate Transition Assessments May Include

- Observations
- Interviews
- Inventories
- Situational Assessments
- Formal and Informal Assessments
- Academic Assessments
- Vocational Evaluations
What assessments qualify?  
Who can provide the information?

- Almost all assessments
  - Academic achievement tests
  - SOL
  - PSAT
  - Adaptive behavior scales
  - Interest inventories
  - Quality of life scales
  - Structured interviews
  - Observation
  - Environmental; assessments
  - Checklists
  - Vocational skills assessments
  - Medical appraisals

- Anyone who knows the students
  - Teacher
  - Student
  - Parent
  - Counselor
  - Vocational evaluator
  - Paraprofessional
  - Nurse
  - Physician
  - Speech Pathologist
  - OT
  - PT
  - Job Coach
Developing Postsecondary Goals

IDEA 2004 requires:

Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment and, where appropriate, independent living skills;

The transition services (including courses of study) needed to assist the child in reaching those goals; and

Beginning not later than one year before the child reaches the age of majority under State law, a statement that the child has been informed of the child’s rights under Part B, if any, that will transfer to the child on reaching the age of majority under §300.520 [see 20 U.S.C. 1415(m)].
Academic Skills Include…

- Reading/writing
- Mathematics
- Science
- History/Social Science
Functional Skills Include…

• Socialization
• Mobility
• Communication
• Behavior
• Personal Management
• Self-Determination
A Coordinated Set

• Diploma type needs to match coursework

• Coursework should facilitate movement to the postsecondary goals

• Transition activities need to align with goals
  - CTE
  - Work Experience
  - Career Exploration
  - Assessment
  - Volunteer
  - Recreation
  - Transportation
  - Formal and Informal Supports

• Related Services

• Annual goals move a student closer to postsecondary goals

• Consider agency linkages
  • If the student works with another agency coordinate planning
  • Adult agency referrals
http://www.onetonline.org/
Services are based on the student’s present needs and the demands of the general curriculum.
Related Services

Supportive services that are required to assist a student with a disability to benefit from special education.

May Include:

- Speech-language pathology
- Interpreting services
- Psychological services
- School health services
- Physical & Occupational therapy
- Counseling

What other services might be listed?
Accommodations/Modifications

Any accommodations/modifications deemed necessary for the student to receive FAPE under IDEA must be included on the student’s IEP.

• Generally grouped in four categories:
• Presentation (e.g., repeat directions, read aloud, etc.)
• Response (e.g., mark answer book, reference aid, etc.)
• Setting (e.g., study carrel, separate room, etc.)
• Timing (e.g., extended time, frequent breaks, etc.)

Some classroom (instructional) accommodations/modifications may not be allowed on certain assessments, because their use would invalidate the score on the test by compromising the measurement of the target skill.
Using Assistive Technology (AT) to help students with disabilities go to work.

- Phones
- Timers
- Digital cameras
- Digital Books/Text to speech/AIM Center
- Portfolios
- Speech to text software
- Other?
Summary of Performance (SoP)

- Not part of the IEP
- What is in the Summary of Performance
  - For a child whose eligibility under this part terminates due to graduation (standard or advanced studies diploma) or exceeding the age of eligibility; a local educational agency shall provide the child with a summary of the child's academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals.
Reaching the destination

SCHOOL

Adult World
Imagine the Possibilities

Self-determination / Leadership
I’m Determined
A Life 4 Me
Going to College
School Clubs/ Student Council

Employment
Project Search
Start on Success
Customized Employment
School Based Enterprise
CTE Work Based Learning Courses
Workforce Credentials
Imagine……cont.

• Postsecondary Education & Training (Post High Experience)
  Wilson Workforce and Rehabilitation Center (MT1 Program)
  Workforce with the Community College
  Career Pathways for Individuals with Disabilities (CPID)
  Community College
    Dual Enrollment (all divisions)
    College for Living Plus (Lynchburg)
    VT and Radford
  College for Living Plus
  Higher Education Education Opportunity Act
    LIFE
    ACE IT in College
Questions