

Transition in the IEP: The Mandate
IDEA: 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.

- 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
 - Enter Community based training ...
- May list major, industry, or job of interest as goals mature.

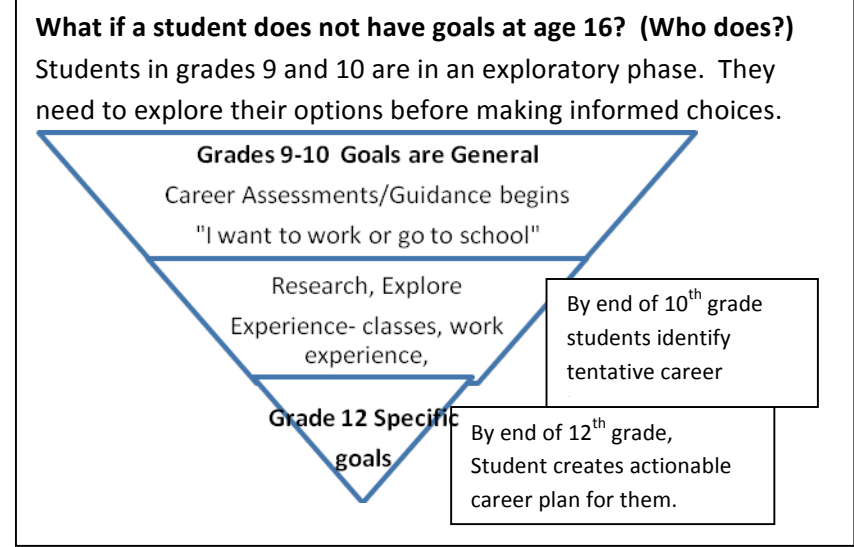
- Employment Goals**
- Competitive work- full time / part time
 - Supported Employment
 - Integrated work activity
 - Entrepreneurship
 - Work Activity
 - Volunteer

- Independent Living**
- Live independently
 - Live with family, roommates
 - Live independently with supportive services
 - Live in group home
 - Manage finances, household
 - Access community – independently, use Public transportation,

Postsecondary goal formula

After high school I will _____
 Behavior where/how

<p>Transition Services</p> <p>820 – College Awareness</p> <p>830 – Vocational Assessment, Guidance, Career Assessment</p> <p>840 – Career Awareness, Self Advocacy, Career Planning</p> <p>850 – Job Coaching</p> <p>860 – Mentoring, sustained coaching</p> <p>865 – Agency Linkages</p> <p>870 – Travel/Mobility</p> <p>890—Other coordination, Linkage</p> <p>900- Other special education, Related Services</p>	<p>SMART IEP</p> <p>IEP Annual Goal</p> <p>Specific</p> <p>Measurable</p> <p>Action</p> <p>Realistic/Relevant</p> <p>Time limited</p>
--	---

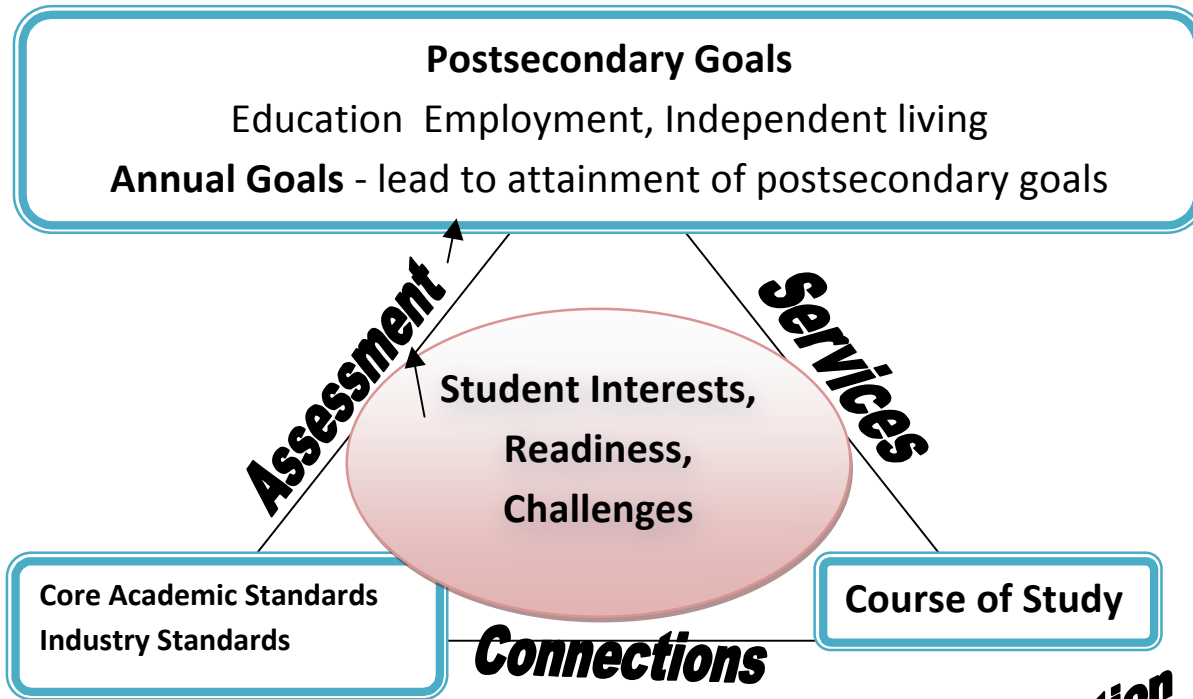


- Meet the Mandate Checklist**
Hint: the answers should be YES!
- Are there **appropriate measurable postsecondary goals** in the areas of education & training, employment, and as needed, independent living?
 - Are the **postsecondary goals updated annually**? Were the goals addressed updated in conjunction 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 services 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? List not applicable if the agency is not available because of age, grade.

Course of Study

Academic courses: Core, Applied, Functional
 Elective courses that relate specifically to interests.
 Courses needed to meet graduation standards
 Hint: Pathways define courses of study.

Standards Based IEP Development



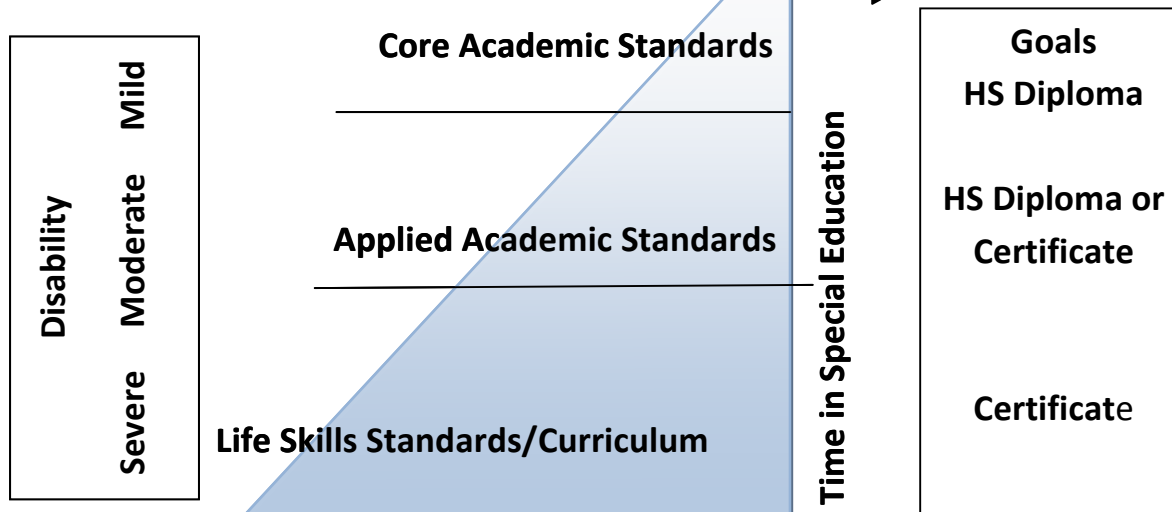
In his book, Getting Real: Helping Teens Find Their Future, Kenneth Gray suggests that there are three predictors of postsecondary education success:

- Academic Skills
- Career Focus
- Maturity, including career maturity

Do you agree?

What are the implications for career planning and transition?

Quality Transition Requires Time



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. Some schools utilize computerized information systems. Others rely on public, free systems. Again, reflection is critical. There is an array of career resources at www.californiacareers.info.