

# Transition: IDEA 2004




# IEP Transition Services

- 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
  1. Appropriate measurable postsecondary goals
    - Based on age appropriate transition assessments
    - Related to training, education, employment and where appropriate, independent living skills

## 2. The transition services

- Courses of study
- Coordinated set of activities
  - Results oriented process
  - Needs – considering strengths, preferences, interests
  - Instruction, related services, community experiences, employment, post-school adult living, daily living skills, functional vocational evaluation

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3. Age of majority – informed of rights
    - Not later than one year before student turns 18
    - Parent and student must be notified of all rights under IDEA that transfer to the student

# Measurable postsecondary goal

- A statement based on age-appropriate assessments that articulates what the student would like to achieve after high school, taking in to account the student's strengths, preferences and interests
- An outcome that occurs after the person has exited high school and is no longer eligible for services
- It is not the process of pursuing or moving toward a desired outcome, e.g. graduation

# Postsecondary goal areas

- Training or education (REQUIRED)
  - 2 or 4 year college, university, or community college
  - Vocational school or technical college
  - Short-term education or employment training
  - Church mission or other humanitarian program

# Postsecondary goal areas

- **Employment (REQUIRED)**
  - Full or part time
  - For pay or volunteer
  - Military service
  - Specific vocational field

# Postsecondary goal areas

- Independent living skills (WHERE APPROPRIATE)
  - Adult living
  - Daily living
  - Financial
  - transportation



# Specificity

- At first, may be broad descriptions of the student's preferences, interests
- Reassess and refine each year
- By the last year in school, should be specific and measurable

## How many postsecondary goals?

- Must have one for education/training
- Must have one for employment
- May have one for independent living

# Examples

- **Employment:**
  - My goal for work is to be a heavy equipment operator for road construction.
- **Education/training:**
  - My goal for continued education or training is to attend the Roadmasters Driving School.
- **Independent living:**
  - My goal for independent living is to rent an apartment with my friends Bud and Al.

# Courses of study

- Instruction and educational experiences that will assist the student to prepare for the transition from school to adult life
- Allows for long term (3-5 years) educational planning related to student's goals
- Must be linked to student's postsecondary goals
- Promotes the concept that the high school program focuses on post-school results

# Transition Planning

A six step process to achieve functional transition plans that meet IDEA 2004 requirements.

# Post-Secondary Goals

1. Indicate the student's chosen post-secondary goal in the areas of education or training, employment and, as needed, independent living.
  - Make sure the goal is measurable; can it be counted?
  - Make sure the goal occurs *after* the student graduates from school.

# Age-appropriate transition assessments

2. Document the use of age-appropriate transition assessments.
  - Use assessments to help student determine post-secondary goals AND
  - Use assessments to help identify measurable annual goals.

# Transition Services

3. List the transition services that focus on improving the academic and functional achievement of the child to facilitate movement from school to post-school.
  - Instruction
  - Related service
  - Community experience
  - Development of employment and other post-school adult living objectives
  - If appropriate, acquisition of daily living skills
  - If appropriate, provision of a functional vocational evaluation



# Measurable Annual Goals (based on PLAAFP)

4. Write measurable annual goals in the IEP that will reasonably enable the student to meet his/her post-secondary goals.
  - Make sure that the annual goals are measurable.
  - The annual goals should be designed to help the student make progress toward the post-secondary goals.

# Agency Involvement

5. Identify any transition services that are likely to be provided or paid for by other agencies.
  - Obtain parent/student consent if agency representatives are to be invited to the IEP meeting.
  - Check “Not needed” if it’s too early to determine if the student will need outside agency involvement or if no agency is likely to provide or pay for transition services.

## Course of Study

6. Complete the course of study; it should focus on improving the academic and functional achievement of the student to facilitate his/her movement from school to post-school.
  - Information may be in the SEOP.
  - The course of study should be a multi-year description of coursework and instructional activities from the current year to the student's exit year.
  - Make sure the course of study aligns with the student's post-secondary goals.