

The Transition/ High School IEP

Please begin the IEP process by addressing the transition components of the IEP before proceeding onto the other areas of the IEP. At this time in a student's educational process the IEP process is transition driven. Please follow these steps:

1. Age Appropriate Transition Assessment – Develop this component of the IEP first. Use at least one formal and two or more informal assessments. Examples of formal assessments include: Magellan, WOIS, Brigance Career Inventory, Reading Free Interest Inventory, LCCE Inventory. ***These should assessments not be more than two years old. Examples of informal assessments include: student vocational interviews, descriptions of work and volunteer experiences and student performance, teacher notes (especially in career areas of interest), descriptions of projects related to student career interest, curriculum based assessments, parent reports regarding student interests.
2. Post Secondary Goals – Using the information/data you have collected from the Age Appropriate Transition Assessment and based on student interview, write the post secondary goals. Please see examples of post secondary goals. **** Make sure you address all three areas.
3. Transition Services – Located in the area just beneath the Post Secondary goals. **This is a brief description of the service or services that are being provided in order to meet the post secondary goal.** *Transition services are defined as instruction (specific coursework, programs or methods), related services O.T/P. T/ S.L.P., community experiences, employment, adult skills for daily living when appropriate. ****Please see examples.*

4. Course of Study – This is a list of courses the student is currently taking and will take in the future that are related to the post secondary goal of employment, living or education and training. ***Please do not list all courses. This can also include a transition program.
5. Agency Linkages – Please fill in the agency responsible for assisting your student when they exit the school system. Such agencies can include community college, Department of Vocational Rehabilitation, Department of Developmental Disabilities, etc. There is a pull down menu in IEP online. ***Please do not leave this area blank.
6. Present Levels (Vocational and Transition Areas) – This area includes baseline data connected to specific goals, a formal and an informal assessment piece, any volunteer or employment experience, expressed interests, observed interests, student input and any parent input, courses related to post secondary goals, (Is the student on track for graduation?) etc. **Make sure your baseline data and your annual goals use the same measurement.** (If you use 2 out 3 trials, 80%, etc, then use the same language in the annual measurable goal.)
Please indicate the year in which the student will graduate from high school or transition program. If the student will receive services until age 21, please indicate this in this section. If a student will participate in graduation ceremonies, please indicate the year they have or will participate.
In other words, all the information you have gathered is summarized.
7. Annual Measurable Goals – These are goals that are linked to the baseline data in your present levels and your post secondary goals in the areas in which the student is served. ***Please see examples attached.
8. Graduation Cohort: Student’s expected graduation date and the date on which they will earn a diploma or certificate of individual Achievement needs to be included in the Present Levels under subtitle Other and in the LRE.

Examples of Post Secondary Goals

(Examples from National Secondary Transition

Technical Assistance Center and from the Center for Transition in Change, Seattle University websites)

Education/ Training :

- Upon completion of high school, John will enroll in the general Associates Degree program at Ocean County Community College in August of 2009. (separate, education or training)
- After graduation from high school, Jason will earn his undergraduate degree in history and education, to become a high school social studies teacher. (combo – education or training employment).
- After graduating from high school Anna will enroll in a culinary arts training program.
- After graduating from his transition program at age 21, Nicholas will participate in supported employment to find and maintain a job in animal care.
- After graduating from high school, Joanne will participate in on the job training in retail sales.

Employment:

After graduating from high school and upon completing training /education in cosmetology, Anna will find work as a stylist.

- . Upon graduating from high school and upon completing a four year degree program in education, Josh will find work as a teacher.
- . Upon graduating from high school, Alison will find work in the area of animal care.
- . Upon graduating from high school and completing an automotive technology program, Lisa will find work in the automotive field.
- . Upon graduating from high school and after receiving on the job training, Sarah will work in the area of child care.

Independent Living:

- Upon completion of high school, Jeremy will independently prepare for work each day, including dressing, making his bed, making his lunch, and accessing transportation.
- Upon completion of high school, Abby will attend a recreational/leisure skills program at a day services program on a daily basis.
- Upon completion of high school, Lisa will utilize public transportation, including the public bus and uptown trolley.
- After graduation, Roland will live at home and participate to the maximum extent possible in her daily routines (e.g., feeding, dressing, bathing, activating small appliances/media devices, choice making) and environment through the use of technology.
- After graduation, Jesse will independently budget his finances.
- After graduation, Alison will read for functional purposes such as employment, rental agreement, contracts, etc.
- Upon completion of high school, Kara will read technical material related to her career choice.

- Upon completion of high school, Nicholas will live in an apartment independently.
- Upon completion of high school, Joanne will live with roommates and demonstrate appropriate social skills.

Examples of Post Secondary goals with Transition Services:

Example 1

Post Secondary Goal: Upon completion of high school, John will enroll in the general Associates Degree program at Ocean County Community College in August of 2009. (education or training)

Corresponding Transition Services: John has completed his culminating project in his field of interest. John has completed the DVR eligibility process and may receive assistance from DVR. John has been advised by the Transition Coordinator of his educational options. John has met with the Disabilities Services Coordinator at Ocean Community College.

Example 2:

Post Secondary Goal: Upon graduating from high school and completing an automotive technology program, Lisa will find work in the automotive field.

Corresponding Transition Services: Lisa is working on metric measurement in math. Lisa is participating in an automotive technology program for half of her school day. Lisa is currently employed at O'Reilly Auto Parts where she catalogs parts and assists customers. Lisa has been advised about DVR and her role in getting needed assistance.

Example 3:

Post Secondary Goal: After graduation, Roland will live at home and participate to the maximum extent possible in her daily routines (e.g., feeding, dressing, bathing, activating small appliances/media devices, choice making) and environment through the use of technology.

Corresponding Transition Services: Roland currently receives training and support through his SLP and practices using his Dynavox (voice technology) to make requests. Roland currently receives training and instruction in the area of daily life skills. Roland receives O.T. services so he may strengthen his coordination and assist with his own care.

***For more information and examples go to CCTS website and select Transition Services Training Module.

Examples of Post Secondary Goals Linked to Annual Goals:

Example 1:

Post Secondary Goal: Upon graduating from high school and after receiving on the job training, Sarah will work in the area of child care.

Annual IEP Goal : By June 12, 2011, Sarah will be able to read a list of 15 or more employment related words that pertain to her field of interest (child care) progressing from 10 symbol pictures.

Example 2:

Post Secondary Goal: Upon graduating from high school and upon completing a four year degree program in education, Josh will find work as a teacher.

Annual IEP Goal: By April 30, 2011, Josh will demonstrate growth in reading from reading 130 words per minute and answering 10 inferential comprehension questions to reading 180 words per minute or more and answering at least 20 inferential comprehension questions.

Example 3:

Post Secondary Goal: After graduation, Jesse will independently budget his finances.

Annual IEP Goal: By February 15, 2011, Jesse will progress from reading prices and counting money (4 out of 5 trials) ,to identifying available monies for purchase of desired item by using the Next Dollar rounding strategy (4 out of 5 trials) as measured by staff observation and daily class work.