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 in 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 ...

Postsecondary goal formula

<table>
<thead>
<tr>
<th>Behavior</th>
<th>where/how</th>
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<tbody>
<tr>
<td>After high school I will</td>
<td></td>
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Transition Services

820 – College Awareness
830 – Vocational Assessment, Guidance, Career Assessment
840 – Career Awareness, Self Advocacy, Career Planning
850 – Job Coaching
860 – Mentoring, sustained coaching
865 – Agency Linkages
870 – Travel/Mobility
890—Other coordination, Linkage
900- Other special education, Related Services

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.

Grades 9-10 Goals are General

Career Assessments/Guidance begins
"I want to work or go to school"

Research, Explore
Experience- classes, work experience,

By end of 10th grade students identify tentative career

Grade 12 Specific goals

By end of 12th grade, student creates actionable career plan for them.

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.

Meet the Mandate Checklist

Hint: the answers should be YES!

1. Are there appropriate measurable postsecondary goals in the areas of education & training, employment, and as needed, independent living?

2. Are the postsecondary goals updated annually? Were the goals addressed updated in conjunction with the development of the current IEP?

3. Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment?

4. Are there transition services in the IEP that will reasonably enable the student to meet his/her postsecondary goal?

5. Do transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?

6. Is (are) there annual IEP goals related to the student transition services needs?

7. Is there evidence that the student was invited to the IEP team meeting where transition services are discussed?

8. 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.
Standards Based IEP Development

Postsecondary Goals
Education, Employment, Independent living

Annual Goals - lead to attainment of postsecondary goals

Quality Transition Requires Time

Core Academic Standards
- State Standards

Applied Academic Standards

Life Skills Standards/Curriculum

Time in Special Education

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.