

IEP Transition Planning Summary Information Tools

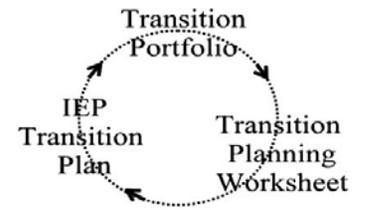
Instructions for Use:

Transition Portfolio: This is the tool that drives the IEP Transition Planning Process. Review the portfolio assessment information and documented activities and determine areas of need. As the student's IEP Transition Plan is implemented, those activities are documented in the Transition Portfolio.

Transition Planning Worksheet: Using the transition planning and the Annual Goals worksheets, brainstorm and prioritize strengths and needs of the student and how those needs are being addressed. Develop a working plan based upon that information. The enclosed planning worksheets are graphic organizers for brainstorm sessions. They are designed to make the IEP transition planning process easier by providing a clearer picture of the focus for student work at any given time.

Transition IEP: The information generated on the above worksheets form the basis for the development of IEP. Using the Planning Worksheet as the foundation, develop the statements of transition services, goals and objectives for the student for the coming year. (See the Colorado Procedural Manual: The Colorado State Recommended IEP) <http://www.cde.state.co.us/cdesped/IEP.asp>

Transition Planning Worksheet



Date _____ Student _____ DOB _____ Grade _____

Transition Domains	Strengths	Needs	Recommendations for Goals/Objectives	Person Responsible
Education				
Career				
Community Independent Living				
Communication				
Social Interaction				
Recreation and Leisure				

SUGGESTED ACTIVITIES BEFORE, DURING, AND AFTER THE IEP MEETING

Before the IEP meeting

1. Assist students and parents to determine needs, preferences and interests related to life after high school. Encourage parents to actively participate in the IEP planning process. Conduct appropriate assessment activities to determine a student's needs, preferences and interests.
2. **Formally** invite the student to participate in the IEP process and meeting.
3. Provide written notice of the IEP meeting to parents, students and outside agencies. If parents choose not to attend, document attempts to involve them.
4. If the student chooses not to attend the IEP meeting, use other means to gather and share information about his or her needs, interests and preferences.
5. If an outside agency should participate in the planning and decision-making regarding transition services, obtain parent's written consent before inviting. If the representative chooses not to attend the IEP meeting, use other means to ensure their participation. Document these efforts and include them in the IEP.

During the IEP meeting

6. Actively involve the student and parents in the IEP meeting. Review the student's present levels of academic and functional performance. Focus on the student's strengths, needs, interests and preferences to guide the development of the IEP. Consider the following:
 - Outcome-oriented post-school vision statement
 - At least by age 15, measurable postsecondary goals based on age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills.
 - A statement of needed transition services, including courses of study, to achieve the student's desired postsecondary goals through a coordinated set of activities including:
 - Instruction
 - Related services
 - Community experiences
 - Employment and other adult living objectives
 - Daily living skills and functional vocational evaluation if appropriate.
 - Annual goals for the coordinated set of activities that are part of special educational services for the current school year.
 - Agreement of who will provide and/or pay for the activities outlined in the statement of transition services.

After the IEP meeting

7. Provide the instruction, experiences, supports and services outlined in the IEP.
8. Conduct follow-up activities to ensure the student is achieving the IEP goals, review the courses of study, and transition services that have been provided, and plan for the coming years.
9. Assist the student and family by linking them to any needed post-school adult services, supports or programs.
10. Reconvene the IEP team to plan alternative strategies if the transition services are not provided as planned.
11. Conduct annual review.

Adapted From IDEA '97 Transition Requirements: A Guide for States

HOW TO DEVELOP ANNUAL GOALS - A MODEL

In addition to other elements, IDEA 2004 requires that the IEP include: *“Statements of measurable annual goals, including academic and functional goals designed to –*

Meet the child’s needs that result from the child’s disability to enable the child to be involved in and make progress in the general curriculum and Meet each of the child’s other educational needs that result from the child’s disability.”

The chart on the next page, **IEP Annual Goals Process for Transition Activities – A Model** depicts a decision-making process that may be used for setting annual goals. Only those activities that are the direct responsibility of special education providers require annual goals. For example, an IEP team may determine that one of the activities in the “coordinated set of activities” will be career exploration in the community. The annual goal on the IEP may reflect what skills the student will develop as a result of this activity.

The Model represents one way to think about developing a transition strategy for a student with a disability. The first column, All Activities, represents all of the activities in all planning areas (instruction, related services, community experiences, etc.) for the next several years. The second column, Activities for Next School Year represents those activities that the IEP team prioritized for the coming school year.

The third column illustrates that, if the statement is truly a “coordinated” set of activities, a community of adults will share responsibility for the activities. Exactly which agencies have which responsibilities will depend on the services, supports or programs that will be necessary and appropriate to help the student achieve what it is he or she wants to do. Some of the activities may be the responsibility of the student and parents (e.g., contacting and scheduling visits to colleges, community colleges, post-secondary training programs, adult service providers, group homes, etc.), while some of the activities will clearly be the responsibility of the school or adult agencies.

The fourth column of the Model reflects that, for a majority of students, there will be activities that are the responsibility of both general education and special education. However, not every activity that is the responsibility of the school automatically becomes an annual goal on the IEP. The IEP team will make decisions about whether a particular activity that is the responsibility of the school constitutes a need for special education services and thus requires an annual goal on the IEP. The last column shows that the annual goals are derived from the activities that special education has direct responsibility for providing.

The district/BOCES staff does have the ongoing responsibility for oversight of all of the activities in the IEP. On at least an annual basis, the IEP team may repeat these five suggested steps as part of reviewing the entire IEP.

From Storms, Jane, O'Leary, Ed, Williams, Jane. (2000) *Transition Requirements: A Guide for States, Districts, Schools, Universities and Families*. Stillwater, OK: National Clearinghouse of Rehabilitation Training Materials, p. 13.

IEP Annual Goals Process for Transition Activities – A Model

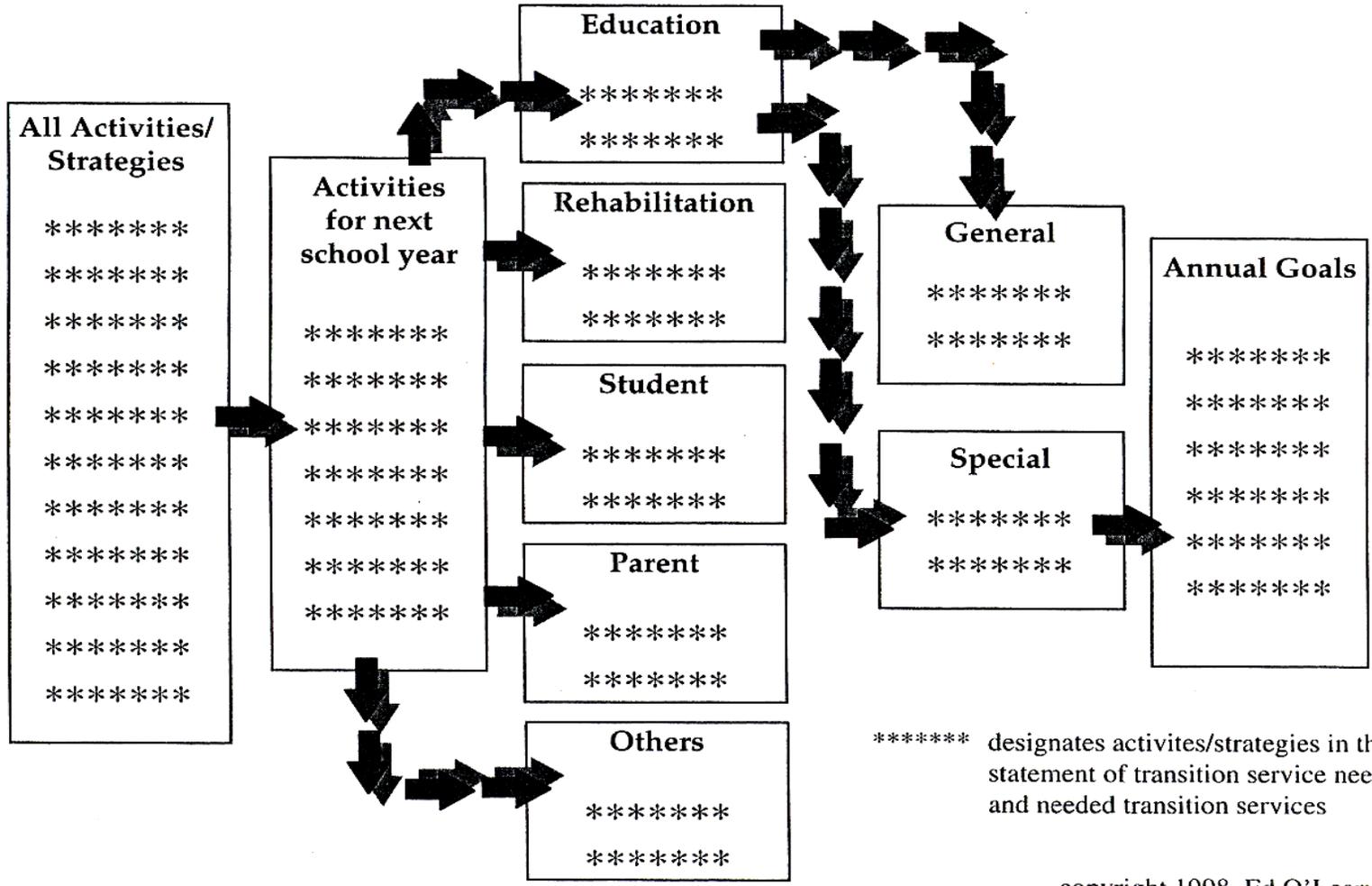


Figure 3

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SAMPLE

Transition Goals Worksheet

SAMPLE

Use this sheet in conjunction with the model to help you plan and prioritize annual goals and services for students.

Postsecondary goal: Charlie will live in an apartment with his friend Joel and receive support from his family.

All activities	Activities for this year	Outside of school	General Education	Special education
<ul style="list-style-type: none"> -Money management -Vocational awareness and exploration -Hygiene practices -Personal appearance -Self advocacy and self determination skills -Relationship issues -Develop extra curricular recreation/leisure activities -Transportation - Simple cooking - Basic housekeeping 	<ul style="list-style-type: none"> -Take a consumer math class -Take a health class -Explore various careers/vocations - Practice Self advocacy skills - Begin cooking -Learn laundry skills 	<ul style="list-style-type: none"> -Practice making purchases -Check into local park and rec. programs for leisure activities -Participate in the "Teen issues" class sponsored by the health department -Practice riding RTD -Practice food preparation -Do laundry at home 	<ul style="list-style-type: none"> -Take a health class - Practice self determination skills with various school staff - Cooking class with modifications - Participate in Career Days 	<ul style="list-style-type: none"> -Consumer math class focusing around budgeting, spending money, etc -Career awareness and exploration, may want to view "Jobs in the community" video series -Develop a picture checklist for hygiene and clothing; monitor health class -Role play how to access services in the community -Develop transportation plan; practice getting around in the community

Transition Goals Worksheet

Use this sheet in conjunction with the model to help you plan and prioritize goals for students.

Postsecondary goal _____

All activities	Activities for this year	Outside of school	General Education	Special Education