

Transition Planning Attachment Instructions

PAGE 1 (for all Students)

- 1) The Transition Plan may be done, with appropriate team members, prior to the Individualized Education Program Team meeting, or at the actual IEPT meeting. The plan can then be discussed and finalized at the IEPT meeting. The date of the IEPT meeting should be indicated on each page of the transition plan.
- 2) Indicate, by checking the appropriate box regarding parental rights and age of majority.
- 3) Indicate by checking the appropriate box if the student attended the IEPT meeting.
- 4) If "no" was checked for attending the IEPT meeting, then describe how the IEPT participants considered the student's preferences and interests (Outcomes).
- 5) In the Student's Preferences and Interests (Outcomes) boxes, briefly describe the student's expressed ideas for each of the Outcome areas.

PAGE 2 (for all Students)

- 1) Consideration of Transition Service Needs as a part of the student's course of study is required if the student is currently 13 and will turn 14 during the term of the IEP. These services may also be considered when the student is younger than 13 if the IEP Team determines it appropriate.
- 2) In the Statement of Transition Service Needs (Ages 14-26) check the appropriate box at the top and then describe the general curriculum areas and educational experiences for each school year/grade based upon the student's identified needs and post-school outcomes. This might include a consumer math, a school-to-work, vocational education, college preparation, computer courses, or course content areas like independent living, money management, mobility, etc. It is important that the IEP team members consider ALL of the school's course offerings, not just special education classes. This will ensure that students with disabilities are included in general education as much as possible. It is not necessary to list each specific course and number. However, the IEP team should ensure that a secondary student is enrolled in courses that will lead to post-school outcomes.
- 3) Keep in mind that projected courses may change as the student's proposed outcomes change.

PAGE 3 (for Students beginning at age 16)

- 1) In the Statement of Transition Services, the IEP team must consider each of the areas as a way to meet the transition outcomes identified for the student. If an area is considered not appropriate, the IEP team should check the "none" box. When identifying the Agency/Person responsible, it is not necessary to name specific names, but rather use terms like "math teacher", "social worker", "M.R.S.", etc.

Adult Living- This area emphasizes activities/strategies that focus on adult living skills. These are generally those activities that are done occasionally such as registering to vote, filing taxes, obtaining a driver's license, renting or buying a home, accessing medical services, obtaining and filing for insurance, accessing social security.

Daily Living Skills- Those activities that adults do most every day. These can include such things as preparing meals, budgeting, maintaining a residence, paying bills, raising a family, caring for clothing, and/or personal grooming.

Functional Vocational Evaluation- The assessment process that provides information about job or career interests, aptitudes, and skills. Information is gathered through situational assessments in the setting where the job is performed. This can include observations, formal and informal measures, and should be practical. Information gathered through a functional vocational assessment can be used to refine educational experiences, course of study, and employment activities/strategies in the statement of transition services.

Employment- Activities/strategies listed in this area focus on development of work-related behaviors, job seeking and keeping skills, career exploration, skill training, apprenticeship training and actual employment.

Community Experiences- The emphasis in this area is on activities/strategies that are generally provided outside the school building and that prepare the student for participation in community life. These activities should encourage the student to participate in the community, including government, social, recreational, leisure, shopping, banking, transportation, and other opportunities.

Related Services- Activities/strategies in this area should consider the current and projected related service needs of the student. This area is not for specifying the needed related services for the next school year. Related services for the school year should be addressed in another appropriate section of the IEP. The context of related services here has to do with determining if the related services will continue beyond school, helping to identify who or what agency might provide these services, helping to identify how the student and parent can access these services and then connecting the student and parent to whomever will provide those services before the student leaves the school system. This type of planning and discussion and identifying of activities /strategies should make the move from the school being one related service provider to another adult agency or service provider as seamless as possible for the student and parent.

Instruction- Activities/strategies listed in this area have to do with instruction, whether that is formal or informal imparting of knowledge or skills. The activities can include, but are not limited to, such things as broad curricular areas of needed coursework, educational experiences, skill training, etc. or activities/strategies that are necessary to prepare for and take part in college, continuing education, further skill training, adult living, etc.

Reminder: Goals/Objectives appropriate for transition are included in the WCRESA AG/IO packet.

NOTE: If transition services are not being provided by the agency that agreed to provide them initially, then the transition IEP team should reconvene to determine how the services will be provided. Goals and objectives can not be changed unless the entire IEP is being redone. However, the timelines and person/agency responsible can be changed by the key IEP team members without redoing the entire IEP.

Revised July 2003