

Transition IEP Resources

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Professional Development

Triangulation: Aligning Meaningful Annual Goals with PSGs (pdf)

Transition Continuum: Students should have opportunities for career awareness, exploration, preparation, and agency linkages. The Transition Continuum lists transition activities and agencies and suggests a timeframe for students to begin formal linkages.

CDE Transition Services: The CDE Transition Services site offers a variety of resources including training opportunities, postsecondary education and school to work resources, and family resources.

National Secondary Transition Technical Assistance Center

Teacher Tools

Assessment Guiding

Questions:

- 1.) Where is the student presently?
- 2.) Where is the student going post-school?
- 3.) How do we get the student there?

Data and Information:

- 1.) Student's needs, strengths, interests, and preferences
- 2.) Interviews, observations, achievement, behavior, aptitude, curriculum-based measures, etc.
- 3.) Focus on education/training, career/employment, and when appropriate, independent living

Analysis and Summary based on guiding questions:

- 1.) Analysis of data and information
- 2.) Summary statement based on analysis of assessments

Putting it all together to write the Transition IEP and provide effective support:

- 1.) What does this information mean, based on gaps and skills?
- 2.) What are the next steps to move the student toward PSG (Post-Service Goals) attainment?

Assessment Tools

Transition Assessments

Purpose, compliance, tools, and examples.

Transition Assessment Notebook

The Transition Assessment Notebook, created by the San Juan BOCES, gives guidance and direction about what assessment is expected for Transition IEP's. There also is a section of directions about pre-IEP steps, writing the IEP and examples of goals and transition plans.

ASVAB (military entrance test)

The ASVAB is a multiple-aptitude battery that measures developed abilities and helps predict future academic and occupational success in the military.

Support Tools

Practical tools

The Transition Coalition provides on-line information, support, and professional development on topics related to the transition from school to adult life for youth with disabilities.

High interest-low level books

Hi Interest / Low Reading Level Books (Hi-Lo Books) encourage reading for the reluctant reader. Books are written at lower reading levels, but appeal to the reader's interest level even though that might not match their grade level. Students, especially in middle school and high school, who are reading below grade level are more likely to want to read a book if it is not only at their reading level but also at their interest level.

Evaluate grade level of writing

Writing tester is a free and simple program where text can be copied and pasted to be checked for correct grammatical form and an overall readability score from 1-100.

Typing speed test

This typing test measures both speed and accuracy.

Post-School Resources

College In Colorado

College in Colorado helps explore career and education pathways, breakdown barriers to postsecondary attainment, and create a plan for students' postsecondary and workforce success. This is a one stop resource to help students and parents plan, apply, and pay for college.

Transition continuum

Students should have opportunities for career awareness, exploration, preparation, and agency linkages. The Transition Continuum lists transition activities and agencies and suggests a timeframe for students to begin formal linkages.

Career exploration

The O'Net Program is a career exploration tool and source of occupational information. Every occupation contains a different mix of knowledge, skills, and abilities; the distinguishing characteristics are described and can be incorporated into students' Annual IEP Goals.

School To Work Alliance Program (SWAP)

Provides employment-related community based services to youth and young adults with mild to moderate disabilities.

Students with disabilities preparing for college

The information in this pamphlet, provided by the Office for Civil Rights (OCR) in the U. S. Department of Education, explains the rights and responsibilities of students with disabilities who are preparing to attend postsecondary schools. This pamphlet also explains the obligations of a postsecondary school to provide academic adjustments, including auxiliary aids and services, to ensure the school does not discriminate on the basis of disability

Colorado Community College System

The Colorado Career & Technical Education (CTE) believes that every student should be on a path that leads to career success, through seamless plans of study fostering academic and technical achievement, to develop a globally competitive workforce for Colorado.

Transition Resources and Links (Fort Collins and Larimer County)

Preparation for no IEP in college

The laws affecting college students with disabilities and the process of obtaining assistive technology in college are completely different from the K-12 world. The Individuals with Disabilities Education Act (IDEA) is not in effect in higher education; rather, the Americans with Disabilities Act (ADA) is the relevant law. It protects people with disabilities from discrimination in admission to college and participation in college activities.

FAQs

How is a Transition IEP different?

The focus of the transition IEP should be framed to identify the projected course of study related to the student's post-school goals in the areas of career/employment, post-secondary education and training, and community or residential needs.

Why is a Transition IEP important?

The concept is to think about, plan for, and ensure that all courses and educational experiences offered to the student will help them achieve their desired post-school goals. As students prepare to move from school to community living and employment, good program planning can help them become independent, productive adults.

Why are students starting this process so early (8th grade)?

Time is one of the most valuable resources and students will have five years to explore all parts of the ICAP experience. Establishing a solid foundation upon which ALL students can build, revise (as needed), continue building, and complete. Post-secondary readiness growth will accompany all aspects of a student's academic and character development from middle school through high school.

How does a student know what they really want to do at such a young age?

Awareness leads to exploration followed by research and culminates in application. This gradual process provides for multiple learning opportunities in and out of the classroom. Students will learn about the different resources they have available both in their building and throughout the community to aid them in their decision-making. Students will be able to build a plan of relevance for their futures, thus seeing the connection of all areas of their high school experience to the rest of their lives.

What if a student changes their mind about what they want to do after high school?

Celebrate that they are! Students are learning who they are, what they are interested in, what opportunities are available, and how to be prepared to achieve their dreams.

What is the difference between post secondary goals in the area of education and postsecondary goals in the area of training?

Education = Community or Technical Colleges (two year programs); College/University (four year programs); Compensatory Ed./Continuing Ed.

Training = A program leading to a high school completion document or certificate (e.g., Adult Basic Education, General Education Development [GED]); Short term employment training (e.g., Workforce Investment Act, Job Corps); Vocational Technical School (less than a two year program).

To comply with the regulations and law, OSEP is recommending that students have at least one postsecondary goal that covers the areas of education or training, employment, and if appropriate, independent living.

I am concerned about having at least one IEP Annual Goal listed in connection with each postsecondary goal. Is that necessary?

While "a statement of measurable annual goals" (IDEA 2004, Part B, 614, [d][1][A][i][II]) are a required part of a student's IEP, there does not need to be a separate annual goal for each postsecondary goal.

Logically, when writing (or reviewing), the team should ask “what postsecondary goal(s) does this annual IEP goal support?”

What is the difference between instruction and “courses of study?”

Instruction = A component of a transition program that “the student needs to receive in specific areas to complete needed courses, succeed in the general curriculum and gain needed skills”

Courses of Study = “a multi-year description of coursework (necessary) to achieve the student’s desired post-school goals”

What if a transition services from other agencies are not required? For example, the postsecondary independent living goal is to “share an apartment with a friend” and the family is willing to set this up with the student OR a post-secondary goal to work on the family farm will be supported or coordinated by the family?

Recording N/A for other agencies is appropriate in these examples.

My student wants to lead his/her own IEP. How is that possible?

Student-Led IEP Meetings is an important part of the transition process. Helpful resources include:

[Student’s Guide to the IEP](#)

[Teacher’s Guide to Help Students Develop IEP](#)