

A decorative graphic featuring a dashed light blue line that curves around the central text. Various colored circles and rings are scattered around the page: a large teal ring in the top left, a smaller teal circle next to it, a large lime green circle in the top right, a smaller green circle below it, a pink circle on the right side, a large orange circle below that, a large yellow ring in the bottom right, a large green circle in the bottom left, a smaller green circle above it, and a small orange circle between the two bottom-left green circles.

# **Understanding Transition**

**Part one:  
What does the law say for  
students with IEPs?**

Did you know that Special Education law (IDEA) has very specific information on transition?

***Transition Services means a coordinated set of activities for a child with a disability that:***

- ***(a) is designed 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 post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation.***



Did you know that Special Education law (IDEA) has very specific information on transition? (cont.)

- *(b) is based on the individual student's strengths, needs, taking into account the child's preferences and interests; and*
- *(c) includes: instruction, related services, community experiences. The development of employment and other post-school adult living objectives, when appropriate, acquisition of daily living skills and functional vocational evaluation*



# What does this mean?

## Activities

- need to be *coordinated* with each other and focus on *results*
- should help the student improve both **academically** and **functionally**
- are based on what the student needs, what they are interested in, what they want to do and what they are good at doing.
- are intended to smooth the young person's movement into the post-school world

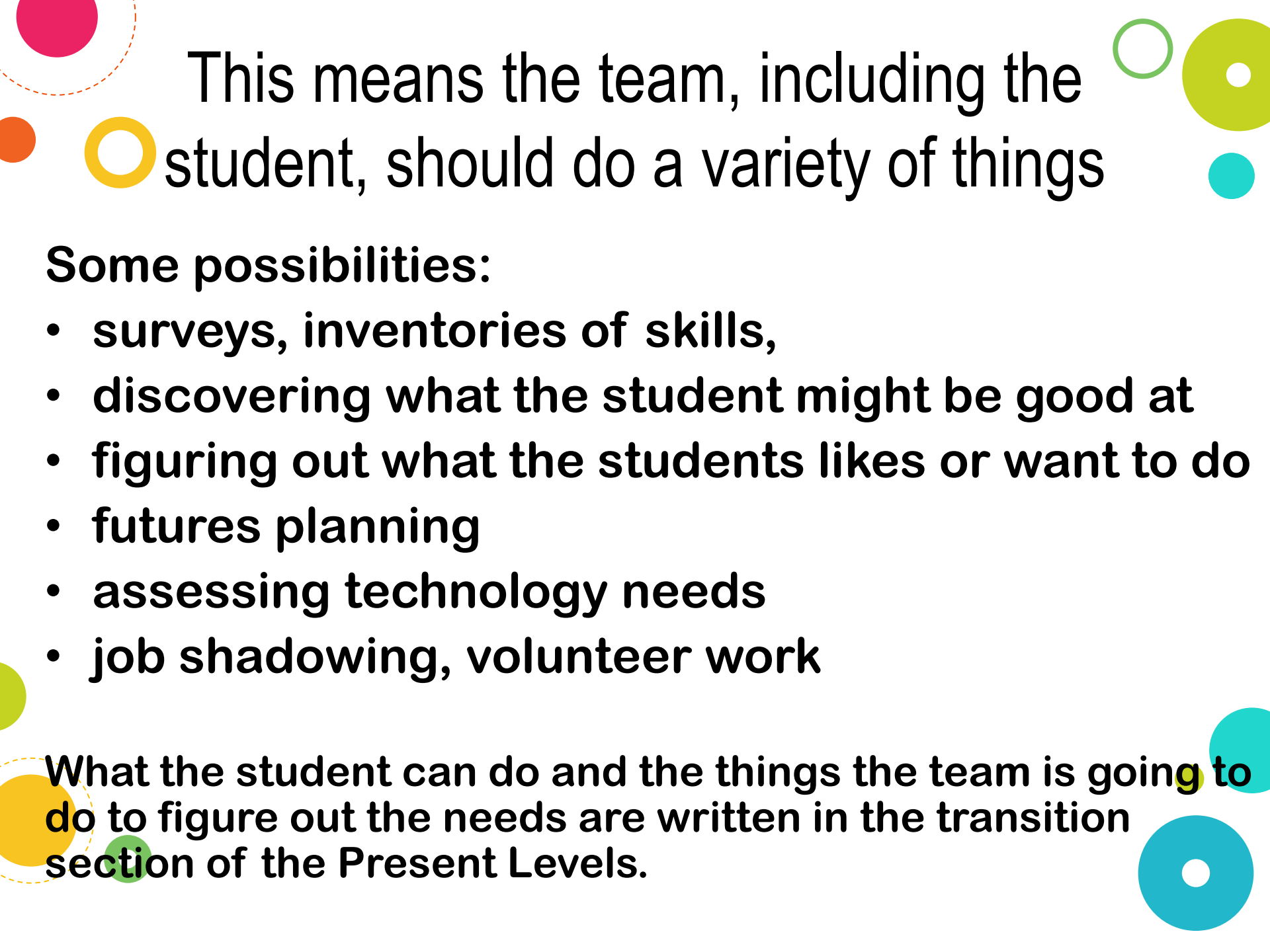
*community... employment... adult services... daily living skills...  
vocational... postsecondary education*

The ARC team needs to help the student figure out the student's *strengths, needs, preferences and interests.*

**In KY, the law (707 KAR 1:320 §7) says:**

In the child's eighth grade year or when the child has reached the age of 14, the IEP shall include a statement of the transition service needs





This means the team, including the student, should do a variety of things

**Some possibilities:**

- surveys, inventories of skills,
- discovering what the student might be good at
- figuring out what the students likes or want to do
- futures planning
- assessing technology needs
- job shadowing, volunteer work

**What the student can do and the things the team is going to do to figure out the needs are written in the transition section of the Present Levels.**

# What does the law say happens next?

**By the child's 16 birthday the IEP shall include measurable post-secondary goals based on age appropriate transition assessments related to:**

- **training and education**
- **employment**
- **independent living skills, when appropriate**



# Writing post-secondary goals

Based on the two years of exploring what the child needs, wants and is good at, the team writes goals that tell what the student will be doing after he/she graduates from school.

The goals will have the student's name and tell what behavior will be shown including both where it will happen and how

- Upon completing high school, \_\_\_\_\_ goal is to \_\_\_\_\_

These goals are written on the transition page of the IEP!

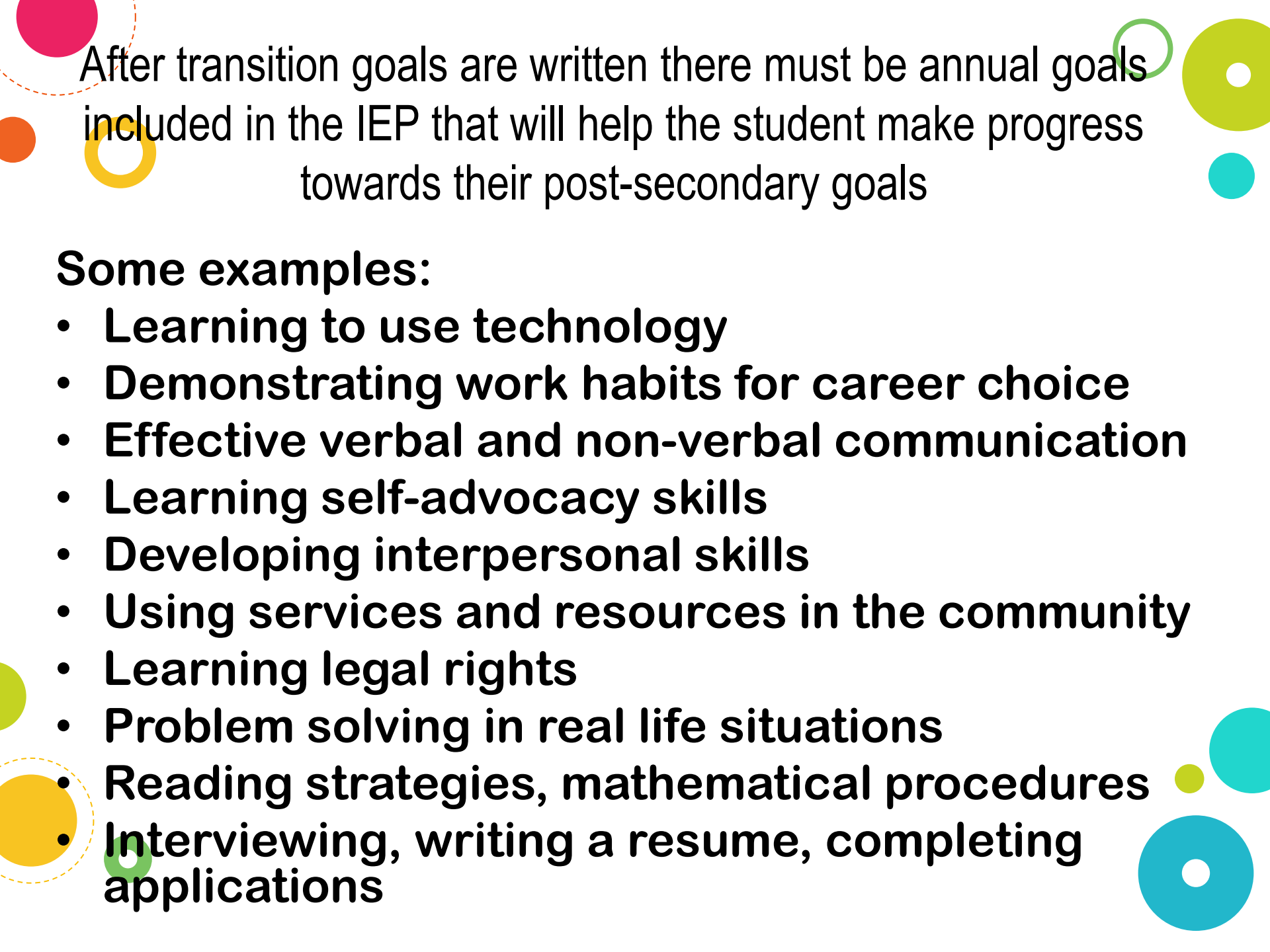


# Examples of Post-secondary goals

- Upon completing high school, Karen will obtain a 4 yr. degree from a liberal arts college with course work in elementary education leading to a teaching degree.
- Upon graduation from high school, Jason will attend Central Piedmont Community College and participate in the welding industry certificate program meeting the requirements to attain an Entry Level Welding Certificate.
- After graduation from high school, Lissette will attend the Workforce Development Program and complete a non-degree program in food service at Montgomery County Community College.
- After graduation, Paul will work 20 plus hours a week at the local grocery store and provided temporary supports through Vocational Rehabilitation.

# Examples of Post-secondary goals (cont.)

- **Upon completion of high school, Given opportunities from his boss, Alex will communicate his wants, needs, and desires to his boss in order to develop more appropriate work place communication skills.**
- **After high school, Jodi will travel to and from work using the public transportation system with time-limited supports of a job coach or Community Alternative Program service provider.**
- **Upon completion of high school, Sam will play soccer in a recreational soccer league at the YMCA.**



After transition goals are written there must be annual goals included in the IEP that will help the student make progress towards their post-secondary goals

### **Some examples:**

- **Learning to use technology**
- **Demonstrating work habits for career choice**
- **Effective verbal and non-verbal communication**
- **Learning self-advocacy skills**
- **Developing interpersonal skills**
- **Using services and resources in the community**
- **Learning legal rights**
- **Problem solving in real life situations**
- **Reading strategies, mathematical procedures**
- **Interviewing, writing a resume, completing applications**



# There are other supports and services that can help with transition

- **Related services like an Occupational Therapist could help with the discovery of strengths, needs, interests and look at environmental factors**
- **A job coach could help student explore different kinds of jobs**
- **A behavioral/social interaction support person could help out at job sites and real world community places**



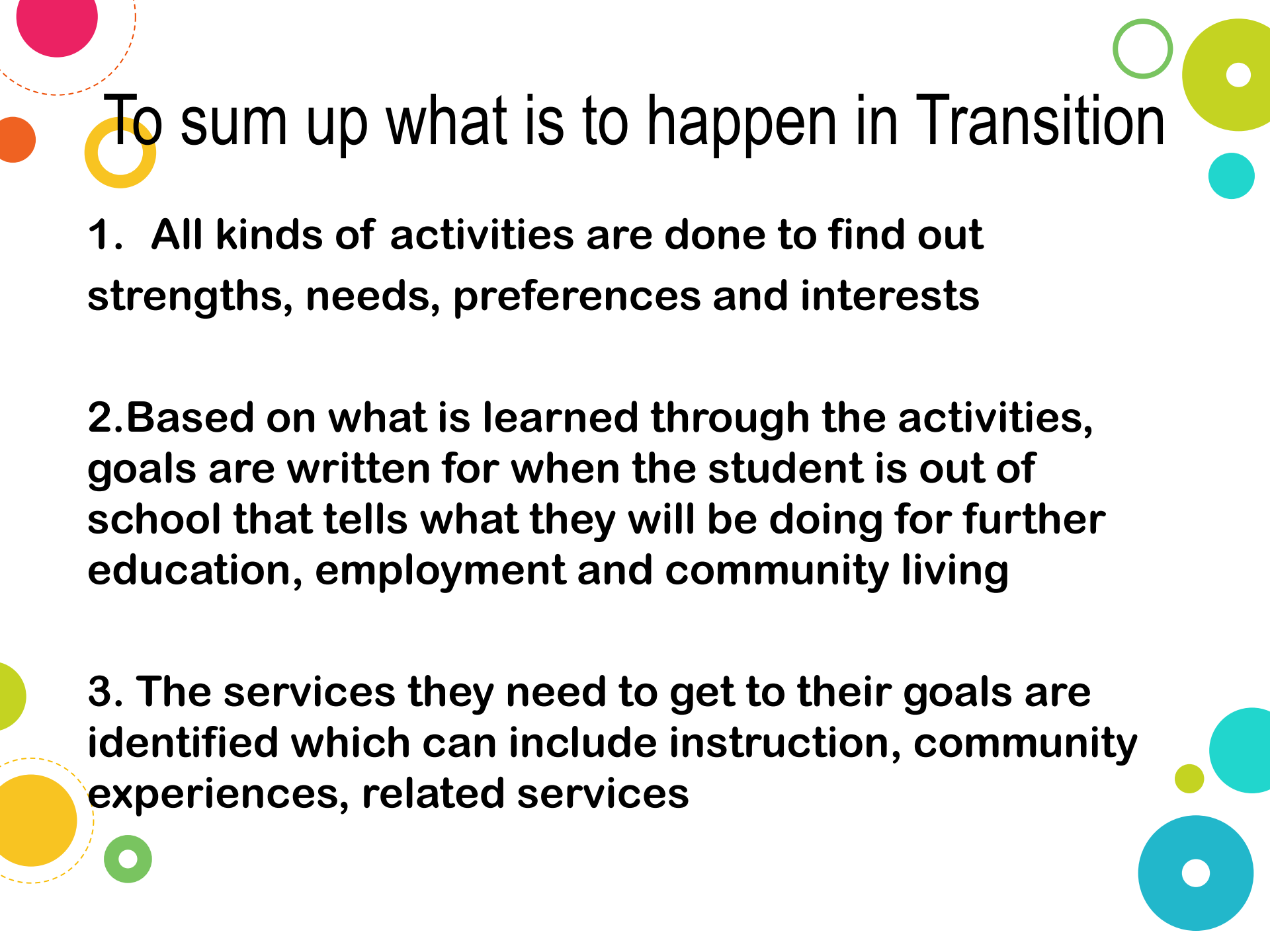
# Other agencies can help

- **The Office of Vocation Rehabilitation will start being involved in the transition years**
  - Office for the Blind
  - Deaf & Hard of Hearing Services Branch
- **Independent Living Centers often have classes or provide other supports**



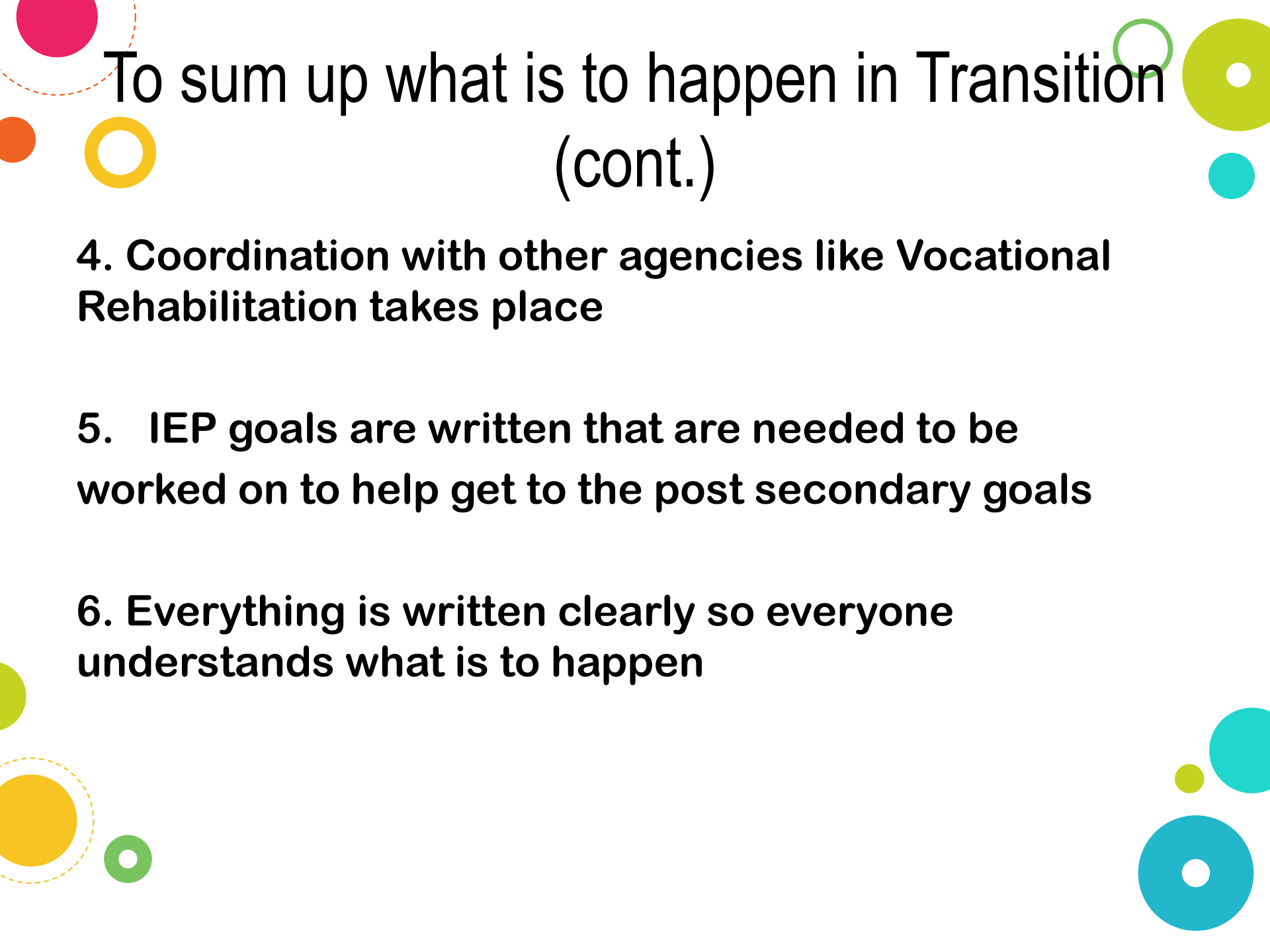
**Coordination with other agencies is written onto the Transition goal page**





# To sum up what is to happen in Transition

- 1. All kinds of activities are done to find out strengths, needs, preferences and interests**
- 2. Based on what is learned through the activities, goals are written for when the student is out of school that tells what they will be doing for further education, employment and community living**
- 3. The services they need to get to their goals are identified which can include instruction, community experiences, related services**

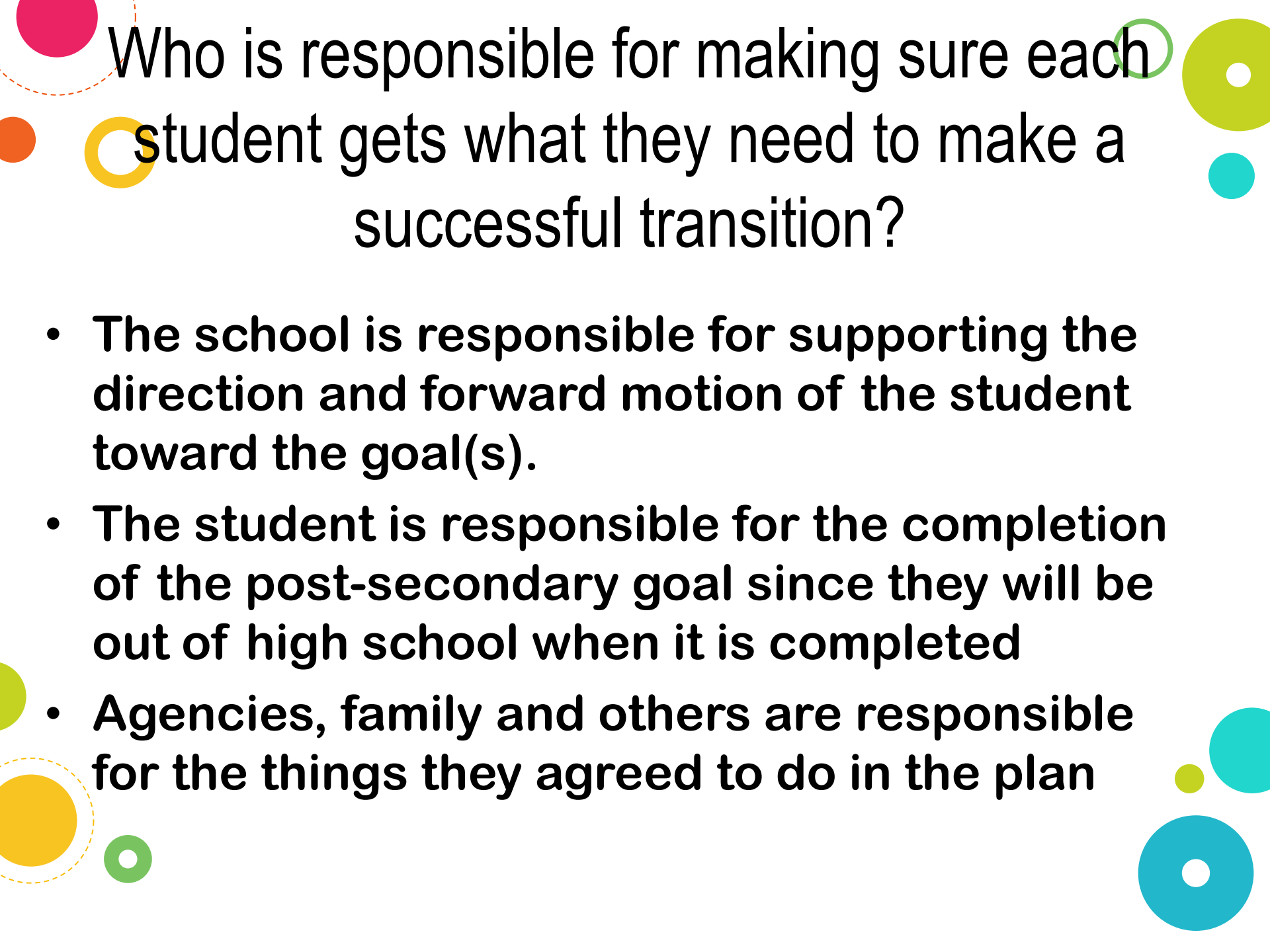


# To sum up what is to happen in Transition (cont.)

**4. Coordination with other agencies like Vocational Rehabilitation takes place**

**5. IEP goals are written that are needed to be worked on to help get to the post secondary goals**

**6. Everything is written clearly so everyone understands what is to happen**



Who is responsible for making sure each student gets what they need to make a successful transition?

- **The school is responsible for supporting the direction and forward motion of the student toward the goal(s).**
- **The student is responsible for the completion of the post-secondary goal since they will be out of high school when it is completed**
- **Agencies, family and others are responsible for the things they agreed to do in the plan**