TRANSITION IEP: THE NEXT STEPS

MORE TRANSITION IEP EXAMPLES

* = possible goals or transition services/activities for middle school students or students who need more exploration

POSTSECONDARY GOALS

EDUCATION AND TRAINING

• Upon completion of high school, I will enroll in Ivy Tech

• After high school, I will go to college*

• After high school, I will receive job training in the area of my interests and preferences*

• Upon graduation of high school, I will enroll in a 4-year college.

• After high school, I will take a business class at Kings College (technical school)

• After graduation, I will participate in training to improve her work skills on her job through vocational rehabilitation services.

• After high school, I will participate in career classes and counseling offered by Work One.

EMPLOYMENT

• After college, I will have a career in the field of early childhood

• After high school, I will work in a job based on my interests and strengths*

• Juanita will work part-time while in college.

• After high school, I will work fulltime in a career related to his degree in business.

• After graduation, I will obtain a (part-time or full-time) job in the retail industry with supports.

• After high school, I will receive (or participate in) job development services from vocational rehabilitation and/or a community rehabilitation program to obtain competitive employment.
INDEPENDENT LIVING

- Upon completion of high school, I will utilize public transportation including public bus and rural transit, to get to and from work.
- Upon completion of high school, I will participate in YMCA activities of her choice.
- After graduation, I will live in her own place/house with supports.
- Upon graduation, I will independently prepare for work each day, including dressing herself, making her lunch, and accessing transportation.

ANNUAL GOALS

ANNUAL GOALS TO SUPPORT POSTSECONDARY GOALS OF EDUCATION AND TRAINING

- When given a topic in History, Social Sciences, or English, Sam will be able to independently write a three-paragraph essay containing the required elements; introduction, supporting details, and conclusion by the end of the second trimester.
- By May 2009, when provided with an agenda book, Jose will independently record his homework assignments in English, Math, Social Studies and Science.
- By May 2009, Mary will ask 4 clarifying questions related to the text read, using why/what if/how questions with 100% accuracy in 4 of 5 trials as measured by teacher-charted records.
- By the end of December 2008, when given a problem with two linear equations or inequalities, David will solve and graph the correct response with 90% accuracy as measured by student work samples and teacher-made assessments (standard?).
- When needing a break during math and social studies class, Brian will present a “pass card” to request time away without disrupting others as measured by classroom teachers using event recording sheet by the end of May 2009.
- By June 2009, Allen will use graphic organizers to write a three-paragraph essay using correct sequencing of sentences including topic, sentence, supporting sentences and conclusion without assistance 4/5 times over 2 weeks as measured by writing samples, classroom assignments and quizzes.
• By December of 2009, Alex will use his self-management strategies of checklist, visual reminders, and putting his medicine bottle in his backpack by taking his medicine daily as measured by teacher observations and recording chart.

ANNUAL GOALS TO SUPPORT POSTSECONDARY GOALS EMPLOYMENT

• Kevin will use the public transportation system to get to and from her job placement, independently arriving at work on time, for any five consecutive days by May 2009.

• By September of 2009, Cathy will ask questions about the instructions or materials presented to ensure comprehension 9 out of 10 trials as measured by teacher observation and charting.

• Kyle will demonstrate the organizational skills of using a planner to record his homework assignments for all classes every day.

• Heather will develop algebra skills, as measured by her homework and quiz scores, by using her planner, preparing questions for class and recording the formulas for study during her senior year.

• By the end of the year, Ben will use the 4-step problem solving strategy when confronted with various situations in-school and at the job site as measured by teacher and job coach observations and charting.

**Remember Self-determination skills includes in choice-making, decision-making, problem-solving, self-awareness, goal-setting, risk-taking and safety skills. There are a number of materials and information available to assist with teaching various strategies and lessons.**

ANNUAL GOALS TO SUPPORT POSTSECONDARY GOALS INDEPENDENT LIVING

• Kevin will use the public transportation system to get to and from her job placement, independently arriving at work on time, for any five consecutive days by May 2009.

• When given a choice of activities, Sarah will point and label the item/activity following no more than 1 prompt on 3/5 trials as measured by teacher observation and recorded data.

• Given a board of four choices of classroom and community topics (e.g., locations in community, people, grocery shopping), Jason will select the activity or item in which he wants to engage in for the week to make his schedule.
TRANSITION SERVICES

These are examples based on transition services definition. The number of services and activities you document are dependent on the needs of the student.

DEFINITION:

“Transition Services means a coordinated set of activities for a student 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 student with a disability;
- are incorporated into the student’s individualized education program to facilitate movement from the 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.
- must be based on the individual student’s needs, taking into account the student’s strengths, preferences and interests,
- Includes instruction; related services; community experiences; the development of employment and other post-school adult living objectives; and when appropriate, acquisition of daily living skills and provision of a functional vocational evaluation. “

Instruction examples:
- Social skills training
- Participate in the High School visit*
- Complete the learning style assessment*
- Self-advocacy or self-determination training
- Self-monitoring instruction related to behavior
- Tutoring in reading comprehension strategies
- Computer skills instruction
- Enroll in Consumer Science Class (or other electives that you have identified specific reasons why that class relates to transition services)

Related Services examples
- Counseling services to manage anger
- Occupational therapy services to improve feeding skills
- Speech therapy services for training in use of augmentative communication device in job site
Occupational therapy for use of assistive technology
Physical therapy to improve independent ambulation on a work site
Orientation and mobility services for community participation

Community Experience

- Participate in Reality Store*
- Visit two colleges or identify which colleges
- Using public transportation to get to work site
- Tour of community college campus to familiarize student with surroundings
- Job shadowing in hospital environment
- Training using ATM
- Twice a month trips to grocery stores to purchase items

Employment and Other Post-School Adult Living Objectives

- Visit the Career Center*
- Complete the learning style assessment*
- Complete the Career plan with guidance counselor*
- Complete career interest inventory*
- Complete Self-determination assessment*
- Apply for financial aid
- Apply for college and disability support services
- Refer to Vocational Rehabilitation Services
- Participate in VRS night at school
- Apply for Medicaid Waiver
- Part-time employment working with children
- Volunteer position at hospital
- After school paid work experience at Target
- Apply for Social Security work incentives/benefits

Acquisition of Daily Living Skills

- Safety skills training in community settings
- Purchase of a monthly bus pass
- Grocery shopping training
- Laundry skills
- Knowledge and use of simple recipes
- Food preparation and kitchen hygiene instruction
- Purchasing lunch at work site