

Transition to Adulthood



November 2012

Adapted from the National Secondary Transition Technical Assistance Center



Introduction

Life is full of transitions, and one of the more remarkable ones occurs when we get ready to leave high school and go out in the world as young adults. When the student has a disability, IDEA requires it.

A Quick Summary of Transition

- Transition services are intended to prepare students to move from the world of school to the world of adulthood.
- Transition planning begins during high school at the latest.
- IDEA requires that transition planning start by the time the student reaches age 16.
- Transition planning may start when the student is younger than 16, if the IEP team decides it would be appropriate to do so.
- Transition planning takes place as part of developing the student's IEP.
- The ARDC, which includes the student and the parents, develops the transition plan.
- The student must be invited to any IEP meeting where postsecondary goals and transition services needed to reach those goals will be considered.
- In transition planning, the IEP team considers areas such as postsecondary education or vocational training, employment, independent living, and community participation.
- Transition services must be a coordinated set of activities oriented toward producing results.
- Transition services are based on the student's needs and must take into account his or her preferences and interests.

IDEA's Definition of Transition Services §300.43

Any discussion of transition services must begin with its definition in law. IDEA's definition of transition services appears at §300.43.



(a) **Transition services** means a coordinated set of activities for a child with a disability that—

(1) Is designed to be 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 postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;

(2) Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and includes—

(i) Instruction;

(ii) Related services;

(iii) Community experiences;

(iv) The development of employment and other post-school adult living objectives; and

(v) If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

(b) Transition services for children with disabilities may be special education, if provided as specially designed instruction, or a related service, if required to assist a child with a disability to benefit from special education.

Considering the Definition

Key words in the definition of transition services:

- Activities need to be **coordinated** with each other.
- The process focuses on **results**.
- Activities must address the child's **academic and functional achievement**.
- Activities are intended to smooth the young person's movement into the post-school world.

The definition mentions the domains of independent and adult living, the community, employment, adult services, daily living skills, vocational and postsecondary education clearly



acknowledges that adulthood involves a wide range of skills areas and activities. It also makes clear that preparing a child with a disability to perform functionally across this spectrum of areas and activities involves considerable planning, attention, and focused, coordinated services.

Coordinated transition activities and services are to be planned as in sync with one another in order to reach the desired result.

What is the result? IDEA refers to “our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities.” [20 U.S.C. 1400(c)(1)] Preparing children with disabilities to “lead productive and independent adult lives, to the maximum extent possible” is one of IDEA’s stated objectives. [20 U.S.C. 1400(c)(5)(A)(ii)]

Students at the Heart of Planning Their Transition

For the students, transition activities are *personally defined* and means that the postsecondary goals that are developed for a student must take into account his or her interests, preferences, needs, and strengths. To make sure of this, the school:

- must invite the youth with a disability to attend IEP team meeting “if a purpose of the meeting will be the consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals under §300.320(b),” and
- “must take other steps to ensure that the child’s preferences and interests are considered” if the child is not able to attend [§300.321(b)].

When Must Transition Services Be Included in the IEP?

When must transition planning begin?

(b) **Transition services.** Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include—

- (1) Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and
- (2) The transition services (including courses of study) needed to assist the child in reaching those goals.



So, the IEP must include transition goals by the time the student is 16. The ARDC has the authority to begin transition-related considerations earlier in a student's life, if team members (which include the parent and the student with a disability) think it is appropriate, given the student's needs and preferences.

A Closer Look at What to Include in the IEP

What's included in the IEP must:

- state the student's postsecondary goals (what he or she hopes to achieve after leaving high school);
- be broken down into IEP goals that represent the steps along the way that the student needs to take while still in high school to get ready for achieving the postsecondary goals *after* high school; and
- detail the transition services that the student will receive to support his or her achieving the IEP goals.

Postsecondary goals must be...Appropriate, measurable

Postsecondary goals must also be based on...Age-appropriate transition assessment, student interests and preferences

Transition assessment indicates what is needed...Training, education, employment, independent living skills, where appropriate

Transition services include...Courses of study

Transition services reflect the student's needs...Services needed to assist the child in reaching those goals

NSTTAC's Checklist of Questions to Ask

NSTTAC is the [National Secondary Transition Technical Assistance Center](#), an OSEP-funded project whose expertise is secondary transition. NSTTAC has developed extensive training materials to help states collect data about the transition services they provide to youth with disabilities (called Indicator 13). Those materials are also useful to look closely at the type of transition information to include in a student's IEP.



NSTTAC's materials include a checklist of questions to ask, which are adapted here for use by the ARDC as they plan a student's transition services and craft statements to include in the student's IEP.

Checklist:

- Is there a measurable postsecondary goal or goals for the student?
- Can the goal(s) be counted, measurable?
- Does the goal(s) occur after the student graduates from school?
- Are the postsecondary goals based on an age-appropriate transition assessment?
- Are there annual IEP goals that reasonably enable the child to meet the postsecondary goal(s) or make progress toward meeting the goal(s)? Are there transition services (including courses of study) in the IEP that focus on improving the academic and functional achievement of the child to facilitate his or her movement from school to post-school?
- Do the transition services listed in the IEP relate to a type of instruction, related service, community experience, development of employment and other post-school adult living objectives (and, if appropriate, acquisition of daily living skills), and provision of a functional vocational evaluation?
- Are representatives of other agencies invited (with parent consent or the student's) to IEP meetings when transition services are being discussed that are likely to be provided or paid for by these other agencies?

Education/Training

Measurable postsecondary goal in the domain of ***education/training***.

- Upon completion of high school, John will enroll in courses at San Antonio Community College.

This goal meets NSTTAC's standard because of specific reasons:

- Participation in postsecondary education is the focus of this goal.



- Enrollment at a community college can be observed, as in John enrolls in courses or he does not.
- The expectation, or behavior, is explicit, since John enrolls at the community college or he does not. Enrollment at a community college occurs after graduation, and it is stated that this goal will occur after graduation.

Nonexample:

- Upon graduation, John will continue to learn about life skills and reading.

This statement does not meet the standard, because:

- Participation in learning is the focus of this goal, but no specific place or program is specified.
- The expectation for learning, or behavior, is not explicitly stated.

NSTTAC comments about the writing of education/training goals:

- There would likely be less specificity in the postsecondary goals articulated by younger students, than those in their last years of high school. John's goal could be made more specific by including a phrase such as "will enroll in the general Associates Degree program at...."
- It is not necessary to specify the student's major for the goal to be measurable. However, increased specificity in postsecondary goal statements (when the student articulates this information) can improve the relevance of services provided during high school.

Employment

Example of a measurable postsecondary goal in the domain of ***employment***.

- John will work in an on-campus part-time job while in college.

This goal is well-crafted, because:

- Obtaining employment is the focus of the statement.
- Working part-time is an explicit outcome that can be observed.



- The phrase “while in college” indicates that the goal will occur after John has graduated from high school.

Independent Living

Example of a measurable postsecondary goal in the domain of ***independent living***.

- Upon completion of high school, Lisa will learn to use public transportation, including the public bus and uptown trolley.

This goal statement is acceptably crafted, because:

- Participation in independent living skill development, specifically community participation, is the focus of this goal.
- Use of the bus can be measured, as in Lisa performs the necessary activities or does not perform the activities.
- The expectation, or behavior, is explicit, as in Lisa performs the required activities or she does not.
- It is stated in this goal that the instruction will occur after graduation.

IEP Goals to Help the Student Achieve Postsecondary Goals

The ARDC must craft statements that describe the student’s postsecondary goals—**what he or she is going to do or achieve after leaving high school**. These goals pertain to the domains of education/training, employment, and (as appropriate for the student’s needs) independent living. **IEP goals** must be written that will reasonably enable the child to meet the postsecondary goals.

IEP Goals: Education/Training

Remember John’s postsecondary goal for education/training was: Upon completion of high school, John will enroll in courses at San Antonio Community College.

An appropriate IEP goal to help John achieve the postsecondary goal might be:

- Given San Antonio Community College information, John will demonstrate knowledge of the college’s admission requirements by verbally describing these requirements and identifying admission deadlines with 90% accuracy by November of this year.



This annual goal meets standards, because:

- Participation in education is the primary focus of this objective.
- Learning about the college's admission requirements is a step that will help John meet his goal of attending San Antonio Community College.
- The criterion for meeting the goal is clearly stated ("...with 90% accuracy").

Nonexample:

- Given a San Antonio Community College Undergraduate Handbook, John will choose and participate in two intramural sports that interest him.

Problems with this statement:

- The behavior of choosing and participating in two intramural sports is not considered a step in helping John reach his post-secondary goal of attending San Antonio Community College.
- This nonexample is also considered to be a short-term objective because the behavior described in this annual goal will not take a year for the student to accomplish.

IEP Goals: Employment

Remember that John's postsecondary goal for employment was: John will work in an on-campus part-time job while in college.

An appropriate IEP goal to help John achieve this postsecondary employment goal might be:

- John will be able to report 3 possible occupations for part-time employment, based on the results of career assessments through career counseling with the guidance counselor.

This IEP goal is acceptably written, because the behavior of assessing job interest is a step in helping John determine jobs in which he would be most successful during college.

Nonexample:

- John will attend the annual job fair and participate in mock interviews with prospective employers.



This nonexample does not reach acceptable standards for goal-writing, because:

- While this is an appropriate activity in preparation for employment after high school, it is not relevant to John's postsecondary goal of working part-time on campus while attending the community college.
- This goal statement indicates an activity that John could complete, but does not clearly indicate what knowledge or skill will be developed.

IEP Goals: Independent Living

Recall that Lisa's postsecondary goal in the domain of independent living was: Upon completion of high school, Lisa will learn to utilize public transportation, including the public bus and uptown trolley.

An example for an appropriate and corresponding IEP goal is:

- Given travel training situations, Lisa will demonstrate sitting quietly and refraining from talking to strangers while utilizing public transportation at least two times across three opportunities.

The reasons that this goal meets the standard and is acceptably written are:

- The annual goal describes a skill Lisa would need to have in her repertoire of skills in order to travel using public transportation.
- The annual goal is a skill that will be worked on during high school.

Nonexample:

- Given several coins, Lisa will match the coin with its amount six out of eight times by November 3 of this year.

This is a nonexample of an IEP goal to help Lisa achieve her independent living goal:

- According to Lisa's present level of performance, Lisa knows the value of coins.
- Therefore, it is not necessary to include this as a goal to help her meet her post-secondary goal of using public transportation.



Matching Transition Services to the Postsecondary Goals and the IEP Goals

Transition services are determined by the combination of a student's stated postsecondary goals, corresponding IEP goals, and what he or she needs, support-wise, in order to move toward achieving those goals. By definition, transition services can include:

- Instruction;
- Related services;
- Community experiences;
- The development of employment and other post-school adult living objectives; and
- If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation. [§300.43(a)(2)]

The ARDC's task is to identify and specify the transition services that a student will receive in order to support him or her in reaching the shorter-term IEP goals and the longer-term postsecondary goal. How does the IEP team do that?

Transition Services: Education/Training

John's education/training goal is: John will enroll at San Antonio Community College.

What transition services could be provided to support John in reaching that goal?

- Instruction related to word processing / keyboarding skills
- Tutoring (peer or teacher) in reading comprehension strategies
- Self-monitoring instruction related to on-task behavior
- Self-advocacy training

Nonexamples:

- Filling out an application
- Touring a community college campus
- Adapted physical education course
- Paid work
- Field trips to the grocery store



Transition Services: Employment

June's postsecondary goals for education/training and employment are:

- June will enroll in courses (non-degree) at San Antonio Community College.
- June will attain a part-time position in a community retail environment independently.

What transition services does June need to support her in reaching these two goals?

- Travel instruction
- Instruction related to hygiene
- Instruction related to functional math skills
- Personal banking instruction
- Community based instruction at Wal-Mart to introduce to retail employment skills
- Instruction related to social skills in school and work settings

Nonexample: A transition service that would not be appropriate support for June in reaching her postsecondary goals:

- Instruction related to janitorial skills
- Community-based instructional experiences in restaurant settings

Transition Services: Independent Living

Remember that Lisa's independent living goal read: Upon completion of high school, Lisa will successfully utilize public transportation, including the public bus and uptown trolley.

Her ARDC decides that she will need specific transition services to help her move toward achieving that goal after she completes high school. The services they specify are:

- Instruction on community safety skills
- Travel instruction
- Math instruction related to money usage
- Literacy instruction related to sight word identification



- Instruction related to community safety and self defense at the YMCA
- Math instruction related to telling time on a variety of watches and clocks

Nonexamples:

- Instruction related to life science
- Intelligence testing
- Job shadowing with school bus driver
- Participating in chorus

In Conclusion

When it comes time to help students plan for transition to life after high school, the ARDC must write an IEP that will:

- capture the student's postsecondary goals in concrete, measurable terms;
- write corresponding IEP goals to support and prepare the student to achieve the postsecondary goals after leaving high school;
- reflect the IEP team's decisions about the transition services the student needs (including what the student will study while still in high school) in order to achieve the postsecondary goals.
- Transition planning is complicated and involved. For students with disabilities planning ahead is critical. The more significant the disability is, the more imperative it is to prepare, plan, specify, investigate, coordinate, and support.

The Domains of Adulthood to Consider

The definition of transition services mentions specific domains of adulthood to be addressed during transition planning. These are:

- postsecondary education
- vocational education
- integrated employment (including supported employment)



- continuing and adult education
- adult services
- independent living, or
- community participation

These are the areas to be explored by the ARDC to determine what types of transition-related support and services a student with a disability needs. Developing goal statements and corresponding services for the student are necessary to assist that student in preparing for life after high school.

Types of Activities to Consider

Remember that IDEA's definition of transition services states that these are a "coordinated set of activities" designed within a results-oriented process. Specific activities give the ARDC insight into the range of activities to be considered in each of the domains above:

- instruction;
- related services;
- community experiences;
- the development of employment and other post-school adult living objectives; and
- if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation. [§300.43(a)(2)]

To facilitate the student's transition to adulthood, the ARDC must discuss and decide what transition services and activities (e.g., instruction, related services, community experiences, etc.) the student needs to prepare for the different domains of adulthood (postsecondary education, vocational education, employment, adult services, independent living, etc.).



Need more info about the transition domains?

- [Adult Services: What Are They, and Where Are They?](#)
- [Education/Training Connections](#)
(for info on postsecondary education, vocational education, and continuing and adult education)
- [Employment Connections](#)
- [Independent Living Connections](#)
(for info on independent living and community participation)

Resources for More Information

Transition is a huge topic. The “transition experts”—the organizations and centers that focus with great purpose on transition planning for students with disabilities can identified throughout the transition sites listed below.

[Transition “Starters” for Everyone](#)

Start with these beginning links to transition resources, divided into resources for general audiences, for parents, for professionals, and for students.

[Transition Goals in the IEP](#)

What kind of information might you include in a student’s IEP as part of transition planning? Here’s a closer look at writing transition-related IEP goals.

[Students Get Involved!](#)

Very important! Come here if you’re looking for resources about involving students in transition planning, person-centered planning tools, or materials and connections made just for students themselves.

[Adult Services: What Are They? Where Are They?](#)

Representatives of outside agencies may be invited to the IEP transition-planning table. Read about four of the primary agencies in adult services: Vocational Rehabilitation, the Social Security Administration, state-level agencies, and independent living centers. And, of course, there’s an “other” category—other players and groups you may want to involve, too.

[Potential Consultants to the Transition Team](#)

In addition to the main players at the transition planning table, have you thought about inviting any of these potential consultants to join the discussion?



Education/Training Connections

Learn more about postsecondary education options such as college, trade schools, adult or continuing education, and vocational education. Connect with resources and helpful organizations.

Employment Connections

What about work? What about preparing for a career? What career? Who can help? Find out here.

Independent Living Connections

Independent living involves so very much—making choices about how and where we live in the community. It involves everything from setting an alarm clock to getting out of bed, to self-care, to getting to work and back home again, to what to eat for dinner. Lots to think about and get ready for!

ESPECIALLY FOR...

- [Families and Communities](#)
- [Early Intervention Providers](#)
- [Schools and Administrators](#)

Related Information

- [Guardianship and other approaches to decision-making support](#)
- [Sample IEPs: IEP templates and suggested accommodations](#)
- [Website for students with disabilities interested in college](#)
- [Off to college: Tips for students with visual impairments](#)
- [Transition to adulthood for individuals with ASD](#)
- [To disclose your disability or not?](#)
- [Video series to help young adults with disabilities navigate the job search process](#)
- [Primer for mental health practitioners working with youth involved in the juvenile justice system](#)
- [My Story](#)
- [Self-paced modules on transition](#)



LEGAL FRAMEWORK: TRANSITION SERVICES

Authorities: 20 U.S.C. §§ 1401, 1414; 34 C.F.R. Part 300; Texas Education Code; 19 T.A.C. Chapter 89

| CITATIONS | |
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| Appropriate transition planning under state law must begin not later than when the child reaches 14 years of age. | TEC 29.0111 TEC 29.011 |
| Beginning not later than the first individualized education program (IEP) to be in effect when the child turns 14, or younger if determined appropriate by the admission, review, and dismissal (ARD) committee, and updated annually thereafter, the ARD committee must address transition services as part of the IEP. | TEC 29.0111 TEC 29.011 89.1055(g) 300.320(b) 1414(d)(1)(A)(i)(VIII) |
| This framework applies to children for whom transition services are included as part of the IEP. | 89.1055(g) |
| Transition services means a coordinated set of activities for the child with a disability that: | 300.43(a) 1401(34) |
| <ul style="list-style-type: none"> • Is designed to be 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: | 300.43(a)(1) 1401(34)(A) |
| <ul style="list-style-type: none"> ○ Post-secondary education; | 300.43(a)(1) 1401(34)(A) |
| <ul style="list-style-type: none"> ○ Vocational education; | 300.43(a)(1) 1401(34)(A) |
| <ul style="list-style-type: none"> ○ Integrated employment, including supported employment; | 300.43(a)(1) 1401(34)(A) |
| <ul style="list-style-type: none"> ○ Continuing and adult education; | 300.43(a)(1) 1401(34)(A) |



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Special Education Department

| CITATIONS | |
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| <ul style="list-style-type: none"> ○ Adult services; | <u>300.43(a)(1)</u> <u>1401(34)(A)</u> |
| <ul style="list-style-type: none"> ○ Independent living; or | <u>300.43(a)(1)</u> <u>1401(34)(A)</u> |
| <ul style="list-style-type: none"> ○ Community participation; | <u>300.43(a)(1)</u> <u>1401(34)(A)</u> |
| <ul style="list-style-type: none"> • Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and includes: | <u>300.43(a)(2)</u> <u>1401(34)(B)</u> |
| <ul style="list-style-type: none"> ○ Instruction; | <u>300.43(a)(2)(i)</u> <u>1401(34)(C)</u> |
| <ul style="list-style-type: none"> ○ Related services; | <u>300.43(a)(2)(ii)</u> <u>1401(34)(C)</u> |
| <ul style="list-style-type: none"> ○ Community experiences; | <u>300.43(a)(2)(iii)</u> <u>1401(34)(C)</u> |
| <ul style="list-style-type: none"> ○ The development of employment and other post-school adult living objectives; and | <u>300.43(a)(2)(iv)</u> <u>1401(34)(C)</u> |
| <ul style="list-style-type: none"> ○ If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation. | <u>300.43(a)(2)(v)</u> <u>1401(34)(C)</u> |
| <p>If the child does not attend the <u>ARD COMMITTEE MEETING</u> where transition services are discussed (as set forth in the <u>ARD COMMITTEE MEMBERSHIP</u> framework), the local educational agency (LEA) must take other steps to ensure the child's preferences and interests are considered.</p> | <u>300.321(b)(2)</u> |
| DEVELOPMENT OF A COORDINATED SET OF ACTIVITIES | |
| <p>Transition services may be special education, if provided as specially designed instruction, or a related service, if required to assist the child with a disability to benefit from special education as described in the <u>SUPPLEMENTARY AIDS AND SERVICES, SPECIAL EDUCATION,</u></p> | <u>300.43(b)</u> |



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| <u>RELATED SERVICES</u> framework. | |
| If the ARD committee determines the child is unable to participate in physical activity due to a disability or illness, the child will be allowed to substitute one credit in English language arts, mathematics, science, social studies, or one academic elective (which is not used to satisfy another graduation requirement) for one physical education credit. | TEC 28.025(b-11) |
| The LEA must ensure that each child enrolls in the courses necessary to complete the curriculum requirements for the recommended or advanced high school program unless: | TEC 28.025(b) TEC 28.025(a) |
| <ul style="list-style-type: none"> • The child, the child's parent, and a school counselor or school administrator agree in writing signed by each party that the child should be permitted to take courses under the minimum high school program and the child: <ul style="list-style-type: none"> ○ Is at least 16 years of age; ○ Completed two credits required for graduation in each subject of the foundation curriculum; or ○ Failed to be promoted to the tenth grade one or more times as determined by the school district; | TEC 28.025(b) |
| <ul style="list-style-type: none"> ○ Is at least 16 years of age; | TEC 28.025(b)(1) |
| <ul style="list-style-type: none"> ○ Completed two credits required for graduation in each subject of the foundation curriculum; or | TEC 28.025(b)(2) TEC 28.002(a)(1) |
| <ul style="list-style-type: none"> ○ Failed to be promoted to the tenth grade one or more times as determined by the school district; | TEC 28.025(b)(3) |
| <ul style="list-style-type: none"> • The LEA provides written notice, developed by the Texas Education Agency and printed in English and Spanish, to the parent explaining the benefits of the recommended high school program before the child's parent agrees that the child may be permitted to take courses under the minimum high school program; | TEC 28.025(b-6) |
| <ul style="list-style-type: none"> • The child's parent signs a confirmation of receipt of the written notice and returns the confirmation to the child's campus; and | TEC 28.025(b-6)(2) |
| <ul style="list-style-type: none"> • The child agreeing to take courses under the minimum high school program may, upon request, resume taking courses under the recommended high school program. | TEC 28.025(b-8) |



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| CITATIONS | |
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| The ARD committee must consider the following issues in the development of the IEP and, if appropriate, integrate into the IEP: | 89.1055(g) |
| <ul style="list-style-type: none"> • Appropriate child involvement in the child's transition to life outside the public school system; | 89.1055(g)(1) TEC 29.011(1) |
| <ul style="list-style-type: none"> • If the child is younger than 18 years of age, appropriate parental involvement in the child's transition; | 89.1055(g)(2) TEC 29.011(2) |
| <ul style="list-style-type: none"> • If the child is at least 18 years of age, appropriate parental involvement in the child's transition, if the parent is invited to participate by the adult student or the LEA; | 89.1055(g)(3) TEC 29.011(3) |
| <ul style="list-style-type: none"> • Any postsecondary education options; | 89.1055(g)(4) TEC 29.011(4) |
| <ul style="list-style-type: none"> • A functional vocational evaluation; | 89.1055(g)(5) TEC 29.011(5) |
| <ul style="list-style-type: none"> • Employment goals and objectives; | 89.1055(g)(6) TEC 29.011(6) |
| <ul style="list-style-type: none"> • If the child is at least 18 years of age, the availability of age-appropriate instructional environments; | 89.1055(g)(7) TEC 29.011(7) |
| <ul style="list-style-type: none"> • Independent living goals and objectives; and | 89.1055(g)(8) TEC 29.011(8) |
| <ul style="list-style-type: none"> • Appropriate circumstances for referring the child or the child's parents to a governmental agency for services. | 89.1055(g)(9) TEC 29.011(9) |
| The LEA must comply with the <u>CONSENT FOR DISCLOSURE OF CONFIDENTIAL INFORMATION</u> framework. | |
| If a participating agency, other than the LEA, fails to provide the transition services described in the IEP, the LEA must reconvene the ARD committee to identify alternative strategies to meet the transition objectives set out in the IEP. | 300.324(c)(1) 1414(d)(6) |



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| DEVELOPMENT OF POSTSECONDARY GOALS | |
| The ARD committee must develop appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to: | 300.320(b)(1) 1414(d)(1)(A)(i)(VIII)(aa) |
| <ul style="list-style-type: none"> • Training; | 300.320(b)(1) 1414(d)(1)(A)(i)(VIII)(aa) |
| <ul style="list-style-type: none"> • Education; | 300.320(b)(1) 1414(d)(1)(A)(i)(VIII)(aa) |
| <ul style="list-style-type: none"> • Employment; and | 300.320(b)(1) 1414(d)(1)(A)(i)(VIII)(aa) |
| <ul style="list-style-type: none"> • Where appropriate, independent living skills. | 300.320(b)(1) 1414(d)(1)(A)(i)(VIII)(aa) |
| The ARD committee must determine transition services, including courses of study, needed to assist the child in reaching those postsecondary goals. | 300.320(b)(2) TEC 28.025 1414(d)(1)(A)(i)(VIII)(bb) |
| TRANSFER OF RIGHTS AT AGE OF MAJORITY | |
| Beginning not later than one year before the child reaches the age of 18, the ARD committee must provide a statement that the child has been informed of the child's rights under the Individuals with Disabilities Education Act, if any, that will transfer to the child on reaching the age of 18. | 300.320(c) TEC 29.017 1414(d)(1)(A)(i)(VIII)(cc) |
| When the child reaches the age of 18, the LEA must comply with the <u>ADULT STUDENT</u> framework. | |

Last Updated: Thursday, May 31, 2012



JUDSON INDEPENDENT SCHOOL DISTRICT

Special Education Department

Date: _____

Dear Parent,

Before a student with a disability turns 14, the student and parents should be provided with information regarding transition planning to assist them with graduation planning and an appropriate high school course study to meet the student's desired post-school outcome. Transition Planning begins when your son or daughter turns 16 years old, or younger if appropriate. During the IEP meeting, we will be discussing your child's transition plan. The goal of transition planning is to ensure that your child has the opportunity to gain employability, social, and living skills important to make the transition from school to work and community living. Not only are these foundations skills important for your child, but we are also working to provide you with resources and information about services so that your child's transition to high school and beyond is as easy as possible. We will be exploring interests and skills in the areas of work, independent living, community participation, adult service programs, and training opportunities to assist us in identifying your child's interests and skills in these areas.

You can assist us in this process by letting us know your thoughts by completing the parent checklist and the parent-child questionnaire. Please complete this information as soon as possible. A return envelope has been provided.

If you have any questions or concerns about this process, then please contact _____ at _____.

Sincerely,

Special Education Department



Section X

Transition

I. Transition Planning Survey: Parent/Guardian

Date sent: _____

Date received: _____

Student: _____ Campus: _____ Date: _____

Anticipated date of finishing high school _____. Please provide the following input for transition.

Does your child have any medical/health issues that restrict his/her participation in community activities? ___yes ___no If yes, explain _____

1. Vocational/Employment/Education

When your child graduates from school would you like your child to participate in (check all that apply):

- Supported Employment/Job Coach, Vocational School, Competitive Part-Time Employment, Competitive Full-Time Employment, College or University, Community College, Personal Development Classes, Military, Other: _____

1. Residential/Living

After graduation, my son or daughter will live:

- On his/her own in a house or apartment, With a roommate, In a supervised living situation (group home, supervised apartment), With family, Other: _____

Is this where you want your child to be living 5 years after leaving high school? _____ If not, where? _____

2. Concerns about your child's current program: _____

Concerns for your child after he/she leaves high school:



3. Personal Management/Community Supports

My child needs instruction in these independent living areas (check all that apply):

- | | |
|--|---|
| <input type="checkbox"/> Case Manager | <input type="checkbox"/> Making friends |
| <input type="checkbox"/> Clothing care | <input type="checkbox"/> Meal preparation/nutrition |
| <input type="checkbox"/> Communicating wants/needs | <input type="checkbox"/> Medical Services |
| <input type="checkbox"/> Community Awareness | <input type="checkbox"/> Money Management |
| <input type="checkbox"/> Consumer Skills | <input type="checkbox"/> Parenting |
| <input type="checkbox"/> Domestic Skills | <input type="checkbox"/> Planned Parenthood |
| <input type="checkbox"/> Employment Services | <input type="checkbox"/> Red Cross Safety Course |
| <input type="checkbox"/> Family relationships | <input type="checkbox"/> Safety |
| <input type="checkbox"/> Handling Anger | <input type="checkbox"/> Setting goals |
| <input type="checkbox"/> Handling legal responsibilities | <input type="checkbox"/> Sex Education |
| <input type="checkbox"/> Health/First Aid | <input type="checkbox"/> Time Management |
| <input type="checkbox"/> Household Management | <input type="checkbox"/> Transportation |
| <input type="checkbox"/> Income Support | <input type="checkbox"/> Non-school agencies |
| <input type="checkbox"/> Hygiene/Grooming | <input type="checkbox"/> Other: _____ |

4. Recreation/Leisure

When my child graduates, I hope he/she is involved in (check all that applies):

- Independent Recreational Activities
- Activities with friends
- Organized recreational activities (clubs, team sports)
- Classes (to develop hobbies & explore areas of interests)
- Supported and supervised recreational activities
- Other: _____

5. Transportation

When my child graduates, he/she will (check all that apply):

- Have a driver's license and car
- Walk or ride a bike
- Use transportation independently (bus, taxi)
- Use supported transportation (family, service groups, carpool)
- Other: _____



II. Functional Skills Inventory Checklist (Complete if Student Appropriate)

Please review the following checklist. Place a checkmark on the skills that your child demonstrates outside of the school setting.

6. SOCIAL

- | | |
|---|---|
| <input type="checkbox"/> Handles stress and frustration | <input type="checkbox"/> Respects personal space of others |
| <input type="checkbox"/> Handles failures | <input type="checkbox"/> Respects the property of others |
| <input type="checkbox"/> Admits mistakes | <input type="checkbox"/> Respects others feelings |
| <input type="checkbox"/> Accepts praise | <input type="checkbox"/> Responds to friendly gestures/smiles |

7. COMMUNICATION

- | | |
|---|---|
| <input type="checkbox"/> Participates in social conversations | <input type="checkbox"/> Interrupts appropriately |
| <input type="checkbox"/> Expresses personal needs | <input type="checkbox"/> Listens and pays attention |
| <input type="checkbox"/> Greets others appropriately | <input type="checkbox"/> Asks for help at appropriate times |
| <input type="checkbox"/> Takes part in group activities: <input type="checkbox"/> with guidance, <input type="checkbox"/> independently | |

8. INDEPENDENCE

- | | |
|---------------------------------------|--|
| Accurately states his/ her: | Understands and follows: |
| <input type="checkbox"/> Full name | <input type="checkbox"/> One step directions |
| <input type="checkbox"/> Address | <input type="checkbox"/> Two step directions |
| <input type="checkbox"/> Phone number | |

9. VOCATIONAL ATTITUDES

- | | |
|---|--|
| <input type="checkbox"/> Shows a desire to do a specific task | <input type="checkbox"/> Keeps work area neat |
| <input type="checkbox"/> Will initiate a task | <input type="checkbox"/> Asks for help when needed |
| <input type="checkbox"/> Attends to job tasks | <input type="checkbox"/> Follow general rules |
| <input type="checkbox"/> Follows a schedule | |

10. CLOTHING CARE/MANAGEMENT CLOTHING

- | | |
|--|---|
| <input type="checkbox"/> Sorts laundry | <input type="checkbox"/> Puts away folded laundry |
| <input type="checkbox"/> Load/unloads washer/dryer | <input type="checkbox"/> Adjusts own clothing |
| <input type="checkbox"/> Chooses and measure detergent | <input type="checkbox"/> Identifies own clothing |
| <input type="checkbox"/> Starts washer/dryer | <input type="checkbox"/> Keeps tracks of personal items |
| <input type="checkbox"/> Folds laundry | <input type="checkbox"/> Chooses appropriate clothing |



11. DAILY LIVING

- Recognizes when specific things need cleaning
- Collects and disposes of trash
- Dusts furniture
- Performs dishwashing tasks
- Sets and Clears the table
- Operates small appliances
- Operates a microwave oven

12. HEALTH AND PHYSICAL CARE

- Maintains a clean body
 - consistently washes with soap independently
 - consistently uses deodorant independently
- Maintains a neat appearance
- Locates a public restroom
- Initiates use of tissue
- Practices good oral hygiene
- Manages meals away from home
- Uses cafeteria or restaurant appropriately
 - Chooses from a menu
 - Orders meals independently

13. MOBILITY

- Demonstrates knowledge of traffic rules
- Demonstrates a knowledge of safety practices
- Interprets traffic signs (ie-STOP, Do Not Cross signs)



Section X

Transition

Transition Planning Survey: Student Questionnaire

Student: _____ Campus: _____ Date: _____

Information regarding your preferences and interests, as well as services you will need after leaving high school, will help in determining appropriate courses, transition planning and locating services that match your future plans. Please provide your input on the following questions.

1. When do you think you will finish high school _____ and what do you want to do after you graduate from high school? (work, training, military, education)

2. Are you getting vocational experience in real work settings? ___yes ___no

3. Are you receiving instruction in community-based, non-school settings? ___yes ___no

4. Would you like to work during the next school year? ___yes ___no. Where? _____

5. Are you learning to be more independent? ___yes ___no. Examples? _____

6. What do you need to know to be independent? _____

7. What most concerns you about your future?

8. Where do you want to live after high school and what help or support would you need?

9. How will travel to school/training, work or community activities after you leave school?



10. What chores or jobs do you do at home that will help you be more independent as an adult?

11. What household skills do you have (cooking, cleaning, budgets, etc.)?

12. What will you do to take care of your money after school?

13. What type of employment or career do you want?

14. What skills or supports will you need to get the job you want?

15. What classes do you like the most?

16. What do you like to do for fun?



| NAME OF STUDENT | ID# | MEDICAID# | CAMPUS | DATE OF BIRTH |
|-----------------|-----|-----------|--------|---------------|
|-----------------|-----|-----------|--------|---------------|

STUDENT VISION

Students Vision for the Future

Student's or parent's/guardian's (if appropriate) preferences and interests for life after high school:

Employment goals and objectives:

- Full/part time employment
- Community based vocational instruction (CBVI)
- Vocational education
- Other:
- None needed:

Present Levels of Academic and Functional Performance:

Needs:

Postsecondary education goals:

- Community college Technical/trade school
- Adult education classes
- Specialized training
- Other:

Present Levels of Academic and Functional Performance:

Needs:

Independent living goals:

- Immediate:

- Long-term:
- Group Home
- With parents or relatives
- Other:

Present Levels of Academic and Functional Performance:

Needs:



NAME OF STUDENT ID# MEDICAID# CAMPUS DATE OF BIRTH

TRANSFER OF PARENTAL RIGHTS AT AGE OF MAJORITY

Date Given: _____ (At least 1 year before student reaches 18 years of age)

Will turn eighteen (18) years of age and become a legal adult on _____

The student has been declared incompetent (i.e. a guardian has been appointed for the student under the probate code) This document is to inform you of the rights under the Individuals with Disabilities Education Act (IDEA) that will transfer from the parents to the student at the age of eighteen (18).

- I have been informed that the District will begin conducting all business with me when I reach the age of eighteen (18) unless a guardian has been appointed.
I have been informed that I will have the same rights to make educational decisions as a student without a disability.
I have been informed that the parental rights as explained in the Explanation of Procedural Safeguards once accorded to my parent(s) under the Individuals with Disabilities Education Act (IDEA) will be transferred to me, other than the right to receive any notice under IDEA.
I have been informed that any notice required under the IDEA will be provided to both me and my parent(s).
I have received in my native language or other mode of communication, a copy of the Explanation of Procedural Safeguards. The Procedural Safeguards have been explained to me in my native language or other mode of communication by:

Name of Staff Person Position Date

If you need assistance in understanding this document, please call:

Name of Staff Person Telephone Number:

Signature of Student Date

Signature of Parent Date

Name of Interpreter, if used Date

Signature of Interpreter, if used Date

Federal regulations require that parents and adult students be provided prior notice in their native language or other mode of communication each time the District proposes or refuses to initiate or change the identification, or educational placement of your child/you or the provision of a free appropriate public school education (FAPE) to your student/you, or upon conducting a manifestation determination.

If the native language or other mode of communication of the parents or adult student is not a written language:

- The notice was translated orally or by other means to the parent/adult student in his/her native language or other mode of communication on:

Date Name of Staff Person

- Parent/adult student verified to the translator that he/she understands the content of this notice. If parent is not in attendance, a copy MUST be mailed. Page 15 of 23 ©1999-2012 esped.com



| NAME OF STUDENT | ID# | MEDICAID* | CAMPUS | DATE OF BIRTH |
|-----------------|-----|-----------|--------|---------------|
|-----------------|-----|-----------|--------|---------------|

§89.1049. Parental Rights Regarding Adult Students.

(a) In accordance with 34 Code of Federal Regulations (CFR), §300.320(c) and §300.520, and Texas Education Code (TEC), §29.017, beginning at least one year before a student reaches 18 years of age, the student's individualized education program (IEP) must include a statement that the student has been informed that, unless the student's parent or other individual has been granted guardianship of the student under the Probate Code, Chapter XIII, Guardianship, all rights granted to the parent under the Individuals with Disabilities Education Act (IDEA), Part B, other than the right to receive any notice required under IDEA, Part B, will transfer to the student upon reaching age 18. After the student reaches the age of 18, except as provided by subsection (b) of this section, the school district shall provide any notice required under IDEA, Part B, to both the adult student and the parent.

(b) In accordance with 34 CFR, §300.520(a)(2), and TEC, §29.017(a), all rights accorded to a parent under IDEA, Part B, including the right to receive any notice required by IDEA, Part B, will transfer to an 18-year-old student who is incarcerated in an adult or juvenile, state or local correctional institution, unless the student's parent or other individual has been granted guardianship of the student under the Probate Code, Chapter XIII, Guardianship.

(c) In accordance with 34 CFR, §300.520(a)(3), a school district must notify in writing the adult student and parent of the transfer of parental rights, as described in subsections (a) and (b) of this section, at the time the student reaches the age of 18. This notification is separate and distinct from the requirement that the student's IEP include a statement relating to the transfer of parental rights beginning at least one year before the student reaches the age of 18. This notification is not required to contain the elements of notice referenced in 34 CFR, §300.503, but must include a statement that parental rights have transferred to the adult student and provide contact information for the parties to use in obtaining additional information.

(d) A notice under IDEA, Part B, which is required to be given to an adult student and parent does not create a right for the parent to consent to or participate in the proposal or refusal to which the notice relates. For example, a notice of an admission, review, and dismissal (ARD) committee meeting does not constitute invitation to, or create a right for, the parent to attend the meeting. However, in accordance with 34 CFR, §300.321(a)(6), the adult student or the school district may invite individuals who have knowledge or special expertise regarding the student, including the parent.

(e) Nothing in this section prohibits a valid power of attorney from being executed by an individual who holds rights under IDEA, Part B.

Source: The provisions of this §89.1049 adopted to be effective April 18, 2002, 27 TexReg 3061; amended to be effective November 11, 2007, 32 TexReg 8129.



JUDSON INDEPENDENT SCHOOL DISTRICT

Special Education Department

To the parent of _____

Your child continues to be eligible for Special Education services at. Under the "Individuals with Disabilities Education Act" (IDEA), is required to notify the student and the parent that the rights, once accorded to the parent, transfer to the student when that student reaches the age of majority. In the state of Texas the age of majority is 18. These parental rights transfer to your child unless you or another individual has been granted guardianship of your child under the Probate Code, Chapter XIII, Guardianship. Please notify the Special Education Campus Coordinator at your child's school if guardianship of your child has been obtained.

Through the Admission, Review, and Dismissal Meetings (ARD meetings) you have been informed that parental rights will transfer to your child. Now that your child has reached the age of 18, the parental rights have transferred to your child with the exception of the provision of "Notice". Any "Notice" that provides will be provided to your child and a copy to you as the parent. As an example, the "Invitation to the ARD Meeting" will be provided to your adult student with a copy to you as the parent.

This transfer of parental rights means that will be conducting business with the adult student who will have the same rights to make educational decisions as a student without a disability. At any time, however, your child may invite you to assist him/her.

To obtain additional information about this transfer of parental rights, please contact:

Name of Staff Person

Telephone Number

Federal regulation require that parents and adult students be provided prior notice in their native language or other mode of communication each time the proposes or refuses to initiate or change the identification, or educational placement of your child/you or the provision of a free and appropriate public school education (FAPE) to your student/you, or upon conducting a manifestation determination.

If the native language or other mode of communication of the adult student is not a written language, this notice was translated orally or by other means to the adult student in his/her native language or other mode of communication by:

Name of Interpreter

Date

Signature of Parent

Date



JUDSON INDEPENDENT SCHOOL DISTRICT

Special Education Department

Dear _____

Congratulations on reaching age 18, the "Age of Majority" in Texas. Now that you are 18, is required to inform you that all parental rights, which were once accorded to your parents, have transferred to you as an adult student since you are eligible for Special Education services under the "Individuals with Disabilities Education Act (IDEA)".

Through the Admission, Review, and Dismissal Meetings (ARD meetings) you have been informed that parental rights will transfer to you when you reach 18 years of age. These rights are explained in the "Procedural Safeguards" that are included with this letter in your native language.

The one parental right that is "shared" is the "Notice." Any "Notice" that provides will be provided to you and your parent. As an example, the "Invitation to the ARD Meeting" will be provided to you with a copy to your parents.

This transfer of parental rights means that will be conducting business with you and that you will have the same rights to make educational decisions as a student without a disability. At any time, however, you may have your parent with you to assist you.

To obtain additional information about this transfer of parental rights, please contact:

Name of Staff Person

Telephone Number

Federal regulation require that parents and adult students be provided prior notice in their native language or other mode of communication each time the proposes or refuses to initiate or change the identification, or educational placement of your child/you or the provision of a free and appropriate public school education (FAPE) to your student/you, or upon conducting a manifestation determination.

If the native language or other mode of communication of the adult student is not a written language, this notice was translated orally or by other means to the adult student in his/her native language or other mode of communication by:

Name of Interpreter

Date



NAME OF STUDENT ID# MEDICAID# CAMPUS DATE OF BIRTH

TRANSITION SERVICES

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 to facilitate the student'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. It is based on the individual student's needs, taking into account the student's strengths, preferences and interests and includes: instruction, related services, community experiences, development of employment and other post-school adult living objectives and if appropriate, acquisition of daily living skills and provision of a functional vocational assessment. [300.43(a)(2)]

- Yes The student was invited to the meeting.
- Yes The student attended the meeting. If not, explain:

Check one or more of the following methods that the committee used to obtain the student's preferences and interests.

- Completed - age-appropriate transition assessments
- Informal assessments
- Parental input
- Teacher input
- Student input
- Other - specify:

Indicate the student's appropriate measurable post-secondary goal, based on age-appropriate transition assessments related to:

Training/Education and Employment (including postsecondary education options):

Independent Living Skills (where appropriate):

Transition Strengths & Needs

| Strengths | Needs |
|--|-------|
| | |
| Preferences/Interests | |
| <p>Transition Services (including courses of study) needed to support the student in reaching the determined post-secondary goals. The ARD Committee determined the student's current individualized education program will be used as the student's Personal Graduation Plan (PGP).</p> | |



NAME OF STUDENT ID# MEDICAID# CAMPUS DATE OF BIRTH

Instruction (formal or informal) what the student needs to complete needed courses, succeed in general curriculum, and gain needed skills within age-appropriate instructional environments.

Related/Instructional Service Needs: what student needs to benefit from special education

Projected Related/Instructional Services Needs:

Development of Employment and Other Post-School Adult Living (focus on development of work related behaviors, job seeking and keeping skills, career exploration, skill training, apprenticeship training, and actual employment)

Functional Vocational Evaluation needed at this time

Functional Vocational Evaluation not needed at this time

Referral of student or student's parents to a governmental agency for services (under appropriate circumstances).
[TAC89.1055(g)(9)]

Work-Related Behaviors Needs:

Other:

Community Experiences: provided in community setting

Does not need services in community due to access with family/friends or independently

OR

Does need the following services:

If appropriate, acquisition of Daily Living Skills:

None Needed

Yes No Annual IEP goal(s) facilitate movement toward postsecondary goal.

Discussion:

Yes No N/A If the child is at least 18 years of age, the ARD committee considered the availability of age-appropriate instructional environments.

Discussion:



JUDSON INDEPENDENT SCHOOL DISTRICT

Special Education Department

NAME OF STUDENT ID# MEDICAID# CAMPUS DATE OF BIRTH

Yes No N/A Does the ARD committee believe that circumstances exist for referring the student or the parents to a governmental agency for services?

Discussion:

Yes No N/A Any agency responsible for providing transition services is invited to the ARD/IEP meeting (with consent of the parent/adult student).

Discussion:

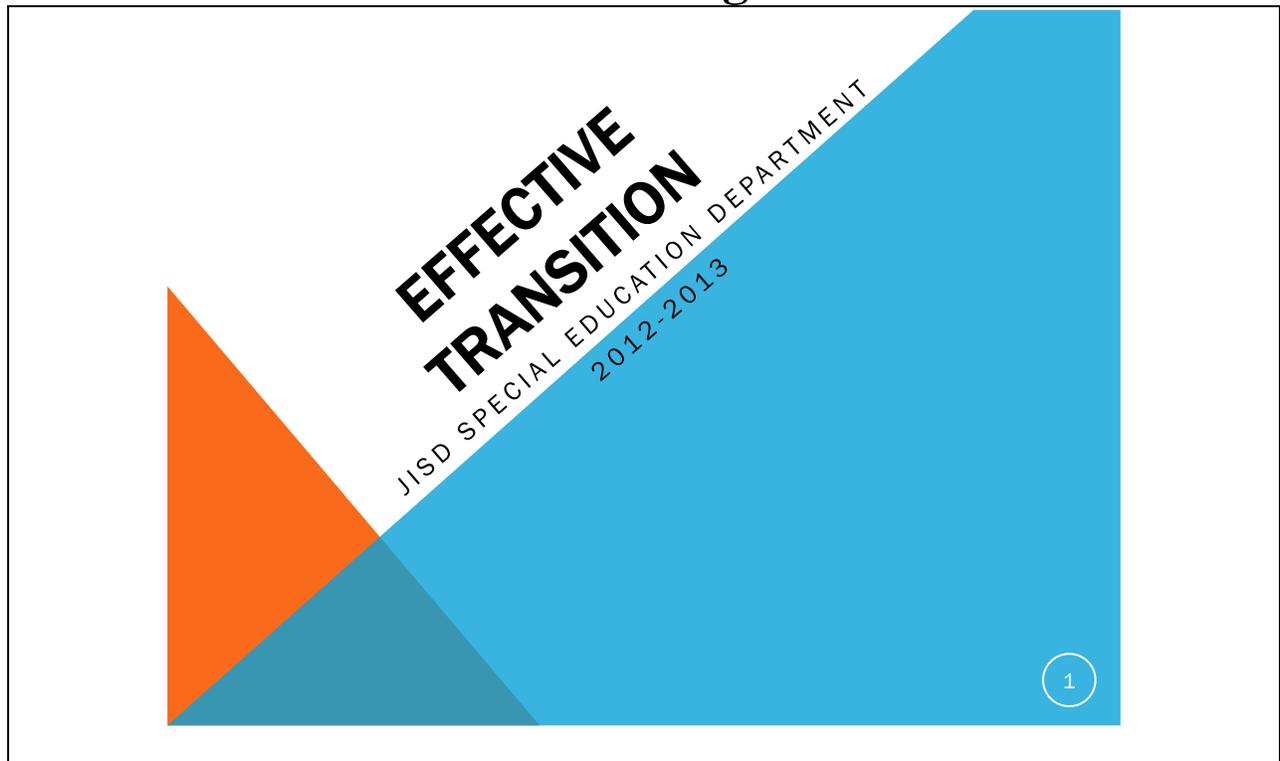
Yes No N/A The ARD committee reconvenes to develop alternative strategies when participating agencies fail to provide transition services.

Discussion:

Degree to which student participated in this ARD meeting and in the development of the IEP.

The following materials and/or information were shared with the student.

Transition Training 2012-2013



IDEA'S DEFINITION OF TRANSITION SERVICES §300.43

Any discussion of transition services must begin with its definition in law. IDEA's definition of transition services:

- (a) Transition services means a coordinated set of activities for a child with a disability that—
- (1) Is designed to be 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



IDEA'S DEFINITION OF TRANSITION SERVICES §300.43

Including:

- postsecondary education,
- vocational education
- integrated employment including supported employment
- continuing and adult education
- adult services
- independent living
- community participation;



IDEA'S DEFINITION OF TRANSITION SERVICES
§300.43

- (2) Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and includes—
- (i) instruction
 - (ii) related services
 - (iii) community experiences
 - (iv) the development of employment and other post-school adult living objectives
 - (v) if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation



IDEA'S DEFINITION OF TRANSITION SERVICES §300.43

(b) Transition services for children with disabilities may be:

- special education, if provided as specially designed instruction, or a
- related service, if required to assist a child with a disability to benefit from special education.



STATE PERFORMANCE PLAN INDICATOR 13 - SECONDARY TRANSITION

The intent of SPP Indicator # 13 – is to

- provide states a way to measure how well high school transition is being addressed
- facilitate the movement of students toward their postsecondary goals.



SPP INDICATOR # 13

Shows the % of youth with IEPs aged 16 and above with an IEP that includes:

- appropriate measurable postsecondary goals updated annually
- goals based upon age appropriate transition assessment
- transition services, including course of study reasonably calculated so the student can meet those postsecondary goals
- annual IEP goals related to the student's transition services needs.



SPP INDICATOR # 13

There must be evidence that:

- the student was invited to the ARD meeting where transition services are to be discussed
- students and parents have opportunities for input through the Transition Planning Survey, Student Vision and ARD paperwork
- if appropriate, a representative of any participating agency was invited to the ARD meeting with the prior consent of the parent or student who has reached the age of majority.



TRANSITION RESPONSIBILITIES

The Special Education Teacher will:

- use SPP Indicator 13 Checklist to verify that all areas of transition have been addressed
- meet with the student to complete the Level 1 Vocational Assessment (8th and 10th grades) and the Transition Questionnaire (annually)
- determine the student's interests and preferences and present this information to the ARD committee meeting
- draft measurable post secondary goals and specific sets of transition activities based on student and parent information

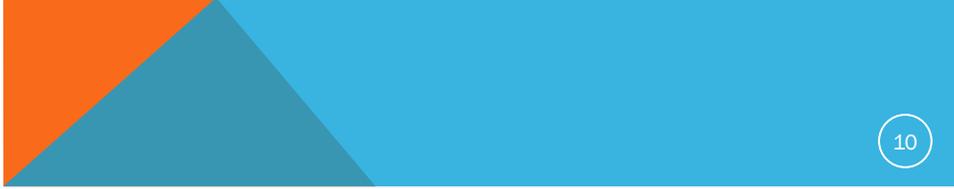


9

TRANSITION REQUIREMENTS

Transition documents must be updated annually and reflect:

- participation and input from student and parent
- completed questionnaires, student vision, vocational assessments and ARD pages
- measurable post secondary goals, coordinated and specific sets of transition activities



10

DEVELOP ANNUAL GOALS

Goals must:

- be developed annually
- be measurable
- be designed to meet the student's needs that result from the disability
- reflect the student's interests and preferences
- show an advance in skills based on scope and mastery of the curriculum
- enable the student to be involved in and make progress in the general education curriculum



A CLOSER LOOK AT WHAT TO INCLUDE IN THE IEP

What's included in the IEP must:

- state the student's postsecondary goals (what he or she hopes to achieve after leaving high school)
- be broken down into IEP goals that represent the steps along the way that the student needs to take while still in high school to get ready for achieving the postsecondary goals *after* high school
- detail the transition services that the student will receive to support his or her achieving the IEP goals.



REMEMBER

- Postsecondary goals must be.....Appropriate, measurable
- Postsecondary goals must also be based on.....Age-appropriate transition assessment
- Transition assessment indicates what.....Training, education, employment, independent living skills, where appropriate
- Transition services include.....Courses of study
- Transition services reflect the student's needs.....Services to assist the child in reaching those goals

13

TRANSITION POSTSECONDARY GOAL EXAMPLE

Measurable Postsecondary Goal:

Upon graduation from High School, Bobby Joe Lee will attend San Antonio College to participate in the Fire Safety Program and will become a Fireman upon completing this program.

Participation in postsecondary education is the focus of this goal.

Enrollment at a community college can be observed.

How does the ARDC help him reach that goal?

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TRANSITION: PARENT AND STUDENT INPUT LEGAL REQUIREMENT

- Gather questionnaire information prior to the ARD for students 16 and older
- If necessary, mail the Transition Planning Survey to parents to get their input
- Document attempts to obtain parent participation
- All Transition information must be in the folder.
- Conduct a review of RF folders each 6 weeks to verify compliance (CAP Requirement)



EFFECTIVE TRANSITION

To help students plan for transition to life after high school,
The ARDC must write an IEP that will:

- capture the student's postsecondary goals in concrete, measurable terms
- write corresponding IEP goals to support and prepare the student to achieve the postsecondary goals after leaving high school



EFFECTIVE TRANSITION

- reflect the ARDC's decisions about the transition services the student needs, including what the student will study while still in high school, in order to achieve the postsecondary goals
- transition planning is critical, complicated and involved

The more significant the disability, the more imperative it is to prepare, plan, specify, investigate and coordinate, to support the student





JUDSON INDEPENDENT SCHOOL DISTRICT

Special Education Department

Indicator 13: Percent of youth with IEPs, aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services including courses of study, that will reasonably enable the student to meet those postsecondary goals, and Annual IEP goals related to the student's transition services needs. There a/so must be evidence that the student was invited to the ARD/IEP Team meeting where transition services are to be discussed and evidence, if appropriate, a representative of any participating agency was invited to the ARD/IEP Team meeting with the prior written consent of the parent or student who has reached the age of majority. (20 U.S.C. 1416(a)(3)(B)).

Directions: As each student folder/IEP is reviewed, check the appropriate response for each item: **Yes, No, or NA (Not Applicable)** See corresponding Indicator 13 Student Folder/IEP Review Chart for discussion, notes and sources of information.) **Note: Retain this form for your records.**

| CHECK THE APPROPRIATE RESPONSE | YES | NO | NA |
|--|-----|----|----|
| The IEP includes measurable postsecondary goals. (§300.320) 1. The IEP includes measurable postsecondary goals that are updated annually. | | | |
| The IEP includes coordinated, measurable annual IEP goals (§300.320) 2. Initial transition services discussion occurs no later than the first IEP to be in effect when the student turns 16. Note: NA is an acceptable response only for the following reasons. Check one that applies. <input type="checkbox"/> Student transferred into the district after his/her '6 th birthday, and that student's IEP did not include any evidence of transition services. <input type="checkbox"/> Student's initial placement ARD did not take place until after the student turned 16 <input type="checkbox"/> Student was reported in a previous data collection as out of compliance on this item | | | |
| 3. Age appropriate transition assessments are completed. | | | |
| 4. Student strengths and needs are identified | | | |
| 5. The IEP is reviewed <i>and</i> updated at least annually. | | | |
| 6. Annual IEP goals facilitate movement toward postsecondary goals. | | | |
| The IEP includes transition services in the form of coordinated activities (§300.43) 7. The student is invited to ARD committee meeting. | | | |
| 8. Student preferences and interests are taken into consideration in the development of the IEP. | | | |
| 9. Student needs, taking into account student strengths: preferences and interests are reflected in identified postsecondary goals. | | | |
| 10. Based on student needs, transition services in the form of coordinated activities include instruction, related services, community experiences, development of employment/adult living and if appropriate, acquisition of daily living skills and provision of functional vocational evaluation. | | | |
| 11. The IEP includes a course of study that supports postsecondary goals. | | | |
| 12. With the written and signed consent of parents or adult student, any agency responsible for providing transition services is invited to the ARD/IEP Committee meeting. | | | |
| 13. The ARD/IEP committee reconvenes to develop alternative strategies when participating agencies failed to provide transition services. | | | |

The IEP meets the requirements of Indicator 13 (check one).

___ Yes (only Yes or NA are checked) ___ No [one or more No (s) are checked]



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| <p>The IEP includes measurable postsecondary goals. (§300.320) Transition Services. Beginning not later than the first IEP to be in effect when the student turns 16, or younger if determined appropriate by the IEP Team, and updated annually, thereafter the IEP must include appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training/education, employment, and where appropriate independent living skills (§300.320(b)(1))</p> | | |
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| Items | Discussion/Notes | Sources of Information |
| 3. Age appropriate transition assessments are completed. | Transition Assessments should be related to: <ul style="list-style-type: none"> • Educational training • Employment • Independent living skills, when appropriate Age appropriate refers to chronological age | Individual student assessments Interest inventories, aptitude tests, interviews, etc. |
| 4. Student strengths and needs are identified. | Student needs should be captured in present level of academic achievement and functional performance data. | Assessment data, including age appropriate transition assessments |
| 5. The IEP is reviewed and updated at least annually. | In order to assure the attainment of postsecondary goals, a review of transition services and IEP goals should take place at least annually. | 5. ARD documentation |
| 6. Annual IEP goals facilitate movement toward postsecondary goals. | At least one annual goal needs to address postsecondary goals. An annual goal could address multiple goals. | 6. ARD documentation |
| <p>The IEP includes transition services in the form of coordinated activities (§300.43) Transition services means a coordinated set of activities for a student with a disability that— (1) Is designed within a results-oriented process, that is focused on improving the academic and functional achievement of the student with a disability to facilitate the child's movement from school to post-school activities, and (2) Is based on the individual student's needs, taking into account the student's strengths, preferences and interests (§300.43)</p> | | |
| Items | Discussion/Notes | Sources of Information |
| 7. The student is invited to the ARD/IEP meeting. | | 7. Notice of ARD meeting |
| 8. Student preferences and interests are taken into consideration in the development of the IEP. | Either the student attends the ARD meeting and expresses preferences and interests or ... If the student does not attend the ARD meeting, the district must take other steps to ensure the student's preferences and interests are considered. (§300.321(b)(2)) | Notice of ARD meeting ARD documentation Interest inventory Interviews Student/parent information |



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| <p>The IEP includes transition services in the form of coordinated activities (§300.43) Transition services means a coordinated set of activities for a student with a disability that— (2) Is designed within a results-oriented process, that is focused on improving the academic and functional achievement of the student with a disability to facilitate the child's movement from school to post-school activities, and (2) Is based on the individual student's needs, taking into account the student's strengths, preferences and interests (§300.43)</p> | | |
|---|--|---|
| Items | Discussion/Notes | Sources of Information |
| <p>9. Student needs, taking into account student strengths, preferences and interests are reflected in identified postsecondary goals.</p> | <p>9. Postsecondary goals should reflect student strengths, preferences and interests.</p> | <p>Interest inventories Transition assessments Other evaluation data ARD documentation Student/parent information</p> |
| <p>The IEP includes transition services in the form of coordinated activities (§300.43) Transition services means a coordinated set of activities for a student with a disability that— (3) Is designed within a results-oriented process, that is focused on improving the academic and functional achievement of the student with a disability to facilitate the child's movement from school to post-school activities, and (2) Is based on the individual student's needs, taking into account the student's strengths, preferences and interests (§300.43)</p> | | |
| Items | Discussion/Notes | Sources of Information |
| <p>10. Based on student needs, transition services in the form of coordinated activities include instruction, related services, community experiences, development of employment/ adult living and if appropriate, acquisition of daily living skills and provision of functional vocational evaluation.</p> | <p>10. Transition services in the form of coordinated activities: • Improve academic/functional achievement • Focus on a results-oriented process • Are specific services that facilitate moving the student from school to post-school activities • May include transition assessments, instruction, related services, IEP goals and objectives, course of study, PLAFP, parent/student input, and if appropriate agency involvement and are clearly linked to the student's postsecondary goals</p> <p>Note: If response to this item was No, circle all transition services areas on the Checklist that were not included in the coordinated set of activities. If a statement was made that the service area was not needed, then consider it addressed.</p> | <p>Progress monitoring Report cards Review of transition services ARD documentation</p> |
| <p>11. The IEP includes a course of study that supports postsecondary goals.</p> | <p>11. Course of study may be a 4-6 year plan which may need to be updated as student progresses</p> | <p>ARD documentation 4/6 year plan Personal graduation plan</p> |



| <p>The IEP Includes transition services in the form of coordinated activities (§300.43)</p> <p>Transition services means a coordinated set of activities for a student with a disability that—</p> <p>(4) Is designed within a results-oriented process, that is focused on improving the academic and functional achievement of the student with a disability to facilitate the child's movement from school to post-school activities, and (2) Is based on the individual student's needs, taking into account the student's strengths, preferences and interests (§300.43)</p> | | |
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| Items | Discussion/Notes | Sources of Information |
| <p>12. With the consent of parents or adult student, any agency responsible for providing transition services is invited to the ARD/IEP meeting</p> | <p>12. To the extent appropriate, with the consent of the parents or a child who has reached the age of majority... the public agency must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services (§300.321(b)(3))</p> <p>Note: N/A is an acceptable response if it is not appropriate to invite an agency or if there is documentation that parent or adult student consent was not given.</p> | <p>12. ARD meeting attendance Notice of ARD meeting Agency documentation</p> |
| <p>13. The ARD committee reconvenes to develop alternative strategies when participating agencies failed to provide transition services.</p> | <p>13. It is the LEA's responsibility to ensure that transition services included in the IEP are provided. (§300.324(c)(1))</p> <p>Note: N/A is an appropriate response if agency provided services and ARD did not need to reconvene for the purpose of alternative strategies</p> | <p>13. ARD documentation</p> |
| <p>The IEP meets the requirements of Indicator 13.</p> | <p>This item is a cumulative measure of the thirteen Checklist items listed above. If all of the responses were "Y" or "NA," then the "Yes" is chosen. If there is at least one "N" marked, then "No" is the correct response.</p> | |
| <p>Quality Analysis</p> | | |



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| <p>The following information will assist in the planning of professional development activities at the state, regional and district levels to provide more effective high school transition planning and services for students.</p> <p>For each statement, indicate the quality level that best reflects data collected from the student's folder.</p> | | |
| <p>Q.I. Degree to which yearly progress was made toward postsecondary goals using coordinated set of activities</p> | <p>.I. In determining which quality indicator to select, consider each statement carefully. Pay particular attention to the development of the course of study and supports needed to be in place to help facilitate student's annual progression toward attainment of postsecondary goals.</p> | <p>Q.1. ARD Documentation</p> |
| <p>Q. 2. Student needs, strengths, preferences, and interests were fundamental in the development of the IEP.</p> | <p>Q. 2. In determining which quality indicator to select, consider each statement carefully. Needs, strengths, preferences, and interests should be reflected in postsecondary goals, course of study, transition services, etc.</p> | <p>Q.2. ARD Documentation</p> |
| <p>Q. 3. Degree to which student participated in ARD and development of IEP.</p> | <p>Q. 3. Student participation goes beyond student sitting in the ARD meeting. Documentation needs to reflect what the student did within the context of the meeting.</p> | <p>Q.3. ARD Documentation</p> |
| <p>The following two statements will help determine state training in the area of higher education connections.</p> | | |
| <p>Q. 4. Materials/information for higher education connections were shared with the student.</p> | <p>Q. 4. A response of "Yes" would indicate that there is documentation of the materials or information shared with the student. A response of "No" indicates no documentation was made in this area.</p> | <p>Q.4. ARD Documentation</p> |
| <p>Q. 5. If response to the previous statement is "Yes," please identify all materials and/or information that were shared with the student. (Check all that apply.)</p> | <p>Q. 5. If response to previous statement is "Yes", please identify all documented information shared with the student</p> | <p>Q. 5. ARD Documentation</p> |