

IEPs: Guide to Writing Individualized Education Programs (Part 7) Reading Response

1. What's the mandatory age under IDEA for transition planning to start? Does this vary in some states? Is there ever a time when it applies to students under that age?

According to the IDEA the mandatory age is 16 or younger if determined appropriate by the IEP team. Yes, some states set the mandatory age at 14. Yes, The IEP team may begin transition planning and services at an earlier age if the student's disability shows signs of needing more time to prepare for the transition into adult life.

2. Who should participate in the transition planning process?

The student is central in this matter, so the student, along with the parent or guardian of the student should be actively involved with the IEP team. Also besides the teachers and any other outside service people being involved, representatives that are part of community-based services such as vocational rehabilitation, post-secondary education, and training, college accessibility programs, mental health services, and employers if available, should be involved.

3. How does an IEP develop a transition plan?

First, the IEP team must establish, with the student, the student's aspirations are for the future. This way they can align the goals for this future dream, in an appropriate, attainable goal. For example, if the student dreams of becoming someone famous, although that might be an unreachable goal for them, you can find smaller, more attainable goals that associate with this idea, like starting a social media page and learning how to navigate social media or write a post. This is a reasonable goal that can be used in any field that they end up getting into, even if they do actually become famous. Second, using formal and informal assessments can also help you develop reasonable goals.

4. Describe each of the types of assessments that can be used for transition planning.

In regards to formal assessments, these are usually norm-referenced or criterion-referenced and have standardized administration procedures. These assessments usually employ self-reported measures of interests, skills, and talents and provide results-based guidance to address academic needs in school as well as experiences for vocational, recreational, and daily living needs, like accessing community services, health care, public transportation, housing, and shopping. As for informal, this is a lot less expensive and usually involves such things as questionnaires, interviews, school and parent records, and behavioral observations.

5. List the components of the transition plan.

- a. Appropriate measurable post-secondary goals based upon age-appropriate transition assessments related to training, education, employment, and independent living skills (when appropriate)
- b. Transition services, including courses of study, are necessary to assist the student in reaching the goals.

- c. A statement that the student has been informed of the transfer of adult rights not later than one year before the student reaches the age of majority.

6. What are measurable secondary and post-secondary goals?

These are goals that are made based on the data gathered from the transition assessments. And are focused on after the student has finished high school. These goals cover four areas:

- a. Education - Post-secondary including what a student wants to study, administration requirements for desired school or program, and financial obligations.
- b. Training - training in specific skills necessary for desired employment.
- c. Employment - focus on a student's desired trade or occupation.
- d. Independent living - the type of housing the student desires after completion of school as well as the transportation needs.
- e. Daily living skills - Including personal living skills such as cooking.

7. What are the transition services and/or courses of study in a transition plan?

There are services in instruction including courses of study that address academics or skill training, related services that are necessary for the student to complete IEP annual goals, community experiences such as community-based job exploration or job site training, (when appropriate) daily living skills, and functional vocational evaluation to determine student's readiness for employment.

8. What is meant by the transfer of rights, and when does this happen?

The transfer of adult rights is making the student aware of their rights as adults a year before they are considered legally an adult. Unless deemed incompetent to assume adult rights.

9. What is the summary of performance within the transition plan?

IDEA requires that schools summarize the academic achievement and functional performance of the student with disabilities who graduate and no longer receive special services at age 22.

10. Complete the "Your Turn" activity on pgs. 126-127.

Josh could use training and employment services under the transition services.