

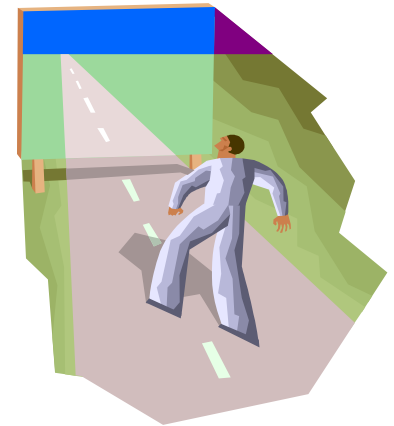


PLANNING FOR SUCCESSFUL TRANSITION

~Transition In The IEP~

OUR PATH

- Transition planning components
- Student, parent and family role in the transition process
- Questions and Answers



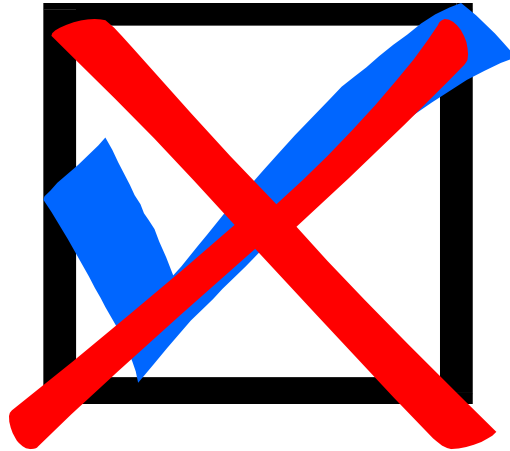


TRANSITION

**Every student in a high school is
in a transition program**



Transition is a process,
not an event





Transition is a Team Effort

Student

Parent/family

SE Teacher

Transition Specialist

School Counselor

Psychologist

School Administrator

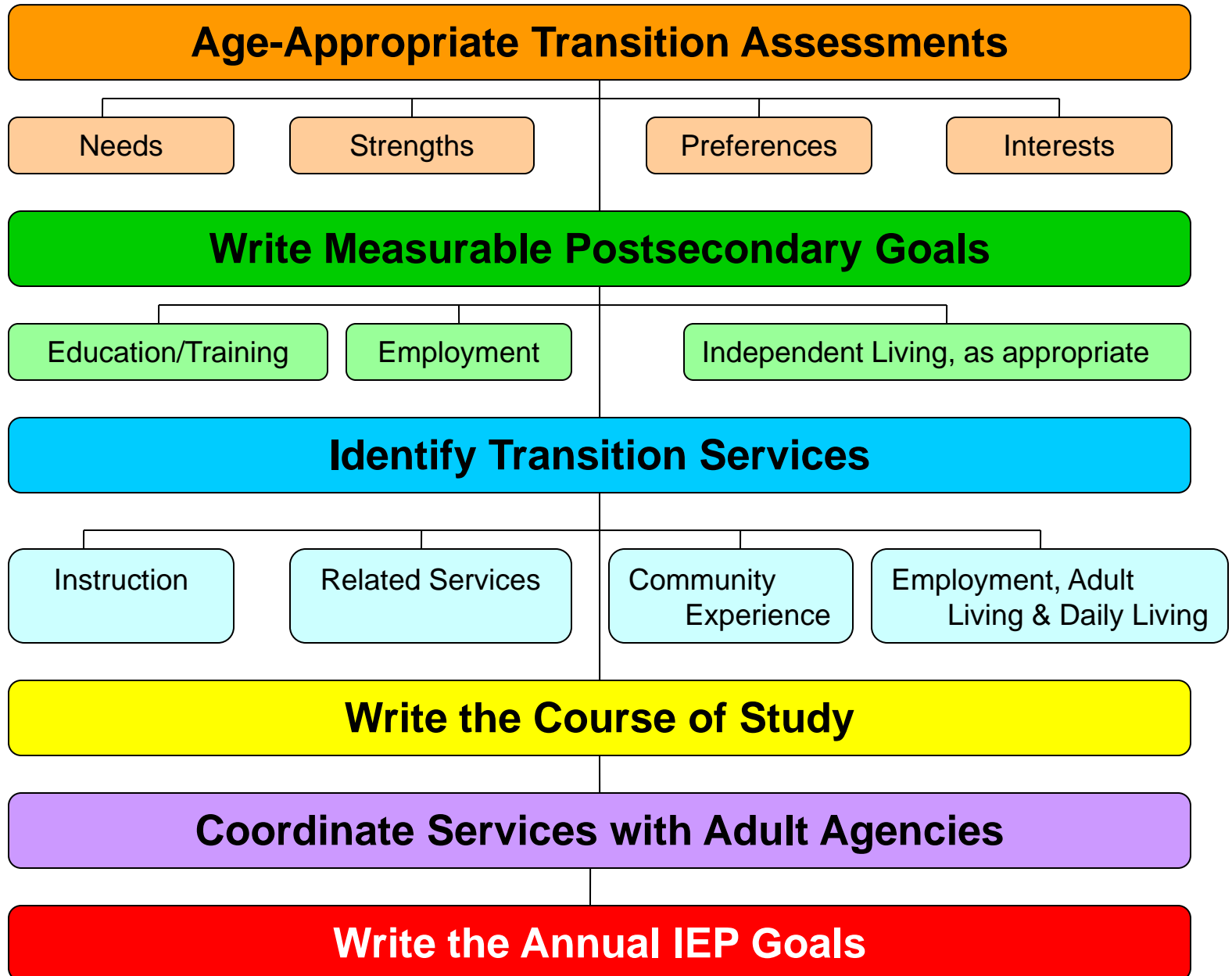
General Ed Teacher

Agency Personnel/Care Provider

Paraprofessional

300.321 WAC 320-172A 03090

TRANSITION SERVICES FLOW CHART



COMPONENTS OF THE TRANSITION PROCESS

Age-appropriate
Transition
Assessments

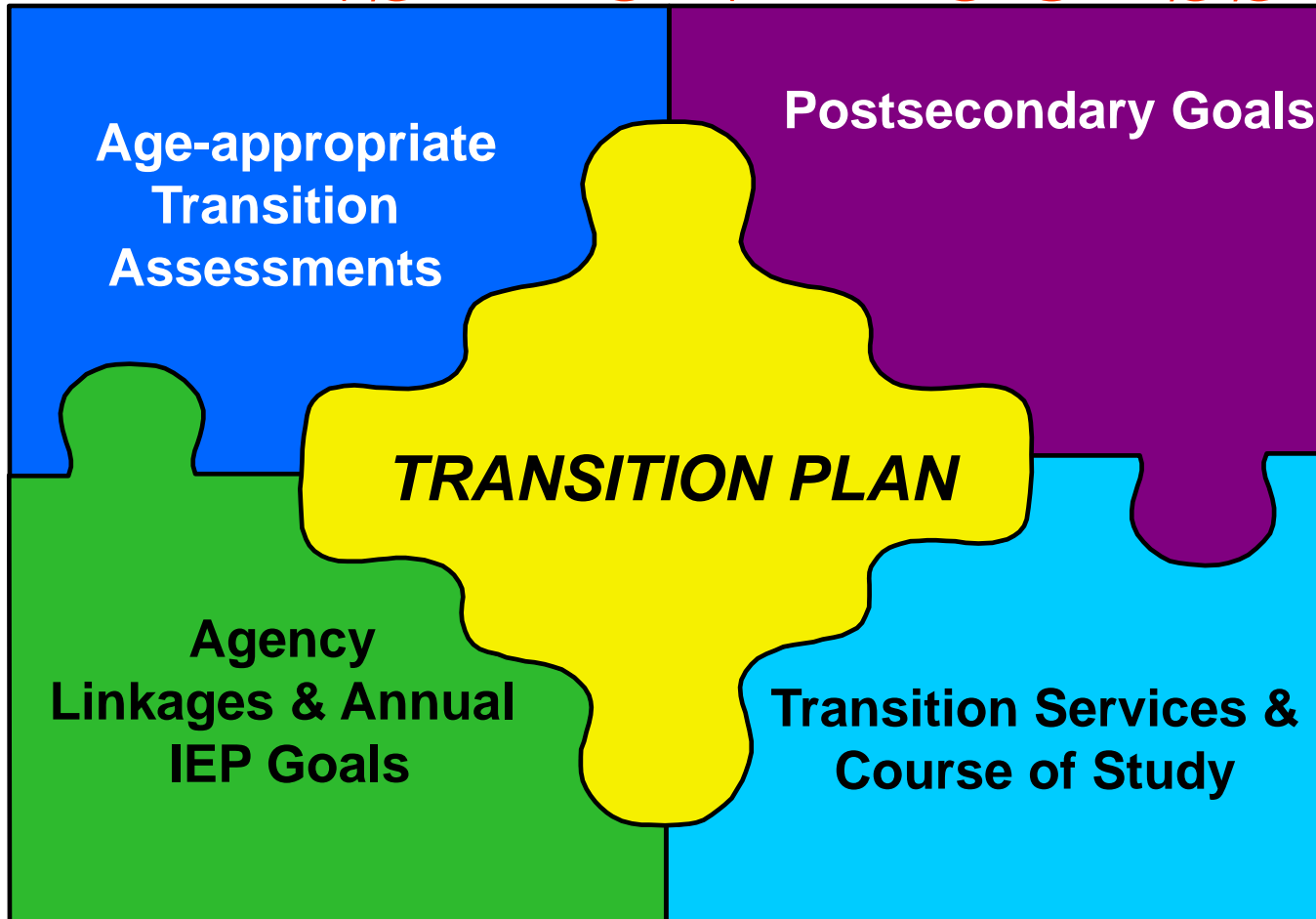
Postsecondary
Goals

TRANSITION
PLAN

Agency
Linkages & IEP
Goals

Transition Services
& Course of Study

COMPONENTS OF THE TRANSITION PROCESS





AGE-APPROPRIATE TRANSITION ASSESSMENTS

The on-going process of collecting assessment information in the areas of Needs-Strengths-Preferences-Interests

Types of information:

- Individual's stated interests
- Functional life skills
- Academic skills
- Strengths and/or Aptitudes
- Learning ability, reasoning, problem solving
- Communication skills
- Self-determination and self-advocacy skills



AGE-APPROPRIATE TRANSITION ASSESSMENTS

Needs-Strengths-Preferences-Interests

Types of information:

- Social Skills
- Physical strengths and limitations
- Healthcare needs
- Learning style
- Work Experiences
- Community based evaluation
- Recreational and leisure

IDENTIFY POSTSECONDARY GOALS



Postsecondary Goals

- Postsecondary education/training
and
- Employment
 - Competitive
 - Supportedand
- Independent living, where appropriate

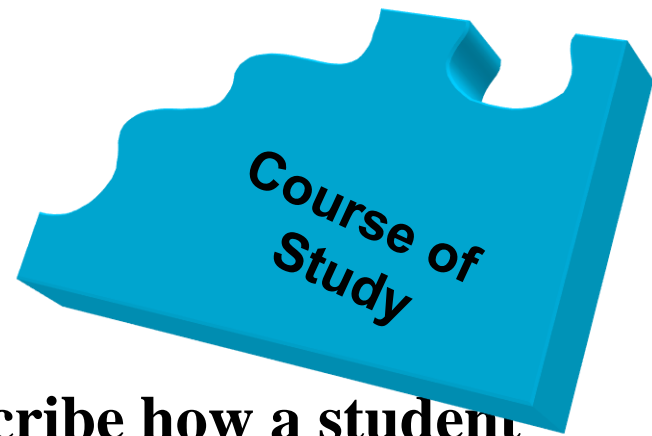
TRANSITION SERVICES



Transition services are a coordinated set of activities for a student with a disability that:

- Is designed within a results-oriented process that facilitates movement from school to post-school activities
- Is based on individual student's needs, taking into account their strengths, preferences and interests
- Includes
 - Instruction
 - Related services
 - Community experiences
 - Employment and other post-school adult living objectives
 - Daily living skills where appropriate

COURSE of STUDY



The courses and/or activities that describe how a student will get from the assessment to the postsecondary goals

- Graduation Plan
 - Diploma at age 18 or at age 21
 - Standard credit format with Specially Designed Instruction
 - IEP determined – diploma granted upon completion of IEP goals
- A multi-year plan of courses and activities needed to achieve postsecondary goals
- In-school training courses ~ community & work experiences
- Program Activities for students to achieve post-school goal
- Identify the 5th Year Plan
- Summary of state assessment or alternative assessment required to earn a diploma



AGENCY LINKAGES

Identify the agency that will provide support for the student after leaving the school program

- DVR – Division of Vocational Rehabilitation
- DDD – Division of Developmental Disabilities
- DSS – Disability Support Services
- WorkSource
- Mental Health
- Other



TRANSITION PLAN and IEP ANNUAL GOALS

Goals and Objectives

- Must relate to the postsecondary goals
- Must address area of disability
- Must address needed transition services
- Must be specially designed instruction
- Must reflect the Present Level of Performance and/or transition assessments
- Only those activities that are direct responsibility of special education require goals and objectives

THE RESULTS

Age-appropriate Transition Assessments

+

Identify the postsecondary goals

+

Transition Services & Course of Study

+

Agency Linkages

+

Annual IEP Goals

=

SUCCESSFUL TRANSITION

