Secondary Transition - Summary

Transition Planning

Invitation to the Student
Evidence in the IEP or cumulative folder that student was invited **Example** • A letter, inviting the student to the IEP meeting, is in the student's file. **Non-example**: • A box is checked indicating that the student did not attend the IEP meeting. While student attendance is not a component of this item, there is no indication in this documentation that the student was invited prior to the meeting

Age-Appropriate Transition Assessment
Should be clearly explained in the Present Levels-what assessments completed, PINS that resulted from the assessments, and must include student input. • **Formal**: Formal interest surveys, aptitude tests and other surveys, Quarterly or semester grades throughout high school, Current psychological assessment data indicating areas of strength and weakness, College entrance exam scores if applying to 4-year colleges (ACT), Armed Services Vocational Aptitude Battery (ASVAB) • **Informal:** Informal interviews with students, Student completion of interest inventories, Questionnaires to establish student interests and preferences, Functional vocational evaluations, Interviews with the family, Student observations

Preferences, Interests, Needs, and Strengths (PINS)
Results from assessments- must share information about the student in each area.

Write Measurable Postsecondary Goals

Statements written in measurable terms that describe what the student hopes to achieve after high school.
• Should come directly from the transition assessments
• Must *always* consider **education** AND/OR **training** AND **employment**, may include independent **living goal**
• Do not leave blank "_____ was considered by the team, but found not applicable."
• _____ _____ **will** _____ _____
  (After high school)   (Student)   (Behavior)   (Where and how)
  (After graduation)
  (Upon completion
  of high school)

Identify Transition Services
- Transition services are a coordinated set of activities that promotes movement from school to post-school activities and must be based on student's PINS (transition assessment)   **Examples:**   ✔ Instructional support of estimating time needed to complete tasks and create a timeline   ✔ Instruction in transportation mobility   ✔ Learn about and visit places in community to shop for food, clothing, access bank, post office   ✔ Job shadowing and/or internship in graphic design   ✔ Practice communication and social skills for a variety of settings (work, leisure, etc.) with peers

Courses of Study
A multi-year description of coursework and activities from the student's current year to anticipated exit year.   - Should identify the courses that the student will take, whether special education or general education, that relate directly to helping the student meet his/her specific postsecondary goals.   - NOT the coursework required to attain a specific diploma

Coordinate Services with Adult Agencies
Consent is required if inviting adult agency to IEP (parent or adult student)   **If student may need to access adult services, include agencies in transition planning**   **VR will be asking for Summary of Performance (SOP)**   **Invite early in the year so they can plan to attend**   **Decision to include agencies reviewed annually**   **Examples:** Division of Vocational Rehabilitation, County Developmental Disability Services County Mental Health Services, Community College System, County Case Worker/Social Worker, Social Security Administration, School to Work Programs, Brokerage Representative

Write Annual IEP Goals
For each postsecondary goal an annual goal(s) should be included in the IEP that will help the student make progress toward the student's postsecondary goals.

Transition Network Facilitator (TNF) Regional Map
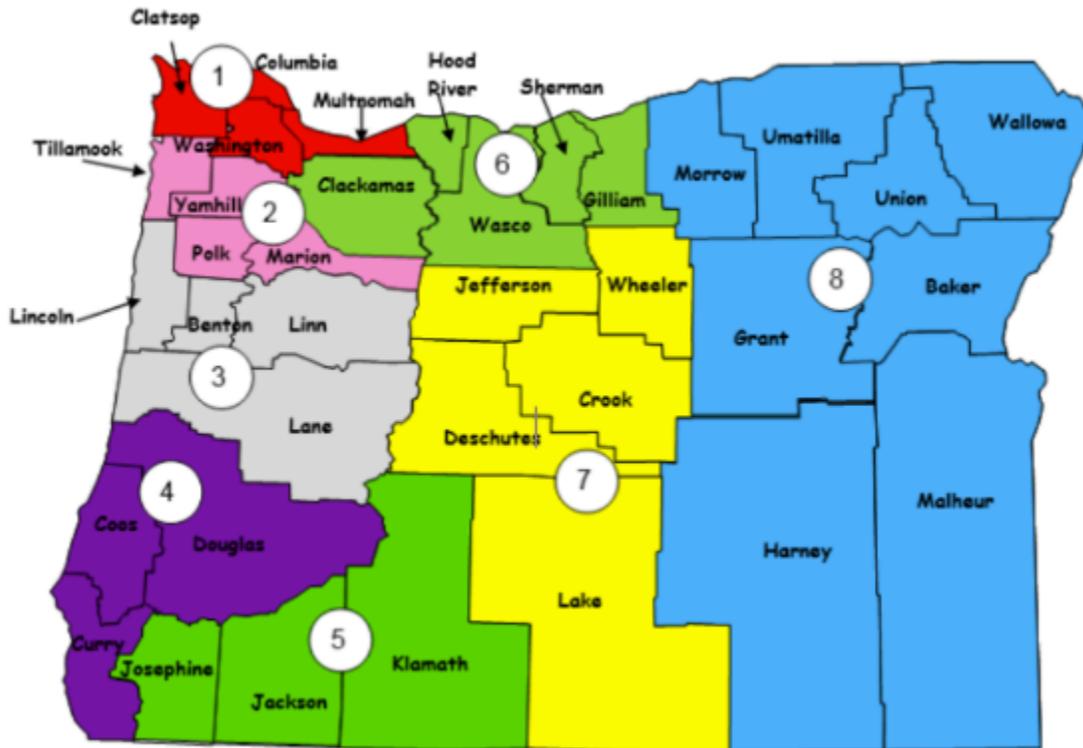
Region 1:   Sarah Statham sstatham@mesd.k12.or.us
Region 2:   Eivind Sorenson, Eivind.Sorensen@wesd.org
Region 3:   Josh Barbour josh.barbour@lblesd.k12.or.us
Region 4:   Les Rogers les.rogers@douglasesd.k12.or.us
Region 5:   Cindy Cameron, cynthia_cameron@soesd.k12.or.us
Region 6:   Kriss Rita, krita@clackesd.org
Region 7:   Margie Blackmore, marguerite.blackmore@hdesd.org
Region 8:   Lon Thornburg, Lon.Thornburg@imesd.k12.or.us