



**United Cerebral Palsy Association
of Greater Indiana, Inc.**
1915 West 18th Street, Suite C
Indianapolis IN 46202
800-723-7620
Fax 317-632-3338
<http://www.ucp.org>

RESOURCE MEMO #ED1

Date: June 11, 2003
RE: Transition Plan, Sample

IEPS FOR SECONDARY STUDENTS

The Individuals with Disabilities Act (IDEA) and, in Washington State, WAC 392-172-160 mandate that the transition services and objectives be included in a student's IEP and not on a parallel document such as an individualized transition plan.

Transition planning consists of four elements: identifying the students preferences, interests and needs; a statement of anticipated post-school outcomes; transition goals and objectives that are based on the students preferences, interests and objectives, and will lead to the anticipated post-school outcomes; and a statement of interagency linkages, both during the secondary program and after leaving school. This chapter will focus on the transition goals and objectives and infusing the transition planning process into the IEP.

WHAT DOES TRANSITION SERVICES MEAN?

§Transition services means a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to postschool activities. The IEP process is intended to prepare students for life beyond high school.

WHAT DOES A COORDINATED SET OF ACTIVITIES MEAN?

A coordinated set of activities means a planned and organized sequence of activities, based upon the individual student's needs, which promotes the movement from school to post-school adult living. This shall include instruction, vocational education and training, community experiences, employment objectives, post-school adult living objectives and, when appropriate, acquisition of daily living skills.

WHAT IS AN OUTCOME ORIENTED PROCESS?

An outcome oriented process is a series of events unique to an individual student's needs which lead directly to: integrated employment, supported employment, post-secondary education, continuing and adult education, adult services, independent living, and/or community participation.

WHAT ARE THE STEPS FOR DEVELOPING THE IEP?

The entire IEP, beginning at age 14, is an outcome-oriented process. Beginning at age 14, courses of study that are appropriate for the student's long-range plans are identified. At age 16, a coordinated plan is developed that will help a student achieve their post-high school goals. The following steps are suggested [14](#):

1. Identifying the student's post-school desired goals and vision.

Information must be gathered in order to identify a student's preferences, interests and dreams for life after high school. These dreams might not seem realistic to the educators, but this is often typical of the process young people go through while making plans for their future. Students should be provided experiences around those dreams so they may further clarify their future plans.

2. Describing the Student's Present Levels of Educational Performance (PLEP).

IDEA '97 requires that the IEP include the student's present level of education performance and include how the disability affects the child's involvement and progress in the general education curriculum. Transition planning requires that strengths as well as limitations be identified.

The student and the parent are critical to the transition planning process. Beginning at age 14 (younger if appropriate) the student must be invited to the IEP meeting. It is important to plan the IEP meeting so that the student can attend, and provide opportunities for the student to fully participate in this meeting. If the student does not attend, other steps must be taken to assure that the student's interests, preferences and needs are considered.

The parents are a valuable source of information regarding the student's post-school vision. This information should be included in the PLEP in order to develop the goals and objectives to support the anticipated outcome.

3. Designing a Statement of Transition Service Needs (age 14 or younger if appropriate).

The language in IDEA '97 differentiates services for students beginning at age 14 from those students age 16 in the terms "transition services needs" and "needed transition services." A statement of transition service needs is required for students by age 14 (younger if appropriate) and includes courses of study for the high school years. These courses are determined by the student's interests, preferences, and needs and may include required, elective, advanced placement, modified or specially designed courses as well as experiences in the community.

Transition service needs identify the courses necessary for the student to graduate or complete a school program and provides the necessary experiences for achieving post-school goals. This must occur on the IEP for all students in special education by the age of 14. The long-range plans are evaluated annually and any necessary adjustment and modification of the courses of study are included in the IEP.

4. Designing a Statement of Needed Transition Services (age 16, younger if appropriate).

The statement of transition service needs, beginning at age 14, continues to be reviewed annually by the IEP team but must now 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 functional vocational evaluation (34 CFR 300.347(b)(2)).

Each of these areas must be considered in order to identify post-school services, supports, experiences and programs the student might need in order to achieve their post-school goals. Developing a "coordinated set of activities" as defined by IDEA §197 also means that adult service agencies should be identified and linkages established as part of the needed transition service.

5. Determine Annual Goals and Short-term Objectives or Benchmarks.

After developing a comprehensive plan that includes a coordinated set of activities, annual goals and short-term objectives are determined for those activities that are a direct responsibility of the special education providers. There will be many activities identified for a student. Not all of those activities will be educational activities, or the responsibility of special educators. These activities may be provided in a general or special educational setting, in the community or in the home. A general education teacher, vocational education teacher, adult service agency provider or parent may provide opportunities and support for a student. It is only those activities that require the need for special education services that will require a goal on the IEP.

For example, a student that has identified post-secondary education as his or her goal after high school may need self-advocacy skills in order to access accommodations on a college campus. These skills might be addressed through a conversation with the student and support at home, or in a general education classroom. Goals addressing self-advocacy would be written for the student if these skills were taught by the special education teacher and required special education services.

TRANSITION CHECKLIST FOR SCHOOL PERSONNEL

Criteria critical to the effective transition of students with disabilities from school to adult life include the following:

- Transition team members, including students and parents, have a thorough knowledge and understanding of the transition process and alternatives for after graduation.
- Students, along with their families/advocates, are included and involved in the IEP/transition planning process.
- Adult human service and/or higher education staff are actively involved in each student's transition process.
- Students receive training to increase awareness of their disabilities, understand the accommodations needed for successful learning, and to develop self-advocacy skills.
- School counselors are trained and qualified to provide career guidance to students with disabilities.
- No later than age 16, a comprehensive functional evaluation, including a functional vocational evaluation, is completed, anticipated postschool outcomes identified, and needed transition services determined.
- The district offers a full range of curricular options to provide students with multiple career paths.
- No later than age 16, the IEP includes the needed transition services and where appropriate interagency linkages.
- The district has established graduation policies consistent with WAC 180-51-115, which considers transition and ensure that all students with disabilities can earn a regular high school diploma.

- The district has formal or informal written interagency agreements with appropriate post-secondary service providers.
- The district has a follow-up process to track all graduates for at least 3 years after graduation. The following areas should be considered:
 - Employment
 - Post-secondary training
 - Community participation
 - Living environments
 - Friendships/relationships
- The community has established some form of transition planning team.
- Employers are actively involved with the school to assure the growing development of vocational options for youth:
 - Vocational advisory committees
 - Community-based training options, internships, and/or apprenticeships
 - Input on curriculum

SAMPLE IEPs

The following case studies are samples provided to assist school district personnel in developing IEPs for students. These samples are provided as a guideline in developing IEPs and may not meet compliance criteria.

Student: Sherrie, age 16

Sherrie is in 10th grade. She has a learning disability in reading and written language. She is interested in graphic design and computer design. She wants to attend a vocational technical school, or an art institute. Sherrie's secondary program should be delivered in the general education setting with special education support and include vocational classes in graphic design, CAD, and WEB design. She also needs to fulfill requirements in math and English.

Sherrie's goal areas should include:

Instruction: Sherrie will need instruction provided by special education personnel in the following areas.

YII Study skills: Although Sherrie is motivated to complete her work, she has difficulty with organizational skills.

YII Academics: Sherrie continues to need services in reading and written language, including strategies and accommodations.

Vocational Training: Sherrie would benefit from all vocational classes offered at the high school in art, design, computer design and technology.

Community Experiences: Sherrie should explore training programs in her areas of interest. She would benefit from a work-based learning experience and/or internship in graphic design.

Information on the Transition page of the IEP is supported by the information in the Present Level of Educational Performance (PLEP). Goals and objectives are developed in order to support Sherrie's post-school goals.

TRANSITION: Sherrie's IEP

Student invited to IEP?	X	Yes		No	Student participated in IEP?	X	Yes		No
Graduation plans for the student:		Sherrie will graduate with standard credit format, anticipated 2003 graduation.							
Student's interests and preferences, including how obtained (e.g., interviews and aptitude tests, evaluation report data, information from previous IEPs):									
Sherrie is interested in computers and graphic design. She has taken the ASVAP and had good mechanical aptitude. Her art teacher said that she is talented. She is currently learning CAD and doing well. Sherrie has a significant learning disability in reading (4.7) and writing (4.0). Her comprehension is average and she does well when listening. She uses spell check and word lists. She is good at advocating for her needs.									
Beginning at age 14 (or younger, if determined appropriate by the IEP team), a statement of the transition service needs related to the student's anticipated postschool outcome(s) under the applicable parts of the IEP:									
Beginning at age 16 (or younger, if determined appropriate by IEP team), a statement of anticipated postschool outcomes(s) and needed transition services for the student to achieve the anticipated postschool outcome(s) either as specially designed instruction or any necessary related services (Annual goals and short term objectives/benchmarks need to be completed for services that are provided as specially designed instruction.):									
Sherrie wants to attend a vocational technical school or an art institute to study graphic design. She will need instruction, vocational training and community experiences in order to prepare for this goal.									
Activities, if any, leading to transition outcomes that require supplemental aids, supports, etc:									
Sherrie needs the opportunity to explore technology that will allow her to fully access computer graphic design.									

Statement of the interagency responsibility or any needed linkages, if appropriate:

Sherri needs to meet with the DVR counselor her senior year for intake purposes. She and her family should receive information about DVR this year in order to better understand and access the agency.

Student: Kimo, age 14

Kimo is beginning his last year of middle school before moving to the high school. Kimo has mental retardation. He is in a self-contained program with five other students. Kimo's progress has been good the past year. He has become more independent within the school and would like to participate in a dance class in PE. He is completing work tasks in the office and the teacher's preparation room with less supervision than the previous year. He still has difficulty controlling physical outbursts that include hitting and kicking when he becomes excited.

Kimo's goal areas should include:

Instruction: Kimo will need instruction provided by special education personnel in following directions, self-care around feeding and toileting, sorting and matching, social skills, and making choices.

Vocational Training: Kimo should continue to receive training in office support tasks including sorting flyers to mailboxes, sorting recycling materials for district staff, and managing time.

Community Experiences: Kimo needs community experiences in order to identify leisure activities he might pursue after high school. He also needs experiences in the community in order to transfer and practice skills in self-control.

Information on the Transition page of the IEP is supported by the information in the Present Level of Educational Performance (PLEP). Goals and objectives are developed in order to support Kimo's post-school goals.

TRANSITION: Kimo's IEP

Student invited to IEP?	X	Yes		No	Student participated in IEP?	X	Yes		No
Graduation plans for the student:		Kimo will attend high school through age 21. Graduation will be IEP determined.							
Student's interests and preferences, including how obtained (e.g., interviews and aptitude tests, evaluation report data, information from previous IEPs):									
Kimo likes quiet music, low lights and interaction with one or two people as observed and reported by his teachers and family members. He enjoys tasks in which he receives positive reinforcement from adults or older students. Reinforcements include verbal prompts, patting on the shoulder, and tokens. The tasks include sorting for recycling (papers, cans and glass) sorting material for in-district mailing, repetitive sorting with few or no variables. Kimo does not respond well to loud noises and too much stimuli. He is physically aggressive when in such environments.									
Beginning at age 14 (or younger, if determined appropriate by the IEP team), a statement of the transition service needs related to the student's anticipated postschool outcome(s) under the applicable parts of the IEP:									
Kimo should visit the high school a number of times over the next year in order to feel more comfortable as well as allow the teachers to meet him. The high school years should provide him with an opportunity to both work and participate in school activities in order to better assess his abilities in new situations. He also will need opportunities in the community in order to develop leisure activities.									

Beginning at age 16 (or younger, if determined appropriate by IEP team), a statement of anticipated postschool outcomes(s) and needed transition services for the student to achieve the anticipated postschool outcome(s) either as specially designed instruction or any necessary related services (Annual goals and short term objectives/benchmarks need to be completed for services that are provided as specially designed instruction.):

Activities, if any, leading to transition outcomes that require supplemental aids, supports, etc:

Kimo has poor communication and is not easily understood by persons not very familiar with him. Other forms of communication should be explored, including communication boards, to allow him better access to the community.

Statement of the interagency responsibility or any needed linkages, if appropriate:

Kimo and his family have received respite care from DDD and will need to continue to strengthen that connection over the next few years. Parents have requested information about parent support groups. The ARC is suggested as a possibility.

Student: Brian, age 17

Brian's same-age classmates are in the 11th grade. Brian has acquired 3 credits toward high school completion and has said that he will drop out as soon as he can. The remainder of his high school program should be developed with Brian's interests and aptitudes in mind and with his agreement in the plan. Brian's reading, writing and math skills are below average because he has not participated in classes the last few years. He does not have disabilities in the academic areas, although is far behind. He has been in special education since the 5th grade as Emotionally Behaviorally Disturbed. He was originally diagnosed as ADHD and was in special education as Health Impaired. Brian was enthusiastic about attending the Skills Center and learning a skill so that he could support himself. His post-school goal is to be financially independent.

Brian's goal areas should include:

Instruction: Brian will need instruction provided by special education personnel in the following areas.

YII Study skills: Brian needs instruction and training in using organizational strategies that will assist him in attending both the Skills Center and classes at the high school.

YII Academics: Brian needs instruction and support in functional academics including reading, writing and math. This should be directly applicable to the training he is receiving at the Skills Center.

Vocational Training: Brian should participate in vocational training classes at the Skills Center in welding and auto mechanics. After having an opportunity to explore both areas of interest, he should continue with further training to completion in one area.

Community Experiences: Brian has expressed a desire to work for pay. He has great economic difficulties and would benefit from paid work in the area of his interest. DVR should be contacted and efforts made to support this goal.

Information on the Transition page of the IEP is supported by the information in the Present Level of Educational Performance (PLEP). Goals and objectives are developed in order to support Brian's post-school goals.

TRANSITION: Brian's IEP

Student invited to IEP?	X	Yes		No	Student participated in IEP?	X	Yes		No
Graduation plans for the student:			Brian does not plan to graduate. He wants to drop out. Graduation will be IEP determined.						
Student's interests and preferences, including how obtained (e.g., interviews and aptitude tests, evaluation report data, information from previous IEPs):									

Brian is deficient in credits toward graduation and does not see the need to stay in high school. He expresses interests in cars, welding and racing. The Skills Center has a welding program and Brian has said that he is interested in attending. His reading, math and writing skills are good when he is interested in the subject. He has poor attendance at school. He took the ASVAB and scores indicated high aptitude in mechanical reasoning.

Beginning at age 14 (or younger, if determined appropriate by the IEP team), a statement of the transition service needs related to the student's anticipated postschool outcome(s) under the applicable parts of the IEP:

Beginning at age 16 (or younger, if determined appropriate by IEP team), a statement of anticipated postschool outcomes(s) and needed transition services for the student to achieve the anticipated postschool outcome(s) either as specially designed instruction or any necessary related services (Annual goals and short term objectives/benchmarks need to be completed for services that are provided as specially designed instruction.):

Although Brian expresses no interest in completing high school. His anticipated postschool outcome is full time employment. The IEP team has proposed for him to receive training in welding and possibly auto mechanics at the Skills Center. Brian has agreed to this as well as taking a class in functional reading and writing in the resource room at the high school. He is interested in investigating a GED. Transition services are needed in instruction, vocational training and community experiences.

Statement of the interagency responsibility or any needed linkages, if appropriate:

Brian has requested counseling for anger management. Mental Health providers are available at the high school. Post-school services for counseling through Mental Health need to be investigated. Contact should be made with DVR as this may be Brian's last year in high school.

Student: Sam, age 14

Sam is in 8th grade. Sam has a learning disability in reading and written language. He is very friendly and outgoing, popular with his peers and teachers. There is concern that he will have more difficulty in high school than he has had previously, due to class size and the amount of reading required for his courses. He has not demonstrated good study habits and has often "stalked" his teachers into giving him breaks. He loves sports and is considered an above average athlete. He also likes working with younger children and volunteers his time to coach intramural sports. He wants to go to college, major in physical education, play college football and eventually play professional football. Sam's goal areas should include:

Instruction: Sam will need instruction provided by special education personnel in the following areas.

YII Self-determination and advocacy skills. Sam is unsure of his learning disability and is not comfortable advocating for himself. He does not want people to know that he is in special education, but his disability is severe enough that he will need to advocate for accommodations if he wants to go to college.

YII Study skills: Sam needs study skills and strategies for test taking, note-taking, completing assignments, etc.

YII Academics: Sam continues to need services in reading and written language. Voice activated software should be explored as a possibility for Sam.

Sam will take the classes necessary for college entrance at the high school. These classes will be in general education with special education support. He should visit the community college in order to identify supports that will be offered in higher education. It would be helpful for him to interview and shadow a college student that plays football and a high school PE teacher.

Information on the Transition page of the IEP is supported by the information in the Present Level of Educational Performance (PLEP). Goals and objectives are developed in order to support Sam's post-school goals.

TRANSITION: Sam's IEP

Student invited to IEP?	X	Yes		No	Student participated in IEP?	X	Yes		No
-------------------------	---	-----	--	----	------------------------------	---	-----	--	----

Graduation plans for the student:	Sam plans to graduate with his class with standard credit format.
Student's interests and preferences, including how obtained (e.g., interviews and aptitude tests, evaluation report data, information from previous IEPs):	
Sam is interested in sports. He would like to play college football and has a dream of playing professional football. At age 14, he has played intramural sports and is described as athletic by his teachers and parents. Sam enjoys working with children and is an assistant coach for both city and school sports. He said that he wants to go to college and would like to be a PE teacher if he is unable to play professional ball. He needs to develop study skills, work on increasing his reading skills, develop advocacy skills and try out voice-activated writing programs.	
Beginning at age 14 (or younger, if determined appropriate by the IEP team), a statement of the transition service needs related to the student's anticipated postschool outcome(s) under the applicable parts of the IEP:	
Sam will need to take courses at the high school that will provide him with the necessary credits for college. He is interested in attending a community college prior to a 4-year college. He will need support in special education with his reading, study skills, assistive technology and self-advocacy.	
Beginning at age 16 (or younger, if determined appropriate by IEP team), a statement of anticipated postschool outcomes(s) and needed transition services for the student to achieve the anticipated postschool outcome(s) either as specially designed instruction or any necessary related services (Annual goals and short term objectives/benchmarks need to be completed for services that are provided as specially designed instruction.):	
Activities, if any leading to transition outcomes that require supplemental aids, supports, etc:	
Sam should have the opportunity to try a voice activated computer program. His parents would like to have him try this out and if he is successful they will purchase a program for home.	
Statement of the interagency responsibility or any needed linkages, if appropriate:	
Sam will need to meet with DVR his junior or senior year of high school.	

POINTS TO CONSIDER ^[2]

Beginning at Age 14 (or younger):

- YII The student's course of study as it relates to anticipated postschool outcomes.
- YII The graduation plan for the student (e.g., standard credit format, standard credit format with special education for substitutions, IEP-determined, and/or other).
- YII The statement of transition service needs should relate directly to the student's anticipated postschool outcome and show how the plan is linked to the outcome.
- YII A statement of transition services needs must be included in each of the student's subsequent IEPs.

Beginning at Age 16 (or younger):

- YII Transition services are designed within an outcome-oriented process that promotes movement from school to post-school activities, including post-secondary education, vocational training, integrated employment, adult education and services, independent living, or community participation.
- YII Transition services are based on the individual student's needs, taking into account the student's preferences and interests.

- ΥΠ Annual measurable goals and short-term objectives/benchmarks must be related to an identifiable postschool outcome for students needing specially designed instruction which may include community experiences, the development of employment and other postschool adult living objective, and acquisition of daily living skills.
- ΥΠ Transition services may be special education, if provided as specially designed instruction or related services, if required to assist a student to benefit from special education.

^[1] Storms, J., O'Leary, E., & Williams, J. (2000). The Individuals with Disabilities Education Act of 1997 Transition Requirements: A guide for states, districts, schools, universities and families. Eugene: Western Regional Resource Center.

^[2] OSPI (2000). Individualized Education Program Form.