

Transition Planning



*A Resource Guide For Case
Managers*

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- ❖ All students prior to their 16th birthday must have a Transition Plan as part of their IEP
- ❖ This can be done earlier at the discretion of the IEP team
- ❖ Must be based on age appropriate transition assessments

[illegible]

- ❖ Prior to drafting a student's Individual Transition Plan, a case manager must complete an assessment. This assessment should identify a student's preferences, strengths, and weaknesses.

The Assessment Process

- ❖ A case manager may use a variety of different measures to assess a student's interests.
- ❖ Informal
 - ❖ Interview
 - ❖ Questionnaire
- ❖ Formal
 - ❖ Commercially made products

Prior to the Meeting

- Make sure you have completed the assessment
- Invite both the student and parent (unless the student is over the age of 18)
- Invite or solicit any input from outside agencies (depending on the student's desires and preferences)

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- Each student **must** have a minimum of two post-secondary goals listed on their IEP
 - ❖ One in education/training
 - ❖ One in employment
- Independent living is required if identified as an area of need

What are Post-Secondary Goals?

- These are specific goals that address what the student hopes to achieve after leaving the public school system
- The goals should directly relate to the student's interests, preferences, and desires
- The goals should be measurable
- Measurable, in this case, means traceable to whether or not the student achieved his/her goal

Sample Post-Secondary Goals

- Upon graduation, (student's name) will (insert post-secondary goal)
- Upon reaching maximum age, (student's name) will (insert post-secondary goal)
- ***We are still obligated to provide services until a student either earns the diploma or ages out at 22***

Transition Goals and Objectives

- Each Post-Secondary Goal should have a corresponding goal and objective that is written on the goal and objective page
- ***Please note that academic goals can count as both academic and transition***
- ***Make sure to properly reflect this by checking the appropriate box***

Transition Activities

- This section identifies the coordinated set of activities a student participates in that leads to his/her transition to post school life
- This can include guest speakers, meetings with counselors, participating on sports teams, balancing check books, participating in vocational activities, participating in CBI
- Transition activities do not require goals

Transition Activities

- Transition Activities are included in the following areas:
 - ❖Community Experiences
 - ❖Development of Employment
 - ❖Other Post-School Living Objectives
 - ❖Acquisition of Daily Living Skills (if needed)
- Functional Vocational Evaluation (if needed)

Progress on State Requirements

- Transition Plans must include statements as to how the student is progressing/has progressed on the CAHSEE, as well as the Algebra I requirement
 - ❖ Please list what accommodations or modifications the student is receiving on the CAHSEE
 - ❖ Please check whether the student has completed Algebra I or it's equivalent

Age of Majority

- Prior to a student's 17th birthday the IEP team must document on the Transition Plan that the student was informed of his/her rights prior to turning the age of majority (age 18)
 - ❖ This must be done prior to the student turning 17
 - ❖ This only needs to be done one time (but there is no penalty if done more than once)

Course of Study

- Each student should have a course of study that is developed based on their interests, preferences, and post-secondary goals
 - ❖ The course of study should be done for the entire planned high school career. It should include requirements as well as course of interest
 - ❖ This should be updated annually

Transition Goals (The Service Page)

- Every student with a Transition Plan **must** have at least one Transition Service listed on the **service page** of the IEP

Transition Services as Outlined by the State

- College Awareness (820)
- Vocational Assessment, Counseling, Guidance, Career Assessment (830)
- Career Awareness (840)
- Work Experience Education (850)
- Job Coaching (855)
- Mentoring (860)
- Travel Training (870)

Transition Service Continued

- Each service should have:
 - ❖ A start and stop date
 - ❖ A description
 - ❖ Number of sessions
 - ❖ A frequency and duration

Who Can Provide Services?

- A Teacher
- A Counselor
- Community Based Instruction
- A Vocational Class
- Regional Center

How Would You Describe the Services?

- Generally, your Transition Activities should describe parts of your Transition Services
- Examples:
 - ❖ College Awareness: Student will attend the annual high school college night or student will meet with college counselor to discuss entrance requirements, or student will research colleges and provide information to teachers/parents

How Would You Describe the Services?

- Examples Continued:
 - ❖ Career Awareness: Student will attend annual career fair or career speakers in the classroom, or vocational interviews
 - ❖ Travel Training: student will learn the bus routes from home to different sites in the community, student will access transportation to his/her job site or student will describe safety issues when using MAXX Transportation Systems

How to Determine the Frequency and Duration

- Determine how often the activity, teaching, or lesson is going to happen. This will equal the sessions
- Determine how long the activity, teaching, or lesson will happen for the duration
- Determine if this activity, teaching, or lesson will happen daily, weekly, monthly, yearly or some other frequency

Important Transition Reminders

- All students must have a minimum of two post-secondary goals
- Every post-secondary goal must have a corresponding goal and objective (on a goal and objective page)
 - ❖ *Reminder, academic goals can also be used as transition goals*
- All students with a Transition Plan must have a Transition Service on the service page of the IEP

Important Transition Reminders Continued

- Transition Plans are meant to be updated and refined yearly based on the student's desires. Post-secondary goals **may** stay the same from year to year depending on student's preferences and goals. Goals and objectives, transition activities, and transition services will most likely change based on the student's completion of activities/goals from the previous year

