

Checklist for Transition to Adulthood IEP meeting

(Refer to CDE tips for Meeting Indicator 13 Requirements for Examples and Details; Refer to CDE Model IEP's).

Please note that SLV BOCES AU has some requirements beyond minimum Indicator 13 requirements for quality purposes.

I. Before the IEP meeting:

- A. _____ Ensure parent permission was obtained and documented before inviting any outside agency. Send documentation showing the approval for permission was dated BEFORE the IEP notice for main file. This can be an email or evidence of a phone call.
- B. _____ Send an invitation to the parent and the student. Make sure the box on the invitation is checked that indicates "Transition" will be an agenda item. Check this box for all IEP's, whether it is an initial or a triennial. Document date invitation was sent to outside agency, ensuring the date is AFTER permission was granted. Send agency invite documentation for main file.
- C. _____ Have student (and if needed family and staff) complete age appropriate Transition Assessments following your district plan. (The name and results of the assessment are required). Transition assessment should relate to training, education, employment needs and when appropriate, independent living. Informal and formal assessments are accepted.
- D. _____ Prepare student to run and participate in as much of the IEP meeting as they have skills for. IF student is going to college, evidence should be documented on the IEP about student advocacy and self-determination.
- E. _____ Copy a Transition Handbook for the parents and/or student at age 15 and 17.
- F. _____ Meet with ICAP personnel/counselor, compare similarities' and differences, utilize ICAP information in IEP planning.

II. After the IEP meeting:

- A. _____ If you provided a Transition Handbook for parents, make notation on signature page.
1. Measurable Post School Goals:
 - A. _____ Career/Employment is written as a "will" statement. Avoid words such as pursue, seek....
 - B. _____ Postsecondary Education/Training is written as a "will" statement
 - C. _____ Postsecondary Independent Living is written as a "will" statement....If Applicable. Write N/A if NOT applicable. Document money management in this section.
 2. List age appropriate Transition Assessments. This is required in IDEA2004.
 - A. _____ Document the name of the transition assessment given (this is an annual requirement—on every IEP beginning at age 15 or at 8th grade. Include on every annual and triennial). Transition assessment summaries relate information regarding needs for post secondary

training, education, employment needs and when appropriate, independent living. Build on previous year's strengths and needs.

- B. _____ List and/or summarize the strengths and needs of the transition assessment. (Areas that can be addressed include: Postsecondary Education/Training; Daily Living; Leisure Activities; Community Participation; Health; Self-Determination; Communication; Interpersonal Relationships.)
- C. _____ List the date Transition Assessment was given and by whom.
- D. _____ Gaps are clearly identified for transition needs using the term "when viewed through transition lens" for Present Levels (Academic / Behavioral) and Transition Assessment information.

3. Course of Study

- A. _____ Clearly documents multi-year courses until exit. What special courses will be provided every year to meet transition and academic needs? What courses support student in post school training or job outcome? (I.e. biology and sciences if entering medical field).
- B. _____ Ensure the individualization of courses that lead to preparing student to achieve Post School Goals
- C. _____ Reflect skills in applicable classes. It should NOT be a list of course titles. (I.e. in Shop Math will gain measuring skills for carpentry).
- D. _____ Is transferable to any other school or state
- E. _____ Aligns with Post School Goals (Start course of study with...In order to be successful in....)

4. Transition services must be consistent with Post School Goals and Annual Goals. In this section you describe the services adults provide to meet post secondary goals. DO NOT restate skills or needs. This page embraces "service coordination". In this section you describe what adults do to help facilitate skill development.

- A. _____ Services are listed as "Resource room Teacher will....School Counselor will....Extended Services teacher will..... Parents will.....Speech Therapist will.... OT will..... etc. No use of word "support". Use words such as provide instruction in.....
- B. _____ All IEP's MUST have services listed for education/training and career/employment. Independent Living lists services for students with moderate to significant needs or for students whose transition assessment identified independent living skill development needs.
- C. _____ Specific services (activities an adult or school provides) are listed to meet student needs for transition, which are linked to Post Secondary Goals and annual goals.
- D. _____ Transition Services Domain includes: 1. Instructional supports; 2. Related Services (if SLP, OT, PT, etc. are on the IEP include what that service provider is supporting as a transition service); 3. Community Experiences; 4. Employment and other post school adult living objectives and WHEN APPROPRIATE; 5. The acquisition of daily living skills and 6.

Functional Vocational Evaluation.

- E. _____ Ensure all services from service page have a link or connection to Transition Services on the Transition to Adulthood Page of the IEP. This includes related services. (See A. above...Speech Therapist will, etc.)

5. Annual Goals and Objectives

A. _____ Goals

- Must relate or connect to Post School Outcomes
- Must be measurable

B. _____ Objectives

- should be **S.M.A.R.T**
 - Specific—should address a clear **skill or behavior**
 - Measurable—outcome oriented (an end in sight)
 - **Action– be based on activities (what is the verb?)**
 - Realistic and Relevant– obtainable and reasonable
 - Time-limited— obtainable within time limit (usually annually)