BUILDING BRIDGES TO EXCELLENCE

San Luis Valley Board of
Cooperative Educational Services

San Luis Valley Indicator 13
Transition to Adulthood Guide

"The most significant difference between IEP's for students under age 15 and those who have reached transition age is:

🔑 The IEP now focuses on what we expect the student to know and be able to do once he/she leaves high school.

The IEP team needs to move from considering the needs of the student as they relate to the home, school and community environments.

🔑 The IEP team needs to now consider and concentrate on designing an educational program that will lead to independence at home and in the community after graduation."

"The Transition to Adulthood Process" is intended to **create a vision for what life will look like for students after they leave high school !**

IDEA requires IEP teams to explore the following activities:
1. **post-secondary education**
2. **vocational training**
3. **employment**
4. **adult services**
5. **independent living**
6. **community participation.**

Daily living skills and functional vocational evaluations can be incorporated as well.

The Autism Transition Guide by Carolyn Thorwarth Bruey and Mary Beth Urban.

Compliant IEP's support a student's and/or family's vision. Vision and compliance begin with planning appropriate transition assessments to identify students' strengths and needs in the areas listed above. Vision and compliance are created when an IEP is well "connected" . This means strengths, needs, preferences and interests are all "linked" to support the post school outcome.

Managing IDEA 2004 Transition Requirements

Age Appropriate Transition Assessment
• Ongoing process, must be done at least annually
• Examine preferences and interests AND **needs (performance)**
• Data Drives the Post School Goals…thus the IEP

Measurable Postsecondary Goals
• Must be based upon Age Appropriate Transition Assessment
• Must be countable: (does it describe observable outcome)
• Must be focused on Post High School *(after graduation or age out)*
• Is an **OUTCOME** not a process
• Must have Postsecondary Education/Training, and Employment
• May have Independent Living Skill (when Appropriate)

Course of Study
• Must clearly link and support the pursuit of the Postsecondary Goals
• Must be more than just "meeting graduation requirements"
• Must be multi-year (from student's current status to anticipated exit data)
• Think of Postsecondary Goal as the student's "major"…course of study is those courses needed to attain that major
• Must be clearly transferable (think stranger test)

Transition Services
• Must provide transition services for each Postsecondary Goal
• Some services may not apply
• Transition Services may be provided within the general education curriculum
• Think "what is the school doing to support this Postsecondary Goal area?"

Agency Linkages
• Must invite agencies *likely to provide or pay for transition services*…during the current school year
• Must obtain consent (written, prior, and informative) from parent or emancipated student to invite outside agency representatives before speaking to the agency representative or divulging student info to the agency
• Transition is a "Results Oriented Process" and thus essential linkages to agencies must be obtained if the agency representative does not attend meeting.
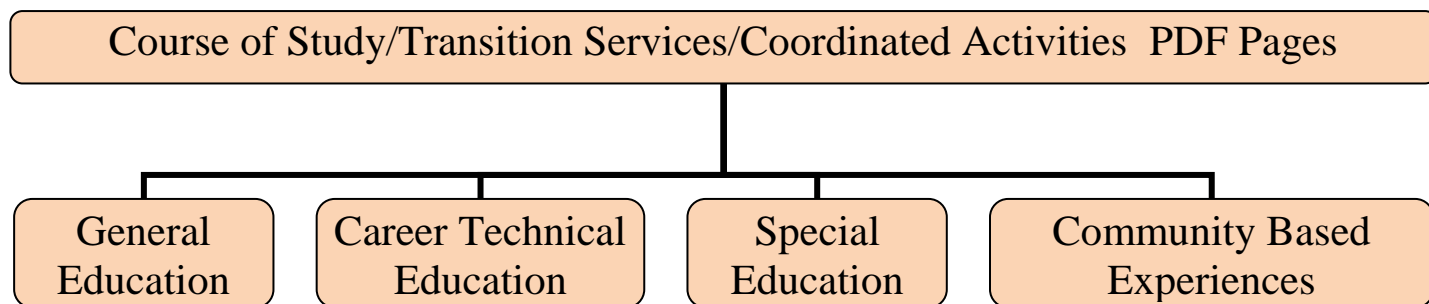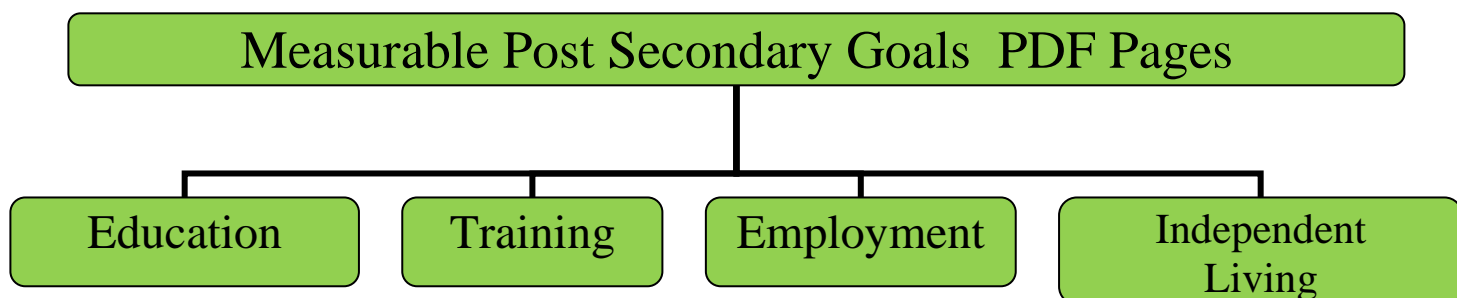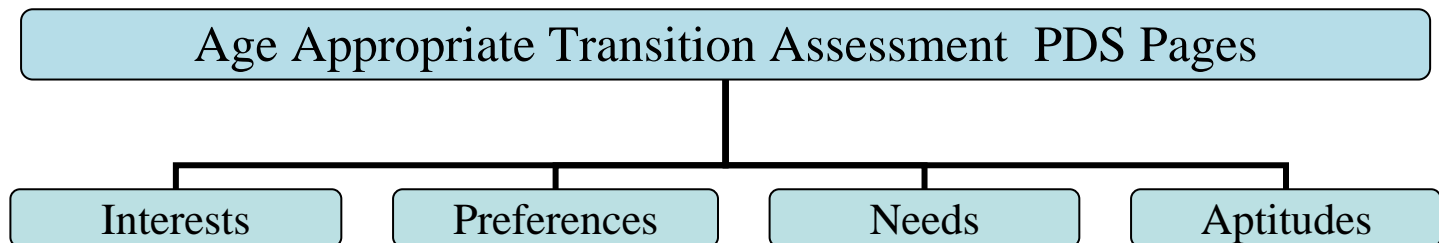
Annual IEP Goals/Objectives
• Must be at least one annual goal to support each Postsecondary Goal
• Must reasonable enable the student to prepare for/meet the Postsecondary Goal

Coordinated Set of Activities
• All activities, services and elements of the IEP must align with the pursuit of Postsecondary Goals

TRANSITION SERVICES FLOW CHART

Age Appropriate Transition Assessment PDS Pages

Interests	Preferences	Needs	Aptitudes

Measurable Post Secondary Goals PDF Pages

Education	Training	Employment	Independent Living

Course of Study/Transition Services/Coordinated Activities PDF Pages

General Education	Career Technical Education	Special Education	Community Based Experiences

Identify and Establish Agency Linkages PDF Pages
1. Obtain and document date parental consent given to invite agency.
2. Documentation date invitation sent to agency AFTER date permission granted by parent

Develop the IEP: ☐ Related Services; (all services **must** connect to a transition service) ☐ Accommodations and Modifications; ☐ Annual Goals and/or objectives (objectives must authentically link to Post School Goals).   PDF Pages

Adapted from Center for Change in Transition Services, Seattle University, Seattle, Washington.