

Transition in the IEP Process

Quick Guide Examples For Indicator #13:

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Data Considerations

Information/Results from your age-appropriate transition assessments should be embedded within this section of the IEP.

1. What are the student's strengths?

Samuel is very good in using accommodations in class to be successful. He works hard in his career pathway course and is doing well at his part-time job. He works well in groups and has a great sense of humor. He is also very good at fine motor skills.

Additional information that may be included under Student's Strengths...

Uses accommodations to succeed in classes
Takes classes to attain future goals
Attends classes regularly
Completes assignments on time
Uses technology available in the building
Manages time and assignments using a daily planner

Employment Strengths: ***Samuel has received positive feedback from his employer. He is consistently on time and present. His employer states that he is willing to assist others when help is needed. During a teacher/student interview (on September 10, 2007) Samuel stated that he like working with his hands and on cars. Samuel's completion of MatchMaker in the SSP also indicated that he has a strong interest in working on cars.***

Additional information that may be included within Employment Strengths...

- Has obtained driver's license/social security card/proof of citizenship
- Has participated in career exploration and assessment to determine interests, skills, and abilities as related to employment
- Has work/volunteer experience
- Has worked or volunteered in a community job of choice
- Can compile personal information to successfully complete a resume, job application, and interview for employment
- Has contacted Job Corps to identify potential training
- Has contacted the Department of Labor to apply for apprenticeships

Post-Secondary Education/Training Strengths: ***Samuel is currently utilizing his accommodations on a consistent basis and asks for assistance when it is needed. He works well with others and is willing to assist when it is needed. During the teacher/student interview Samuel stated that he would like to attend some type of training school to learn more about auto mechanics.***

Additional information that may be included under Post-Secondary Education/Training Strengths...

- Passes courses needed for graduation and entry into college of choice
- Has identified a college for pursuing _____ degree
- Met with DVR counselor to identify post-school training/apprenticeship options
- Has taken PSAT/SAT/ACT
- Currently has a _____ GPA in college prep courses
- Is completing all career pathway electives leading to _____
- Has discussed technical/trade training options with guidance counselor
- Will take electives in areas of interest

Independent Living Strengths: *Samuel is able to navigate public transportation to get to and from his job. His parents report that he assists them with various chores around the house (doing dishes, mowing, etc.)*

Additional information that may be included under Independent Living Strengths...

- Can demonstrate shopping skills
- Knows who to call/what to do in emergencies
- Can plan and prepare nutritious meals
- Can perform self-care activities
- Can identify community resources for help
- Can identify living options
- Has taken cooking classes and practices cooking skills
- Knows how to read bus schedule
- Uses telephone for communication
- Uses calendar for keeping track of schedule
- Can manage personal finances/checking account
- Can complete a tax return
- Uses a library card
- Knows how to order pizza delivery

2. What are the educational concerns of the parent (or student, if appropriate)?

The Samples are concerned about his completing all graduation requirements and being able to be successful in a college program or employment. Samuel states that he is concerned about his organizational skills and completing assignments in classes that do not excite him.

3. What multiple data sources (including district or statewide assessments) are being used to create this IEP?

- Survey/Questionnaires Profiles/Portfolios Vocational Assessments
 Other: *DSTP scores, local math and ELA assessments, career interest inventories, and vocational evaluation report information*

4. How are extracurricular and non-academic areas affected by the student's disability?

Samuel participates with the drama program and is involved in the soccer program without any accommodations.

Student's Post-High School Goals:

<p>Post School Employment Goal</p>	<p><i>After graduating high school, I will work full-time at an auto body shop while taking courses to become a certified auto repair technician</i></p> <p><i>Additional Examples...</i></p> <ul style="list-style-type: none"> • “I will work fulltime/part-time as a _____” • “I will be a _____” • “I will work in the field of _____ as a _____” • _____ will obtain fulltime/part-time employment as a _____ • “I will get a part-time job at a _____ while I go to Tech School to be a _____” • _____ is undecided about future employment focus, but will work fulltime/part-time upon graduation
<p>Post Education/Training</p>	<p><i>After graduating high school, I will attend a post-school training or education program for becoming an auto repair technician</i></p> <p><i>Additional Examples...</i></p> <ul style="list-style-type: none"> • _____ will attend a 4 yr. university to obtain a degree in _____ • _____ will enroll in a community college to take _____ classes • “I will attend _____ training” • _____ will enroll in a _____ program with DVR supports • _____ will take a _____ course at a _____ • _____ will enroll in an apprenticeship program to become a _____ • “I will enlist in the military”
<p>Independent Living (if needed)</p>	<p><i>After graduating high school, I will live with my parents until I am able to save enough money to rent my own apartment.</i></p> <p><i>Additional Examples...</i></p> <p><u>LEAVE BLANK IF STUDENT HAS AGE APPROPRIATE INDEPENDENT LIVING SKILLS</u></p> <ul style="list-style-type: none"> • “I will obtain a driver’s license” • _____ will learn to shop independently • _____ will access community services using transportation options within the community (taxi, DART, DAST, carpool, bus, etc) • _____ will join the YMCA to access recreational services • _____ will live in the dorm while at college • _____ will live in an apartment with a friend after saving money living at home • _____ will remain at home with family • _____ will live in a group home in the community with support from DDS in 2 years • “I will get a driver’s license and a car.” • “I will be a registered voter.” • “I will continue my volunteer work with _____.”

The student plans to exit school with:

Diploma

Certificate

Courses of Study: (Courses must be listed out)

Grade	Courses of Study (from student's current year to year of graduation)
9 th	English 9, Civics, Algebra 1, Physical Science, Health/PE, Reading, Communication Technology
10 th	English 10, World History, Geometry, Biology, PE/DE, Spanish 1, Auto Mechanics
11 th	English 11, US History, Algebra II, Environmental Science, Strength Conditioning, Auto Mech. II
12 th	English 12, Statistics, Sports Medicine, Exercise, Auto Mech III, Co-op

Activities and Services to reach goal:

Employment Goal: <i>After graduating high school, I will work full-time at an auto body shop while taking courses to become a certified auto repair technician</i>				
Activities/Services needed to reach goal	Responsible Party		Start Date	Completion Date
Referral to DVR for employment goals	School		4/1/08	6/1/08
Obtain part-time summer employment in the automotive field	School, Samuel and Family		3/1/08	6/1/08
Interview 3 auto mechanics	Samuel, family, and School		9/1/07	6/1/08
Visit 3 garages within the community	Samuel, family and School		9/1/07	6/1/08

Additional Activities and services that may be found under Employment Goal...

- participate in job shadowing
- meet with guidance counselor
- explore possible summer employment
- complete interest survey
- memorize SSN
- practice completing job applications
- obtain a part-time job
- meet with an armed forces recruiter
- complete an aptitude or interest survey
- meet with vocational rehabilitation counselor to determine eligibility for services
- participate in a job site evaluation conducted by job coach, school personnel, or employer
- develop a vocational profile based on information gained from employment, home, and school opportunities
- collect information regarding student's vocational interests and abilities
- use SSP to explore salaries in desired career

Post-Secondary Education/Training Goal: <i>After graduating high school, I will attend a post-school training or education program for becoming an auto repair technician</i>				
Activities/Services needed to reach goal	Responsible Party		Start Date	Completion Date
<i>Research community college and other training programs through Career Cruising</i>	<i>School, Samuel</i>		<i>9/1/07</i>	<i>3/1/08</i>
<i>Make site visits to at least 3 programs</i>	<i>Samuel and Family</i>		<i>9/1/07</i>	<i>6/1/08</i>
<i>Make application to program of choice</i>	<i>Samuel, School and Family</i>		<i>11/08</i>	<i>2/09</i>

Additional Activities and services that may be found under Post-Secondary Education/Training Goal...

- meet with counselor to explore scholarship options
- visit college campuses of choice

- meet with the disabilities coordinator at the college/university of choice
- obtain, complete, & submit applications for colleges of choice
- take PSAT/SAT/ACT
- complete college research in the career center
- enroll in a community education course

Independent Living Goal (if needed): ***After graduating high school, I will live with my parents until I am able to save enough money to rent my own apartment.***

Activities/Services needed to reach goal	Responsible Party		Start Date	Completion Date
<i>Research costs of maintaining an apartment</i>	<i>Samuel, school and family</i>		<i>9/1/07</i>	<i>6/1/08</i>
<i>Open a savings account</i>	<i>Samuel and Family</i>		<i>9/1/07</i>	<i>6/1/08</i>
<i>Investigate what is required to open and maintain a checking account</i>	<i>Samuel, family, school</i>		<i>9/1/07</i>	<i>6/1/08</i>

Additional Activities and services that may be found under Independent Living Goal...

- improve attendance
- reduce tardiness
- open checking account
- open savings account
- learn how to manage daily time schedule
- learn how to read a bus schedule
- select a dentist and physician
- learn how to schedule and keep medical appointments
- learn how to pay bills
- develop a personal fitness routine
- understand directions for taking medications
- learn personal information (ph.#, SSN, address, etc.)
- identify/use money, time, calendar

In addition to School Supports, the Student Will Need the Assistance of:

Agency	Contact Person	Phone Number
<i>Department of Vocational Rehab (DVR)</i>	<i>Joe to be Determined</i>	<i>302-333-3333</i>
<i>College Support Services</i>	<i>Colleges of Choice</i>	<i>302-333-3331</i>
<i>Division on Developmental Disability Services (DDDS)</i>	<i>Jane to be Determined</i>	<i>302-333-3332</i>

Is there a current Interagency Release of Information Form on file with the school?

- Yes No (If no, discuss form for transition planning with appropriate agencies)

