

October Transition Follow-up Questions:

What do you write if the student doesn't know what they want to do after they graduate?

- This is where the assessment data becomes very important. If the student cannot verbalize what he/she would like to do after they finish their education, refer to the interest/skills inventories, questionnaires, and other assessments that have been completed prior to the drafting of the IEP. These assessments should highlight areas of interests or strengths that the student and school can build on.
 - In the “Post-Secondary Expectations for Working” section of the IEP, a statement could be made which indicates whether or not it is expected that the student will be competitively employed and one or two possible occupational areas as indicated by the assessment information. For example: *It is anticipated that after XXX completes his education, he will be employed fulltime, possibly in the area of computer technology or retail sales.*

Why do we have to repeat what we write in living, learning, and working in Post-secondary expectations that were stated earlier?

- The assessment section provides data from which to plan and make decisions that assist the student to move to postsecondary activities of living, learning, and working.
- The postsecondary expectations are based on assessment information, including interests and preferences. The statement must:
 - Project beyond high school
 - Be based on assessment information including interests and preferences
 - Be observable
 - Include an anticipated result in each area of living, learning, and working
 - Become more specific as a student approaches postsecondary transition

On page B, if we list the district wide assessment scores, are we to repeat that information on the goal pages?

- It is OK to list these scores in either place. You do not have to repeat them elsewhere in the IEP. The Learning Results section on the B page normally includes general information about the student's reading, writing, speaking, listening, math, and technology skills. This section could also include study/test-taking behaviors, problem-solving skills, and learning styles. The goal pages usually contain more specific information relating to that particular skill as it pertains to the goal, such as the student's current level of performance and a comparison of the student with peers and/or with the district

standards. If the DWA scores are listed on the B page, a statement could be added that states that those scores can be found in the Learning Results section on page B.

We have been taught that we go from more general to more specific information as the IEP progresses. On page B, list the assessments used, the goal, PLAAFP would be the place for the number (score) results. Are we to give that information on page B (scores) and then again on goal pages?

- The IEP must contain appropriate measurable post-secondary goals based upon age appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills. Transition skills then are designed to assist students to reach these goals. In Iowa these areas are designated as living, learning, and working. The practice of identifying appropriate measurable post-secondary goals begins with expectations and continues with determining the relationship of goals to these expectations. For example, a reading goal might be linked to an expectation to graduate from college; a math goal might be linked with an expectation that a student live (and budget) independently.

If I only check “no” for living, then do I explain skills student has in “living results” on page B?

- For each post-secondary area of living, learning and working document information sources and results of transition assessments. The results must include data or skills information that are sufficient to demonstrate that the area has been assessed and to determine if there is a need for services, supports or activities.

Is college considered a transition service? If yes, does a college rep need to be invited to the IEP? However, what if the student has not yet decided on the college he/she will attend?

What assessments are available for the lowest-functioning students (besides interviews) and with significant communication disorders?

- Transition assessments are broadly defined and may include review of school records and classroom data, interviews of the student, caregivers, parents or employers; observations; questionnaires, informal assessments and or published assessments. The Iowa Transition Matrix is a good source to assist in assessment needs. <http://transitionassessment.northcentralrrc.org/>

- In addition, you might want to visit the website: www.TasksGalore.com
The authors have designed a series of meaningful tasks that will help work with exceptional children in their school, community, home, and/or job.

Do we attach questionnaires/assessment evidence to the IEP?

- No, but it is suggested that assessment information be kept in a portfolio or the special education file.

Critical Element 1: Do I need all three (strengths, interests, and preferences)? ISTAR indicator says and/or.

- I-Star only requires interest and preference, but it would be good practice to address strengths. Secondary transition services must be based on the child's needs, taking into account the child's strengths, preferences, interests. These should be kept in mind when considering the following: [41.43(1) b]
 - Instruction
 - Related services
 - Community experiences
 - The development of employment and other post-school adult living objectives
 - If appropriate, acquisition of daily living skills, and provision of a functional vocation evaluation

Do student preferences have to be educational? Or is preferences related to outside school setting?

- No, these are not limited to the needs of the student in the school setting. It is important that the interests and preferences be from the student's point of view. List the student's interests and preferences that relate to the postsecondary expectations for living, learning, and working.
- **Preferences:** (Things, events, or people that the student chooses over others): Examples
 - She prefers outdoor activities and working alone rather than in a large group.
 - He prefers reading rather than math, and likes to go to Special Olympics with friends rather than by himself.
 - She prefers working in a very quiet environment with limited stimuli.

What do you put on the Critical Element 4 for Middle School? please see examples

□ Course of study.

What requirements does this student need to meet to graduate? (Can be a simple statement indicating how many credits are required for graduation.)

- √ Brad needs 46 credits to graduate from Somewhere High School.
- √ Angie will need 46 Somewhere High School credits to graduate.
- √ The 44 credits required to earn an Anywhere High School diploma have been waived for Suzy. She is required to demonstrate progress in her goal areas that have been linked with the standards and benchmarks of the general education curriculum and are documented in her IEP.

What is this student's current status with regard to these requirements?

- √ Brad has earned 23 of the required 46 credits to graduate.
- √ Angie is currently a 7th grader and therefore is not required to earn credits.
- √ Although Suzy has mastered multiple competencies and demonstrates new skill acquisition in her goal areas, she continues to demonstrate significant discrepancies from same-age peers.

Target graduation date (mo/yr): (The month and year of expected graduation.)

Courses and activities needed to pursue the post secondary expectations and graduate by the target graduation date. If you use an attached course of study, make sure it is attached to the IEP. You may prefer to use a narrative describing courses and activities the student needs. You do not need to list all of the classes required for graduation. You do need to be somewhat specific about electives the student is taking/should take in order to pursue his/her post-secondary expectations. These may change from year to year, depending on whether the student's expectations change.

- √ Brad will complete all of the required classes for graduation from Somewhere High School. Since he plans to enroll in college, he should also take additional math, science, English, and foreign language classes as required for the colleges he is considering. In addition he should consider enrolling in the following electives: Intro. to Business, Business Law, Marketing, and Accounting. Brad should also continue to participate in Golf in order to prepare him for a career in that area.
- √ Angie's current course of study includes ****. She plans to take **** next semester. In addition, she receives specially designed services and supports in the goal areas of reading and written language.

- √ Brad's 4-year course of study is attached. Required courses are listed as well as specific electives that Brad should take in order to attend college and pursue a career in professional golf and/or business.
- √ Jenny will complete all of the required classes for graduation from Elsewhere High School. In addition she will enroll in art classes, business classes, and a health class to prepare her to work as a tattoo artist.
- √ Scott will complete all of the required classes for graduation from Nowhere High School, as well as classes required by his IEP. In addition, he should consider enrolling in a variety of vocational classes to help build his entry job skills and to continue career exploration. These classes could include: Intro. to Auto, Woodworking, Construction Technology, Intro. to Business, FACS, Culinary Arts, Computer Applications, EBCE, and Coop Work/Study.
- √ Suzy is receiving specially designed services and supports which focus on specific skills needed for her to achieve her post-secondary living, learning, and working expectations. Her course of study includes a blend of specially designed courses and activities including school-based work experiences, functional life skills instruction, and community-based instruction and participation activities. Sarah is enrolled in Peer PE with significant modifications and accommodations.

What should be written in “other info essential”?

- In developing the PLAAFP, the team records important information that might not be recorded elsewhere in the IEP. This is recorded in the IEP section titled *Other Information Essential for the Development of the IEP*.
 - Written expression, for example, may be a concern for the IEP team, but not a need for this year. These are all examples of information that might be included in special considerations:
 - Medical and evaluation information
 - Updates of the status of discontinued goals, and
 - Successful instructional strategies

What if parents refuse to allow outside agencies?

What if outside agencies don't show up?

Why were we not notified of the change (the transition box), on the Meeting Notice form at the very beginning of the school year?

- This decision was not shared with the AEA and districts until late August.

Is there a way to get a cue built into the WEB IEP to remind teachers that a student is of age for transfer of rights to be completed? (similar to transition cue already built into WEB IEP?)

- At this time this is not being considered, but this has been proposed to the programmers as a suggestion for the program

Who do you contact order the “Age of Majority” folders? How much are they?

- These folders are free and are available through the state:
 - Contact: Becky Griglione @ Department of Education: 281-5494 or Rebecca.Griglione@iowa.gov

When a student changes buildings and the length of the school day is different do “min. in school day” need to be amended on page F?

- Yes, an amendment is required.

How do we find out the compliance percentage for our specific district or school?

- This information is available on the I-Star web site and all administrators should have access to this information, if you have participated in self-assessment. You can also request the data from your Transition Consultant.
1. What if a student (ODD) refuses to take the transition assessments? What is appropriate to write or do?
 - Try to weave the assessments in as classroom assignments
 - Modify the assessment in order to present it in a more acceptable format
 - Try to engage the student in conversations that might provide you with more insight about his/her interests, preferences, future plans, etc.
 - “Read the student’s mood” and determine whether that particular day will be good to assess him/her
 - Try to begin assessing the student far in advance of needing the information to allow extra time to deal with moods

How do you write a baseline for a goal on needing to decide a career?