

BUILDING THE TRANSITION INDIVIDUALIZED EDUCATION PROGRAM (IEP)



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SpecialCareSM

A MassMutual program for people with disabilities and other special needs and their families

IN PARTNERSHIP WITH



Child Neurology FOUNDATION

Creating a Community of Support



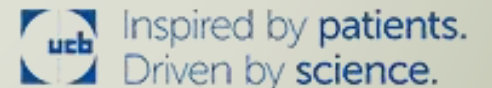
2021 E-WEBINAR SERIES

LIFE STAGES
TRANSITION
TAND
RESEARCH UPDATES

Presented By:



National Support Sponsor:



Building the Transition Individualized Education Program (IEP)

Presented by Shelly Meitzler and Lilian Ansari

IDEA and Transition Planning

The purpose of the Individuals with Disabilities Education Act (IDEA) is “to ensure that all students with disabilities have available to them a Free Appropriate Public Education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living” (300.1).

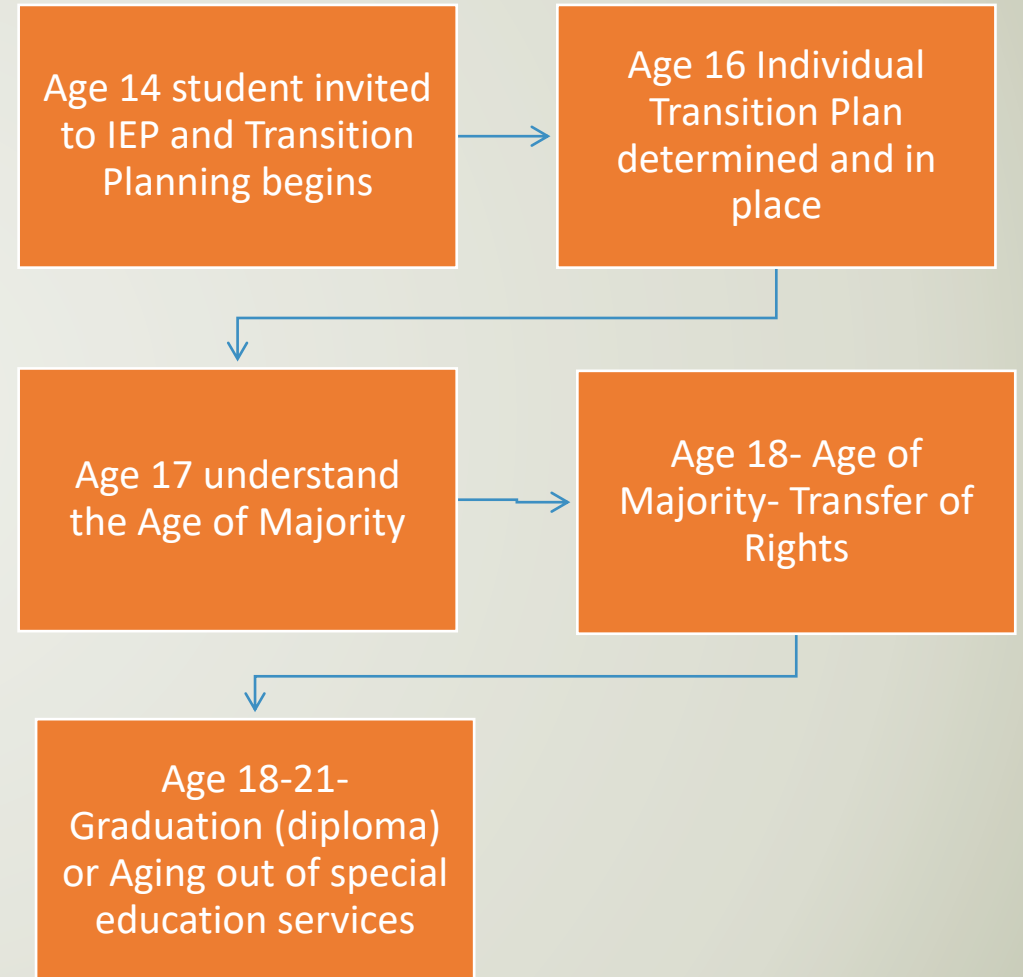


INDIVIDUALIZED TRANSITION PLAN AND TIMELINE

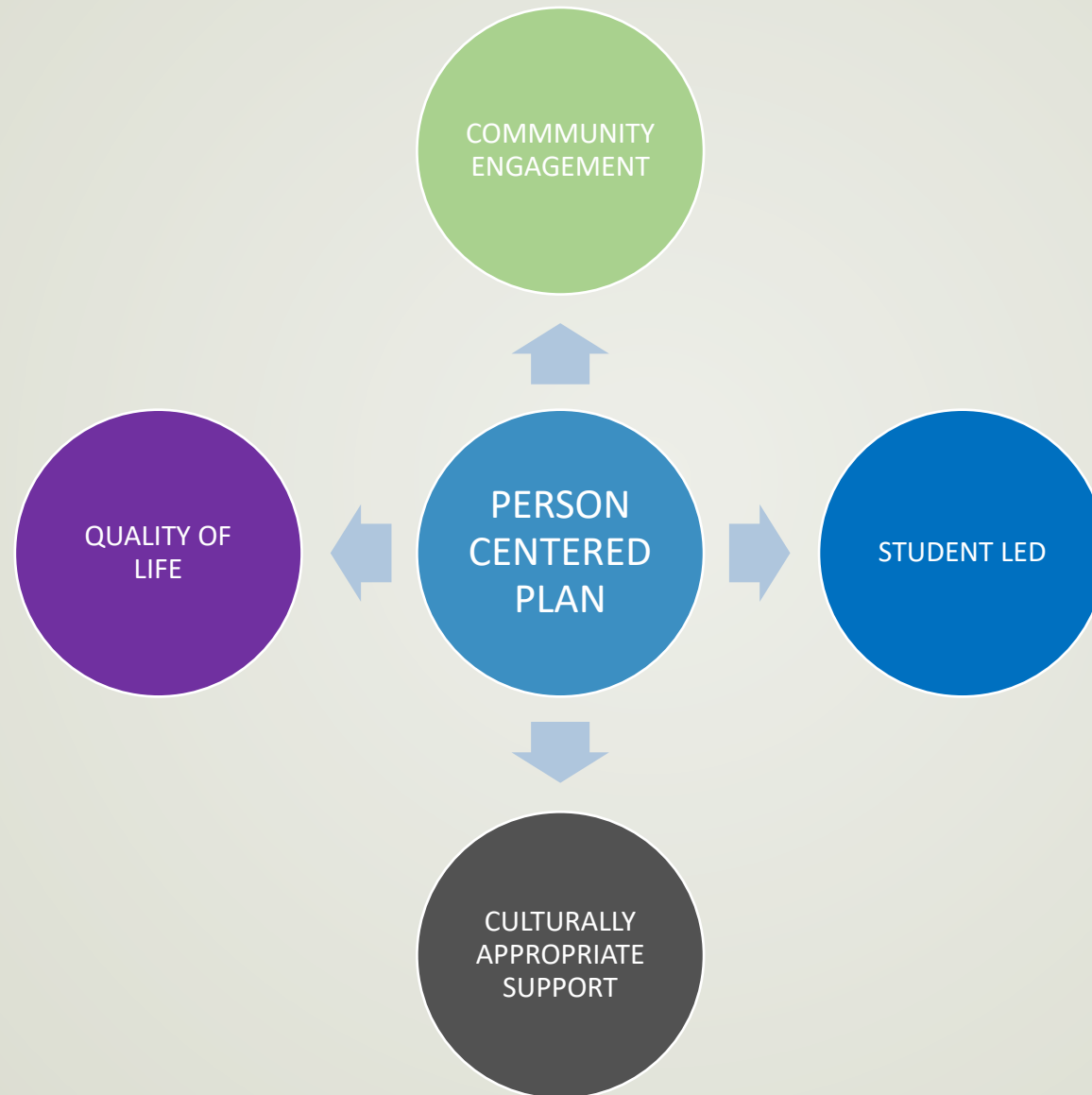
An individualized written plan that is part of the IEP

- Based on student's needs, preferences, interests and their own goals
- Includes objectives, timelines and people that will assist to implement goals

Plan, Adapt and Modify as Student Grows



Vision for the Future



Transition IEP Steps



Assessment

- SET PRESENT LEVELS OF PERFORMANCE
- AGE APPROPRIATE
- 3 areas of concentration
 - Education
 - Employment
 - Independent Living Skills
- FORMAL ASSESSMENTS
- INFORMAL ASSESSMENTS
 - Life skills inventory
 - Student Family surveys and questionnaires
 - Functional Behavior Assessment



Developing Transition Goals

Person Centered

- Training/Learning/Education (college or other school type activities)
- Employment (job—earning a living—internships, supported employment, full time job, Volunteerism)
- Community Living
 - Independent Living (functional life skills such as budgeting, self care, calendaring, mobility/transportation)
 - Day Programs
 - Recreation and Leisure



Life Skills Goals

- Knowing how to **ASK** for help.
- Handling disappointment/ Skills for
- Coping/Recovering
- Flexibility—When the Plan doesn't go as planned!
- Self Advocacy/Knowing RIGHTS
- Self Care



Identify Transition Services and Support

- Specially designed instruction
- Courses of study
- Related services
- Community experiences
- Employment
- Other adult living objectives
- Daily living skills
- Activities for exploration and skill development



Monitor Progress

- MEASURABLE postsecondary goals
- Based on age APPROPRIATE assessments related to:
 - Training, education, employment, and, where appropriate, independent/functional living skills
- Providing a Summary of Performance upon school exit



Annual Updates

Involvement of outside agencies that may provide adult services, as well as evidence that a representative of any participating agency was invited to the IEP meeting with the prior consent parent or student who has received the age of majority.



Graduation or Aging Out

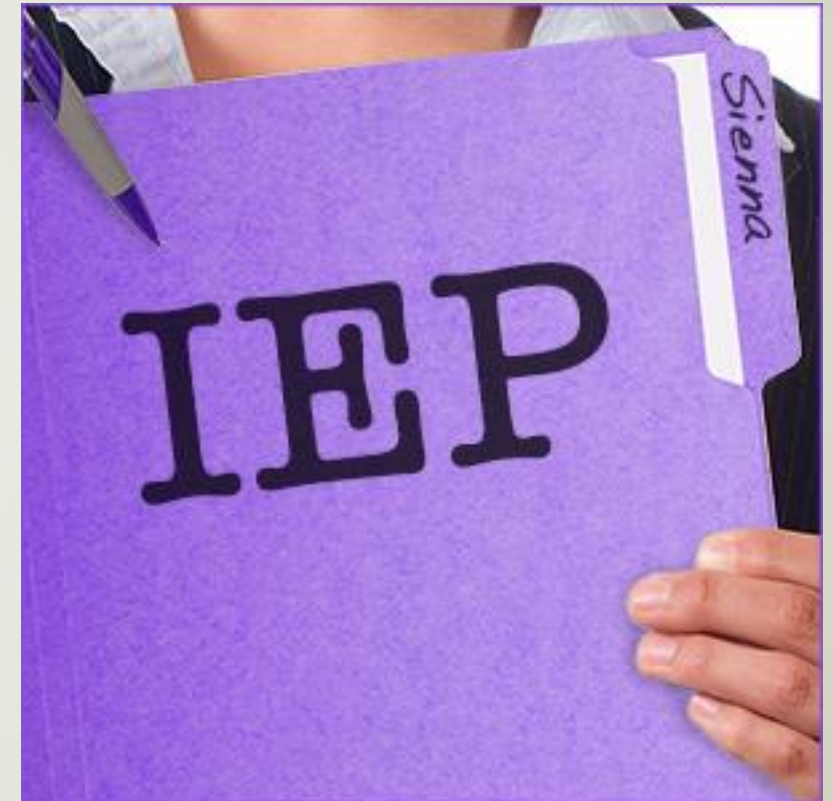
- IDEA states students with disabilities are entitled to special education and related services until the end of the year following his or her 21st birthday or when a student accepts a diploma



Documenting Disability for Employment/Education

In testing (SAT, ACT, AP exams)

- Previously received testing accommodations under an Individualized Education Program (IEP) or a Section 504 Plan, generally receive the same testing accommodations for a current standardized exam or high-stakes test.
- Exams administered by any private, state, or local government entity related to applications, licensing, certification, or credentialing for secondary or postsecondary education, professional, or trade purposes are covered by the ADA



College Accommodations

- Up-to-date evaluation (no more than 3 years old)
- Assessment and/or Medical/Psychiatric reports
- Special education/Section 504 eligibility
- Evaluation must be by qualified professional
- Must show impairment in comparison to average population
- Must link need for accommodations to impairment



Resources

<https://www.careeronestop.org/ResourcesFor/WorkersWithDisabilities/vocational-rehabilitation.aspx>

<https://www.understood.org/>

<https://www.mynextmove.org/explore/ip>

<https://www.projectsearch.us/transition-to-work/>

<https://www.tsalliance.org>



Sample Transition Plans

<http://www.parentcenterhub.org/repository/transitionadult/>

<http://www.doe.mass.edu/sped/advisories/goals-example-sheet.pdf>

<http://www.schools.utah.gov/sars/DOCS/transition/tgoalsiep.aspx>

<https://intra.wps60.org/transition/staff-development/43.html>

<http://www.yodisabledproud.org/>