

Individualized Education Plan (IEP) Transition Examples

**Examples of transition agency representatives (this list is not all inclusive):**

* Vocational Rehabilitation
* Social Security Administration
* Department of Work Force Development
* Bureau of Developmental Disabilities Services
* Medicaid Waiver Provider Agency
* Community Rehabilitation Program Representative
* Mental Health Representative
* Armed Forces Representative
* Child In Need Of Services (CHINS) Representative
* Post Secondary Educational Representative
* Public Housing Representative
* Adult Education Representative

**Examples of summaries:**

* Student A (student with a learning disability)

The transition interview was conducted on 9/29/2011 with Bart and his TOR. According to the transition interview, Bart would like to graduate from high school with a Core 40 diploma. Bart believes that he needs help passing his classes this semester. He believes that by having a weekly grade “check in” with the TOR it will help him stay on track. Bart is planning on either joining the military or getting a full time job.

* Student B (student with a mild mental handicap)

The student transition assessment/planning interview was completed with Ann by Mrs. Smith on 9/23/11. Ann stated that she is a ninth grader this year but would like to get a diploma but may get a Certificate of Completion. Ann is interested in working in the medical field or in a hospital. She thinks that it would be good to go to college but may be interested in a technical school for training. She would like to be a nurse or a doctor but would also like to know about a nurse’s assistant or other jobs she could do in a hospital or medical office. She is very interested in helping other people. Ann says that she has been paid to work in the yard at home but that she hasn’t had any other paying jobs.

* Student C (student with a moderate to severe mental handicap)

The student transition assessment/planning interview was completed with Susan and Ms Jones, TOR, on 03/21/11. Susan shared that she is in her final year of high school and will graduate with a Certificate of Completion. She stated she wants to continue to participate in Elkhart Community Schools programs after graduating by attending the Young Adult Program. After she completes the Young Adult Program she would like to have a job as a grocery bagger at Martin’s Supermarket. Susan expressed that she would only work part-time and did not want to jeopardize her SSI benefits. She felt that she would need extra supports to successfully secure employment and would like to have a job coach to assist her in securing employment, learning the job tasks, coordinating transportation to/from her job and to provide on-going supports to ensure job maintenance. According to the transition assessment, Susan can shop for simple items in a store, but is not always aware of cost of items and getting appropriate change when making a purchase. She wants to continue to build her skills in navigating public transportation to increase her independence and ability to get to and from community activities and work and would like to participate in activities in the community, such as Special Olympic basketball. Susan wants to learn more about the activities that are offered in the Young Adult Program and would like to discuss this as part of her transition IEP case conference meeting.

* Student D (student with an emotional handicap)

Roberta completed the student transition assessment planning interview on September 25, 2009, with assistance from her TOR. Roberta plans to graduate from high school with a Core 40 diploma. Her accommodations include extended time on tests and quizzes and she needs assistance with writing papers. She is a 21st Century Scholar and plans to attend a four (4) year college program. She wants to major in photography and hopefully manage her own business. Regarding questions or comments she would like to share at her IEP conference, she would focus on how to get the most scholarship money for college.

Note: If a student does not have evidence of independent living skills, then you must give a student an independent living goal. Make sure you include the skills they do have in the age appropriate transition assessment summary.

**Examples of measurable post secondary goals:**

* Student A (student with a learning disability)

*Independent living:*

During the transition assessment/interview with Bart, he informed me about many independent living skills that he is capable of doing. He would like to live in his own apartment/house after high school. Bart does all different types of housework such as vacuuming, dishes, laundry, taking out the trash, and mowing the lawn. Not only can he clean, but he prepares and cooks meals as well. Bart has held down two jobs for a little under a year. He works approximately forty (40) hours between his two jobs. Finally, he has had experience saving the money that he has made from working.

*Employment:*

Regarding employment after high school, I will join the military.

*Education and training:*

Regarding education and training after high school, I will do basic training and whatever other training is needed for the military section that I join.

* Student B (student with a mild mental handicap)

*Independent living:*

According to the transition assessment, Ann wants to get a driver’s license but knows she will need some help to study the manual. She is able to wash the dishes, sweep the floor and clean her room. She can cook meals with reminders from her mother. She knows how to cook chicken and macaroni. She can do the laundry with help and takes care of her own personal needs. Her mom does have to remind her to take her medicine. She likes to shop and can buy her own clothes and hair products.

*Employment:*

Regarding employment after high school, I will work somewhere in the medical field. I am interested in either becoming a nurse’s assistant or other jobs I would be able to do in a hospital or medical office.

*Education and training:*

Regarding education and training after high school, I will go to a technical school or college.

* Student C (student with a moderate to severe mental handicap)

*Independent living:*

Regarding independent living skills after high school, I will continue to live at home with my Mom and will need Mom’s assistance with handling my personal finances, SSI and work earnings.

*Employment:*

Regarding employment after high school, I will complete the Young Adult Program and have a job as a grocery bagger at Martin’s Supermarket.

*Education and training:*

Regarding education and training after high school, I will continue to participate in Elkhart Community Schools programs after graduating by attending the Young Adult Program. I will learn how to get around in the community safely to access work, recreational and community resources.

* Student D (student with an emotional handicap)

*Independent living:*

I am capable of taking care of myself. I can independently complete a wide variety of chores, including laundry, cooking simple meals, and cleaning. However, I don’t do as many chores during the school year as I do in the summer because I am employed by McDonald’s for ten (10) hours per week. I can cook macaroni & cheese, ramen noodle soup, chili dogs, crescent roll ham and cheese sandwiches, etc. I don’t have a driver’s license because I am expected to provide the money for the insurance. Once I have the money I will begin the process of getting my permit. I have a debit card and independently manage my own money. One example of my money management skills is that I chose to purchase a dog with my money rather than get a cell phone.

In an emergency situation I would dial 911.

I don’t have a curfew.

I use the computer at the library.

I make most of my own choices because my Mom has worked 2nd shift since I was fifteen (15) years of age.

*Employment:*

Regarding employment after high school, I will work as a wildlife photographer and manage my own business.

*Education & training*:

Regarding education and training after high school, I will go to a (four) 4 year college. I know I want to attend Ivy Tech in South Bend. My JAG teacher and I have already looked up the requirements for admission.

**For all seniors or exiting students the summary of performance page must be complete.**

**Examples of accommodations, modifications and/or assistive technology that have been most helpful to the student and what will help the student be successful after graduation:**

* Student A (student with a learning disability)

During the transition interview, Bart expressed that he did use extended time on tests/quizzes and homework. He said that being able to use his calculator during math class has been beneficial as well. Bart mentioned that he rarely uses the resource room, however, he likes the fact that when he has needed a quiet spot to take a test he has that as an option.

* Student B (student with a mild mental handicap)

Allow the use of notes or books on tests or quizzes.

Having questions/directions read to the student.

Tests modified by giving the student two (2) choices instead of four (4).

Allow a word bank for vocabulary.

* Student C (student with a moderate to severe mental handicap)

Susan stated that when learning new tasks it is helpful if directions are given to her verbally, as well as being provided with demonstrations of task completion, and provided with the opportunities to complete the task herself with verbal prompts, as needed, to ensure she is doing it correctly. Picture schedules or pictures of work task sequence, paired with written schedules/task analysis are also helpful for her to learn and retain information. She enjoys opportunities to participate in vocational activities through her school program, as well as opportunities to cook items at school. She would like to learn how to cook more items using the stove safely.

Other examples of accommodations:

* Use of templates to assist with counting and matching items
* Digital watch to tell time
* Picture schedule of task sequence
* Communication board
* Use of check list to complete job tasks
* Use calculator for math computations
* Utilize "signs" or "signals" when student is off task
* Work in a pair or small group to complete tasks

**Examples of transition services and activities:**

* Student A (student with a learning disability)

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| Description | By Whom | To Support | Date of Completion |
| Bart will contact the local Marine Recrutier to identify the steps he will need to complete to start the enlistment process | TOR/student | Employment skills, education/training skills. | 12/12/2012 |

* Student B (student with a mild mental handicap)

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| --- | --- | --- | --- |
| Description | By Whom | To Support | Date of Completion |
| Ann will explore different job possibilities within the medical field and identify the educational requirements of each job. | TOR/guidance counselor/student | Employment skills, education/training skills. | 12/12/2012 |

* Student C (student with a moderate to severe cognitive disability)

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| Description | By Whom | To Support | Date of Completion |
| Susan will participate in vocational exploration activities and training on public transportation, and also develop self-advocacy skills. | TOR/student | Employment skills, independent living skills, & education/training skills. | 12/12/2012 |

* Student D (student with an emotional handicap):

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| --- | --- | --- | --- |
| Description | By Whom | To Support | Date of Completion |
| Roberta will take a tour of the photography program at the Elkhart Area Career Center | TOR/Sandy Amt (Career Center Representative)/student | Employment skills, education/training skills. | 12/12/2012 |