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ABSTRACT

The purpose of this guide is to assist those involved in the transition planning process to help students with disabilities achieve a smooth transition from school to adult life. The guide addresses topics that deal with the preparation of students with disabilities as they leave high school. The guide's eight chapters deal with: (1) defining transition and transition planning and outlining relevant legislation; (2) transition and self-advocacy, and the student's rights and responsibilities at the Individualized Education Program (IEP) meeting; (3) identification of needs and student assessment, including methods of collecting data, how to use assessment data, and types of assessment; (4) individual planning for transition, focusing on targeted outcomes and roles and responsibilities of IEP team members; (5) curriculum for successful transition, which includes functional curriculum, daily living skills, social skills, occupational skills, and other topics; (6) support services in secondary and postsecondary settings; (7) transition planning and interagency cooperation; and (8) program evaluation and follow-up, which emphasizes the need for student follow-up as a necessary part of transition. An appendix provides three sample IEPs. (Contains 28 references.) (JDD)

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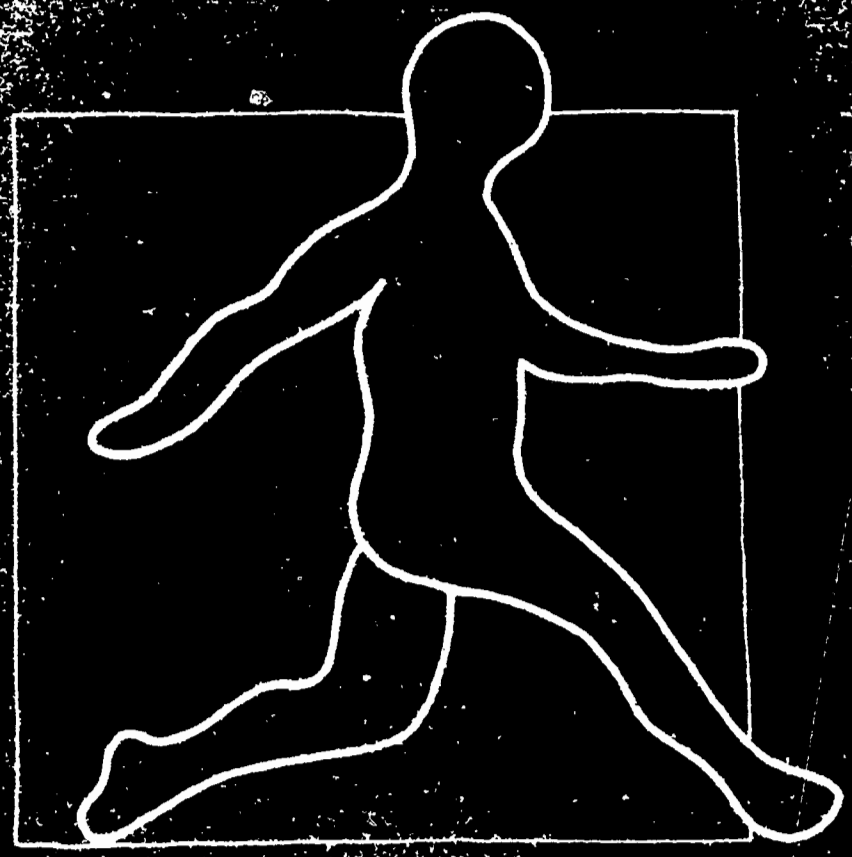

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1

Integrating Transition Planning into the IEP

The purpose of this guide is to assist educators, parents, and others involved in the transition planning process to help students with disabilities achieve a smooth transition from school to adult life. Transition personnel may include, but are not limited to, special educators, regular educators, vocational educators, social service workers, rehabilitation professionals, employers, postsecondary support service providers, residential support providers, medical providers, guidance counselors, mental health providers, and rehabilitation technology providers. With the enactment of the 1990 Individuals with Disabilities Education Act (Public Law 101-476), transition planning in the individualized education program (IEP) is required by law.

More than 300,000 special education students leave the security of high school behind each year. These individuals need assistance to receive the benefits of postsecondary education, employment, and full participation in social and leisure opportunities offered by their communities. The extent to which youth with disabilities succeed depends on the effectiveness of cooperative planning by schools, community service agencies, private organizations, and families. Cooperative planning addresses concerns about where persons with disabilities will live, work, recreate, and develop friendships.

Transition personnel, families, and individuals with disabilities need to focus not only on present educational needs but also on future needs. Thinking about the future will assist IEP planning teams in designing instructional programs that reflect the skills needed for targeted postschool environments in the areas of employment, living, community involvement, postsecondary education, and leisure pursuits.

This guide addresses topics that deal with the preparation of students with disabilities as they leave high school. It is the hope of the authors and the members of the Division on Career Development that the guide will help readers better understand, develop, and implement transition planning. References to *students* or *individuals* refer to students and individuals with disabilities who receive special education services.

WHAT IS TRANSITION?

On October 30, 1990, President Bush signed the legislation enacting Public Law 101-476. This legislation gave the Education for All Handicapped Children Act (P.L. 94-142) a new title, the Individuals with Disabilities Education Act (IDEA), and changed the language to use the term *disability* instead of *handicap.*

One of the most important changes in the law mandates that every eligible student have transition services incorporated into his or her IEP no later than age 16 and, when appropriate, beginning at age 14 or younger. It may be appropriate to include a statement of the interagency responsibilities or linkages in the IEP before the student leaves the school setting.

The IDEA defines transition services as follows:

> A coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities, including:
>
> Post-secondary education
>
> Vocational training
>
> Integrated employment (including supported employment)
>
> Continuing and adult education
>
> Adult services
>
> Independent living
>
> Community participation
>
> The coordinated set of activities shall be based upon the individual student's needs, taking into account student preferences and interests and shall include:
>
> Instruction
>
> Community experiences
>
> Development of employment and other post-school adult living objectives
>
> When appropriate, daily living skills and functional vocational evaluation

In cases where a participating agency other than the educational agency fails to provide agreed-upon services, the educational agency must reconvene the IEP team to identify alternative strategies to meet the transition objectives. Also of significance for transition planning, rehabilitation counseling and social work services are included in the definition of related services.

WHAT IS TRANSITION PLANNING?

Transition planning is a partnership involving students with disabilities, their families, school and postschool service personnel, local community representatives, employers, and neighbors. Its purposes are to help the student choose a living situation and to ensure that the student graduates with community living skills and can access postsecondary education if that is a desired outcome. Because young people with disabilities have different levels of impairments and capabilities, transition planning needs to be flexible to meet a variety of needs. Such planning begins early, with the expectation that students have opportunities and experiences during their school years to prepare them for postschool environments as well as time to redesign strategies along the way.

To be effective, transition planning should be an intrinsic component of the student's IEP. Progressive schools provide a curriculum that prepares students for the changes and demands of life after high school. Such innovative programs offer skills instruction in natural (rather than simulated) environments, including the home; work places; and such community sites as grocery stores, offices, and restaurants.

The years of transition from school to adulthood are difficult for everyone, but especially for young people with disabilities. They leave the structured environment of school and go out into the community to face its maze of public and private agencies, which often have long waiting lists for services with different eligibility criteria. The most effective transition planning involves consumers and parents as leaders in mapping the educational experience and the years after graduation. Empowering the family and student to do their own case management, become involved in policy-making bodies, and contribute as equal partners in the IEP process is paramount to successful transition outcomes.

Public policy has given students with disabilities and the educators who serve them a clear message regarding transition from school to work. In addition to IDEA, two laws supporting transition are in place: Public Law 101-392, The Carl D. Perkins Vocational and Applied Technology Education Act, and Public Law 100-336, the Americans with Disabilities Act. Each of these laws gives additional strength and direction regarding the design of transition programs and support services.

WHO SHOULD BE INVOLVED IN TRANSITION PLANNING?

Prior to convening the IEP meeting, careful thought should be given to who is needed to determine transition services and develop a plan to address student needs:

- Student.
- Family member.
- Special education teacher.
- Vocational education instructor.

- General educator (as appropriate).
- Special education administrator or designee.
- Community service representative(s) (e.g., community college, rehabilitation, mental health, etc.).
- Other school staff (e.g., counselor, psychologist, etc.).
(California Department of Education, 1991)

These individuals can collaborate to develop a well-thought-out plan. The IEP team can then designate leadership, responsibility, targets, and timelines for proposed transition activities.

WHY IS RELATED LEGISLATION IMPORTANT TO TRANSITION?

The Carl D. Perkins Vocational and Applied Technology Education Act and the Americans with Disabilities Act provide some important guarantees for transition services for students with disabilities. It is important for special educators to familiarize themselves with additional legislative information to be better prepared to design transition services for students with disabilities during IEP meetings.

The upcoming re-authorization of the Vocational Rehabilitation Act provides an additional opportunity to strengthen transition services. Advocates strongly hope that the independent living movement, in concert with the Americans with Disabilities Act, will strengthen consumer control over services, integrated community-based living arrangements, social change, and service based on peer relationships rather than professional-to-client relationships. In preparation for this change, teachers and families must prepare students for self-advocacy.

Understanding related legislation is important to transition planning because it helps educators prepare to identify and develop high-quality educational programming for students. If educators see the bigger picture and look beyond what special education professionals can do for transition efforts, then a team concept becomes a reality.

WHAT IS THE CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT?

The Carl D. Perkins Vocational and Applied Technology Education Act is the federal vocational education legislation that mandates the following assurances for individuals with disabilities. Educators will:

1. Assist students who are members of special populations to enter vocational education programs and assist students with disabilities in fulfilling the transitional services requirements of IDEA.

2. Assess the special needs of students with respect to their successful completion of the vocational education program in the most integrated setting possible.

3. Provide the following supplementary services to students who are members of special populations, including students with disabilities:
   - Curriculum modification.
   - Equipment modification.
   - Classroom modification.
   - Supportive personnel.
   - Instructional aids and devices.

4. Provide guidance, counseling, and career development activities by professionally trained counselors and teachers who are associated with the provisions of such special services.

5. Provide counseling and instructional services designed to facilitate the transition from school to postschool employment and career opportunities. (Section 118)

These assurances provide special education teachers with the additional support they need to ensure that students with disabilities receive vocational education opportunities and the necessary support services to succeed in vocational education programs.

Two significant areas of emphasis in the Perkins Act that have unlimited potential are the integration of basic skills into vocational education programs and technology preparation, better known as "tech prep." The strong focus on integration of basic skills into vocational curriculum is clearly related to the transition skills needed by students as they exit the educational system. On the other hand, tech prep may not have quite as obvious a connection for students with disabilities. Educators may think that tech prep is too advanced for these students because it is a program designed to instruct students in technical skills. However, tech prep provides the opportunity for innovative and creative approaches by taking a 2-year program at the secondary level and continuing skill development for 2 years beyond the traditional 2-year instructional program. For this reason, it is most commonly referred to as a "2 + 2" program. Educators should look at tech prep programs as vocational instruction opportunities for transition planning.

WHAT IS THE AMERICANS WITH DISABILITIES ACT?

The Americans with Disabilities Act (ADA) guarantees equal access for individuals with disabilities in the following areas:

1. Employment.

2. Public accommodations.

3. State and local government services.

4. Transportation.

5. Telecommunications.

According to the law, the individual with disabilities must be able to perform "essential functions" of the job, and an employer may not discriminate against qualified individuals. The employer is required to make "reasonable accommodations" for employees with disabilities. *Reasonable accommodation* is defined as an accommodation that does not place "undue hardship" on employers. It is important that students be aware of their rights under this law. Personnel need to be educated about ADA so they can pass this information along to individuals with whom they work (Barnes, 1991).

All state and local government facilities, services, communications, and transportation (buses, trains, subways, and other forms of transportation) must be accessible to individuals with disabilities. In addition, all places of public accommodation such as restaurants, theaters, schools, museums, and hotels must be readily accessible or the removal of barriers must be "readily achievable." *Telecommunications* refers to public telephone services, which must make accommodations for students with hearing and/or speech impairments to improve communication with employers and public services for individuals with disabilities.

2

Transition and Self-Advocacy

WHAT IS SELF-ADVOCACY?

Developing self-knowledge is the first step in attaining self-advocacy skills. Learning about one's self involves the identification of learning styles, strengths and weaknesses, interests, and preferences. For students with mild disabilities, developing an awareness of the accommodations they need will help them ask for necessary accommodations on a job and in postsecondary education. Students can also help identify alternative ways they can learn. Self-advocacy is a process of

> learning to speak up and ask for what you need on your own behalf. Self-advocacy means to take charge of your life. It is working toward being more independent. Self-advocacy means you can stop being a victim. You don't have to feel helpless. In developing self-advocacy skills, you are building self-confidence. When you feel better about yourself you may be more willing to take risks in your life. Taking more risks means developing and expanding your potential. Taking charge of your life can mean going from feeling hopeless to hopeful. (Carpenter, 1986, p. 2)

HOW CAN WE IMPROVE SELF-ADVOCACY?

There are many components in developing self-advocacy skills in young adults who are engaged in the transition process. Information about legislation alone will not ensure self-advocacy skills. The following sections provide some additional strategies to help educators and parents prepare individuals with disabilities to develop self-advocacy skills.

Reinforce the Student as a Self-Advocate

Encourage the student to be active in the IEP process and other decision-making situations. Assist the student in compiling and developing an exit file. This file should include the last IEP, a transition plan, documentation of disability, recent test scores and assessment summaries, a list of strengths and areas of need, a

list of home or work accommodations needed, a summary of learning style, letters of recommendation, and the telephone numbers of service providers. This file empowers the student and encourages self-knowledge. Self-advocacy issues and lessons will be most effective if they are integrated daily.

Respond to Students who Self-Advocate Appropriately

Listen to the problem and ask the student for input on possible accommodations or modifications that he or she may need. Talk with the student about possible solutions, discussing the positive and negative sides. A person who self-advocates should not feel alone. Good self-advocates know how to ask questions and get help from other people. They do not let other people do everything for them or tell them what to do. Self-advocates are assertive. Assertive people tell others what they want and need, but they do not demand things. They respect the rights and feelings of other people. They talk over their ideas with other people. They ask questions for guidance, then make up their own minds after reviewing the information. They may have strong feelings, but they try to be objective when making their decisions.

Identify Strategies for Teaching Self-Advocacy

Students need opportunities to practice newly acquired self-advocacy skills. Teachers may wish to have students role play various situations in which they can practice skills such as the following:

- Setting up a class schedule.
- Moving out of the home.
- Asking for accommodations needed for a course.
- Meeting with a rehabilitation counselor or social service caseworker.
- Meeting with a medical provider.
- Working with a personal care attendant.
- Interviewing for a job.
- Making choices in an IEP meeting.

Students apply self-advocacy skills by calling and requesting information about a service they need for transition from high school. Students can prepare to visit an adult service provider by compiling a list of questions to ask and requests for services.

Identify Examples of Self-Advocacy Objectives on an IEP

Following are some examples of objectives for an IEP that would promote development of self-advocacy. Students will:

- State their rights as mandated under Public Law 101-476.

- State their rights as mandated under Section 504 of the Rehabilitation Act of 1973.
- State the differences between IDEA and Section 504 of the Rehabilitation Act.
- Be able to access information from the support service staff of the postsecondary school in which they have expressed an interest.
- State the type of information necessary to self-advocate.
- Define the terms *assertive*, *passive*, and *aggressive*.
- Identify assertive, passive, and aggressive behavior in written scenarios.
- State examples of their own assertive, passive, and aggressive behaviors.
- Respond assertively in a given situation.

Identify Student Skills Needed for Self-Advocacy in a Job Interview

Students need specific self-advocacy skills for job interviews. Here are a few examples:

- Be prepared: Complete an application and a résumé.
- Be alert: Greet interviewer, establish eye contact, and sit up straight.
- Be an interested listener: Show enthusiasm.
- Express yourself clearly: Avoid slang and negative comments.
- Tell about yourself: Describe your strengths, goals, and past experiences.
- Ask questions: Show interest and energy.
- Describe what you have to offer or the types of work you want to do: Demonstrate self-confidence and enthusiasm.

These are just a few examples of the techniques educators and parents can use to ensure that students have the self-advocacy skills needed to make the transition from school to work. It is important that self-advocacy be recognized as a critical component of transition if the ultimate goal of transition—independence—is to be achieved.

WHY IS SELF-ADVOCACY PART OF TRANSITION?

No one has a greater stake in the outcome of transition planning than the student with a disability. The student should be an active, participating member of the transition team, as well as the focus of all activities. For a young person with a disability, decision making is complicated by limited choices and the tendency for others to tell the individual what to do.

Too often students are taught that dependence, passivity, and reliance on unseen forces will take care of them. Throughout transition planning, students should be encouraged to express concerns, preferences, and conclusions about

their options and to give facts and reasons. They may need to learn how to express their thoughts in a way that makes others listen to them and respect their views. In order to learn these skills, students need to practice them within a supportive environment. The transition process is a good place to start. Transition planning should be an ongoing opportunity for students to learn and practice responsibility and self-knowledge. Transition is an ever-changing process, and students need to be skillful enough to adapt to the challenge of those changes.

WHAT ARE A STUDENT'S RIGHTS AND RESPONSIBILITIES AT THE IEP MEETING?

Paulson and O'Leary (1991) have expressed their belief that part of the IEP planning process for educators is preparing the student for participation in the IEP meeting. Educators need to stress the importance of attendance at the IEP meeting and encourage the student to take an active part. The student has the right to (a) be at the IEP meeting; (b) give his or her opinion; and (c) have the objectives he or she wants included in the IEP meeting.

In return, the student's responsibilities include

- Thinking about what he or she wants for the future.
- Communicating with parents and teachers to determine realistic goals.
- Sharing feelings with the IEP team.
- Following up objectives for which he or she is responsible.

In order to carry out the full intent of the law, ample opportunities must be provided for students to take an active, participatory role in the transition planning process. The IEP meeting is the critical moment when opportunities for participation are duly noted by all team members.

3

Identification of Needs and Assessment

Assessment of students with disabilities can take many forms, depending on the information needed for planning and instruction. Both short-range and long-range planning should begin early. Assessment is ongoing throughout a student's school career. Beginning as early as kindergarten, the IEP should contain career and prevocational goals and objectives. By the time a student reaches the middle school or junior high level, assessment will become more systematized and focused on transition to adult roles.

WHAT IS ASSESSMENT?

Assessment is a process of compiling information already available on a student into a profile to determine the student's current status in a variety of areas. A review of the student's permanent record, past IEPs and diagnostic summaries, and informal interviews with the student and parents can produce an abundance of information. A school guidance counselor may also have a portfolio of skills mastered by the student. A summary of this information can help teachers, parents, and students make decisions about curriculum needs and IEP goals and objectives.

WHO CONDUCTS ASSESSMENT?

Most school districts have counselors who help students define their future goals. Some schools have a guidance curriculum that defines developmental tasks for students. Counselors are a vital resource when assessing a student's strengths and weaknesses in a variety of adult roles. They can administer assessment instruments, and many have a portfolio on each student that records mastery of developmental tasks in such areas as career development, personal-social skills, independent living skills, and decision-making skills. Counselors, however, are not the only personnel who have a major responsibility in the assessment of students for transition planning. All educators can contribute valuable information to transition planning in the IEP process. The emphasis on transition planning as a collaborative effort reinforces the fact that counselors

are a vital resource in transition. At the same time, other individuals have much to contribute to transition planning through the assessment process.

WHAT TYPES OF INFORMATION ARE COLLECTED?

There are many areas to consider when planning for a student's transition. Readiness for independent living and vocational skills should be addressed in each evaluation of a student for special education services. At the middle school/junior high level, assessment of these areas may be informal. Sarkees and Scott (1990) have provided a list of areas which assessment should cover, including:

- Basic skills.
- Communication skills.
- Ability to follow directions.
- Coordination.
- Self-confidence.
- Personal hygiene and grooming.
- Ability to work with others.
- Work habits.
- Preferred learning style. (p. 106)

WHAT ARE THE METHODS OF COLLECTING DATA?

Observation checklists can provide a wealth of information about the student. It may be helpful to have parents, teachers, employers, and peers complete the checklists so that a full picture of the student emerges. It is also recommended that the student self-evaluate on these informal measures. Realistic self-evaluation is a skill all students should possess, and practice will develop these skills. A comparison of the student's self-evaluation and others' evaluations can often provide the student with a more realistic appraisal of skills and behaviors.

HOW IS ASSESSMENT USED?

A key to efficient evaluation and application of assessment information is preparation and management of the information by decision makers in the transition process. If assessment information has been organized and profiled carefully, it should reveal patterns in the student's vocational development and directions for future vocational programming and transition planning.

If students, parents, or teachers disagree on goals for the student or testing indicates needs that might prevent a student from reaching stated goals, assessment of a more formal nature may need to be pursued. This assessment would concentrate on areas of discrepancy, which would help planners come to a consensus.

WHO COLLECTS ASSESSMENT DATA?

Teachers, parents, and students can furnish information related to the student's interests, skills, and special needs based on behavior observations, interviews, and stated desires. What the student wants to do as an adult and what the parent wants the student to do can be good indicators for planning an educational program. Together, teachers, parents, and the student can make good judgments about the student's skills and abilities and can help plan for any special instruction or accommodations that might be needed. Special instruction might include various curriculum options such as community-based instruction, a work experience program, vocational education classes, or special preparation for entry into college. The special needs might include the student's need for different teaching methods according to his or her learning style, needs for interagency cooperation to provide work experience, or transportation needs for program implementation.

WHAT IS CURRICULUM-BASED ASSESSMENT?

One practical and functional approach to vocational assessment is the use of assessment procedures that are linked to ongoing school and/or facility curricula. Curriculum-based vocational assessment (CBVA) involves the identification of an individual's career or vocational strengths and weaknesses for purposes of making decisions that will affect programming and instruction (Stodden, Ianacone, Boone, & Bisconer, 1987). The primary strength of CBVA is its direct relevance to existing curricula and its direct applicability to ongoing curriculum and instruction activities within a variety of settings.

Since CBVA integrates assessment information from and within multiple service environments, this process can be pivotal in strengthening communication and coordinating services between these providers. CBVA models are integrated into a career development context. These models are based on an individualized, developmental assessment of career and vocation-related needs and competencies rather than isolated snapshots of skills, interests, and aptitudes during one stage of the developmental process.

The CBVA can be applied in a variety of settings. The process is designed to be molded by the unique characteristics and resources of any system that needs to collect performance-based information to assist in making programming and placement decisions. For instance, the CBVA process is structured to accommodate and specifically address the purpose, intent, resources, and personnel available within a system (e.g., school, adult service, rehabilitation, or direct employment site). The fundamental premise of the process is that demonstratively useful vocational assessment information can be obtained by effectively using the resources and environments available within one's setting. The unique features of the CBVA can best be realized by:

1. Structuring information and performance-based evaluation activities within a career/vocational framework.

2. Collecting and compiling this information over time in a variety of environments.

3. Formalizing the evaluation, synthesis, and application process to obtain the most complete picture of the student, client, or worker.

Depending on the system, the availability of assessment environments will vary, as will their direct relationship to vocational and employment settings. Regardless of this relationship, information extracted from academic, vocational, or functional living curricula can provide valuable information on work-related behaviors, functional skills, interests, and aptitudes.

WHAT IS FORMAL ASSESSMENT?

Assessment can be divided into three levels (Maxam, 1985). A Level I assessment is informal and consists of reviewing and compiling existing data on an individual student. Level II assessments are performed when the Level I data are insufficient to make decisions about future goals. More data are gathered, often using standardized test batteries to obtain information on interests and aptitudes. A Level III assessment is referred to as a *comprehensive vocational assessment* or *vocational evaluation* and is performed when the data produced by Levels I and II are inconclusive for program planning.

Formal assessment is usually performed by personnel who are trained in the area of assessment. For a Level II assessment, a qualified school counselor might administer an interest inventory or aptitude test. This additional information may be enough for the planning team to make decisions for the vocational preparation of the student. If the Level II data do not provide enough information to make a decision, a comprehensive vocational evaluation would be recommended.

Level III assessment, or comprehensive vocational evaluation, is performed by personnel trained in this specialty area. Various standardized and criterion-referenced instruments are administered to the student, including interest tests, aptitude tests, and hands-on work samples (portions of real jobs). The vocational evaluator is also trained in behavior observation. He or she writes an evaluation report that includes behaviors pertinent to instruction or work (such as interpersonal skills, organizational skills in relation to tasks, etc.). Not all school districts have access to a formal vocational evaluation unit.

Formal vocational evaluation units are useful to help students make decisions about their interests and abilities. Students are exposed to a variety of real job tasks so that they can make better decisions about whether or not they like doing the task. Some students find that the jobs they thought they would like require too much reading or writing, and they change their goals to more realistic career options. The written reports from a comprehensive vocational evaluation can provide a wealth of information upon which to base decisions for both short-range and long-range goals.

For students with severe disabilities, a community-based vocational evaluation may provide better data than a traditional comprehensive vocational evaluation (Browder, 1987). Many of the work samples in a comprehensive vocational evaluation center may be related to jobs that students with severe limitations would be unable to perform. For all students, especially students with severe disabilities, an assessment in the community might yield more useful data (Halpern & Fuhrer, 1984). Student interest would be assessed informally, and potential jobs in the community that were related to their interests would be identified. These jobs would be task analyzed and taught to students in the environment in which the jobs are found (in the factory, grocery store, etc.). A task analysis is fairly easy to do. It consists of the following steps:

1. Watch the task being done.
2. Do the task yourself until you are proficient.
3. Write down each step of the task in behavioral terms.
4. Do the task again, following your written directions.
5. Have someone who is familiar with the task follow your directions.
6. Correct errors on the written directions.
7. Have someone who is unfamiliar with the task perform it from the written directions.
8. Correct any unclear directions.

A student would be instructed in the task, and his or her performance would be recorded on each job assessed. Allowing students to be instructed in two or three different jobs exposes them to other potential interest areas and increases their ability to make decisions about what kind of work they want to do.

Special educators have long used assessment tools to establish eligibility for services, program placement, development of IEP goals and objectives, and monitoring progress toward goals. Some of the assessment tools are standardized (e.g., intelligence tests), but many are informal tools such as observation, questionnaires, and frequency counts (Guerin & Maier, 1983). With the need for planning for the transition of students, these tools ought to become even more helpful. Special educators who include vocational readiness and vocational information routinely in their diagnostic and yearly assessments will have more information upon which to plan for transition. Recent research literature cautions against overreliance on standardized testing unless it is used in conjunction with informal methods.

The Perkins Act stresses the importance of vocational assessment for appropriate vocational program placement of individuals with disabilities. This assessment may be informal or formal, depending on the information needed for decision making. Appropriate vocational program placement is vital to the success of students with disabilities. A vocational assessment can provide

direction for the placement decision as well as delineate the special needs of the student in regard to delivery of instruction (teaching methods), testing accommodations, and support services needed for success (Meers, 1987).

Special educators must make a concerted effort to improve and summarize assessment information and share it with vocational rehabilitation or adult service providers. Collaboration in the use of assessment data by all transition team members will ensure cost effectiveness and minimize duplication for students and clients. It is an important step in the referral process. Some students with disabilities will be referred to Vocational Rehabilitation for services during their high school years. Vocational Rehabilitation has used vocational evaluation results for many years prior to the establishment of vocational evaluation centers in school settings. A comprehensive vocational evaluation can sometimes be purchased by Vocational Rehabilitation during the student's secondary education. Having results available to Vocational Rehabilitation counselors can decrease the referral or eligibility time for students and help the counselors make decisions with students about their future goals.

For students who may be referred to the Department of Mental Health or to the Department of Mental Retardation/Developmental Disabilities for services after school completion, the vocational evaluation results will also be helpful for planning. In all cases, the evaluation results will reduce the amount of time needed for adult agencies to assess transition services.

Adult service agencies should be a part of the transition planning for students with disabilities. In most cases, this means being a part of the IEP team early in the high school program. Agency personnel will have questions about the student that can be answered through appropriate vocational assessment. Be sure to include these personnel in the planning for assessment of students. This will save them time and money and save the student from undergoing another assessment after completion of high school. Future plans and goals will already have been determined, and the adult service agency already will have been informed as to the interests, abilities, and special needs of the young adult entering their service domain.

4

Individual Planning for Transition

The transition planning process is driven through the development of the IEP. The IDEA states that the IEP must now address the transition services necessary for a student to access postschool environments. The IEP consists of an annual planning document listing goals and objectives to be mastered for the year. In order to incorporate transition into the IEP, all goals and objectives must be selected based on current levels of performance and anticipated future environments.

The IEP should address transition needs starting at age 16, or when appropriate, age 14 or earlier. It is recognized that career development is a lifelong process that begins as a student enters elementary school. The IEP plan integrates the transition plan by using the following components:

- Descriptions of abilities and limitations as they relate to present and future needs.
- Collaboration between school personnel such as vocational educators, special educators, guidance counselors, general educators, and nurses.
- Coordination with community and adult service providers as contributors of information and resources.
- Involvement of parents and students as active participants in the planning process.

To integrate students with disabilities into school and community settings, IEP goals should focus on the least restrictive environments for skill acquisition. In many cases the community is the only suitable environment for learning transition skills.

Anticipation of adult environments that the student will be functioning in and provision of cumulative annual IEPs prepare the student to make the transition to the adult environment. An effective transition occurs when the student has the necessary skills and supports in place to be successful in the adult environment.

The IEP team meeting is vital to the coordination and development of transition. The IEP manager must gather a team that includes the participants needed to fulfill the needs of the student. If IEP team members from the community and service agencies are not available to attend the IEP planning meeting in person, it is important to have their input and information available for consideration at the meeting.

WHAT ARE TARGETED ADULT OUTCOMES?

Anticipated adult environments are targeted as transition outcomes based on assessment data, IEP team input, family values and resources, and student preferences. When adult outcomes are selected, some considerations may include medical needs, transportation, individual strengths and limitations, necessary support services, degree of occupational skill development, jobs available in the community, community resources, and recreation and leisure opportunities. Targeted outcomes should be based not on what is currently available in the community but on the needs and desires of the individual and family involved. Resources and services can be developed to meet the desired adult outcomes.

Adult outcomes fall into the five domains of postsecondary training and learning, jobs and job training, home living, community participation, and recreation and leisure skills. Curriculum and resources are available for each domain. What is important is that the comprehensive needs of the student be matched to the appropriate curriculum in order to achieve desired adult outcomes.

IEP team members are responsible for ensuring that the student acquires the necessary skills to reach the anticipated adult outcome when the transition is complete. This means that the IEP team must know what skills will be required for the student to be successful in the targeted environment. Skills may include the following, among others:

- Job seeking and retention skills.
- Specific occupational skills.
- Generalizable skills such as reading, computation, writing, communication, problem solving, note taking, critical thinking, and decision making.
- Social skills.
- Self-advocacy skills.
- Community functioning skills such as transportation.
- Home living skills such as cooking.

Curriculum, instruction, experience, and other avenues provide opportunities for the student to acquire the needed skills. The IEP team should look to such avenues as regular education, vocational education, special education, community experiences, and home experiences for the acquisition of skills. Services and supports can come from community organizations, agencies, guidance and

career counselors, special educators, job placement specialists, peers, and family members.

WHAT ARE THE ROLES AND RESPONSIBILITIES OF IEP TEAM MEMBERS IN PLANNING?

A cooperative effort will be required by a variety of agencies and individuals if the IEP is to become a successful vehicle for preparing individuals with disabilities for employment and independent living. The primary responsibility of the IEP team should be to develop, implement, and evaluate the IEP as well as to see that necessary resources and support services are provided so that transition activities will be successful.

Team members involved in developing and implementing the IEP could include the following:

1. *The Student.* The student assumes responsibility for identifying a career path, suggesting activities and services for his or her own transition plan, and providing feedback about the quality of experiences and services provided. The student states preferences and desires as well as committing to the plan.

2. *Parents and Family.* Family members participate in all phases of the IEP development, implementation, and evaluation. They provide valuable feedback to other team members. They provide insight into the background and needs of the student. They also actively participate in and reinforce IEP activities as well as serving in an advocacy role.

3. *Special Education Personnel.* These educators assist in collecting information necessary to establish IEP goals and objectives for the student, coordinate services and resources, provide direct instruction and reinforcement to the student, and help match student needs and interests with an appropriate career path. It is critical that they coordinate the activities in the IEP from one level to the next (e.g., facilitate the student's movement from elementary to middle school, middle school to high school) to provide a smooth and comprehensive transition within the school-based program and beyond.

4. *Administrators.* Administrators promote a positive attitude toward transition programming as it is developed through the IEP and provide the resources needed to implement IEP activities and services.

5. *Vocational Instructors.* Vocational personnel help provide the student with career development experiences and specific vocational instruction. They identify instructional and placement sites in the local community and recommend necessary supports.

6. *Academic Teachers.* Academic teachers teach and/or reinforce the generalizable academic skills (e.g., math, communication, reading, critical thinking) identified as necessary to the career path chosen by the student.

7. *Guidance Counselors.* Guidance personnel provide career and personal development information, conduct and interpret career assessment activities, and help coordinate support services documented in the IEP. They monitor the diploma and graduation requirements.

8. *School Support Personnel.* Support personnel represent a variety of diverse backgrounds and expertise that can be used to implement the activities documented in the IEP (e.g., remedial academic instructors, resource personnel, psychologists, speech therapists, personal care attendants, job coaches).

9. *Service Agencies and Adult Service Providers.* Representatives of agencies and adult service providers present specific information to the team regarding the type and kind of services available through the agency; requirements to qualify for services; availability of services at the local level; procedures for applications; and contact person, location, and telephone number. Examples of agencies and adult services providers include the following:
   - Vocational Rehabilitation Services (VRS).
   - Department of Mental Health/Mental Retardation (DMH).
   - Commission for the Blind.
   - Division for the Hearing Impaired.
   - Department of Human Services.
   - State Employment Commission.

10. *Postsecondary Education Personnel.* Postsecondary education representatives provide information about available instructional programs, admission requirements and procedures, support services provided to students with disabilities, and articulation strategies that have been coordinated with secondary programs.

11. *Employers and Members of the Business Community.* These individuals provide valuable information concerning the labor needs of business and industry, changes in technology and the impact on instructional programs and curricula, and current and future job prospects. They can also provide instructional sites and participate in transition activities (e.g., job shadowing, guest speakers, job fairs).

12. *Work Experience Coordinators.* These individuals are school-based educators whose primary responsibilities include developing job sites, setting up supports, placing students in work sites, supervising student progress, and acting as liaisons between school programs and employers.

13. *Transition Specialists.* These individuals provide the liaison between the school, the home, and various adult service providers who are assisting the student in the transition process. Their roles and responsibilities are as diverse as the students they serve.

    While all of these transition team members may not be involved at the same time, teachers, other professionals, and families should look to every source available for assistance. It is important to remember that transition planning is

not an exact science but an art. Together, the team members must ask themselves a series of questions to help guide the transition planning process. Following are some examples of questions that must be addressed by the IEP team:

1. Which agency or individual assumes what type of responsibility for a specific student?

2. When does each transition activity or service begin and how long should it last?

3. What criteria should be used to determine whether or not the planning documented in the IEP has been executed successfully?

5

Curriculum for Successful Transition

A full generation of students with disabilities has moved through the public education system since P.L. 94-142 was enacted in 1975. During this time, researchers have suggested and practitioners have implemented a variety of instructional approaches, delivery models, and programs designed to provide for the unique educational needs of students in special education. As students with disabilities emerged from the school system into work and adult living, national attention began to focus on this first generation of individuals to benefit from the legislation.

If students do not achieve the expected postschool outcomes, the IEP team must seriously examine instructional content for each student, especially at the secondary school level. In recent years, researchers have suggested that changes in curriculum are necessary if students are to attain a significant improvement in postschool adjustment and quality of life (Edgar, 1987; Halpern & Benz, 1987). Two major changes are recommended:

- Provide for basic academic skill instruction along with functional or life skills instruction.
- Teach functional and life skills in natural settings (home, school, community, work).

Students must be able to function both in and outside of the classroom.

WHAT IS FUNCTIONAL CURRICULUM?

Clark (1990) defined functional curriculum as "instructional content that focuses on the concepts and skills needed by students . . . in order to achieve life adjustment. These concepts and skills are individually determined through functional assessment and are targeted for current and future needs" (p. 3). Just as academic skills are taught in a logical scope and sequence, functional or life skills can be organized in a curriculum as well. The idea, however, is not to have two separate curricula, but to have a continuum unique to the current needs and postsecondary goals of the student.

To help the student achieve a successful adjustment after high school, the curriculum must be linked to the skills the student will need. Regular education students participate in a college preparatory curriculum if they expect to enroll in a community college or university program after high school. Likewise, other students participate in a technical/vocational curriculum if they plan to enter a vocational school, an apprenticeship program, or employment in the workforce. Students with special needs and their families must also target postsecondary goals by age 16 or earlier (see Chapter 4, Individual Planning for Transition). The next step, then, is for the IEP team to select or develop a curriculum that includes skills that are important for success in the identified postschool environment.

Halpern (1985) identified three major environments or domains of adjustment for the postschool years: personal-social networks, daily living, and employment. A comprehensive functional curriculum includes life skills in all three environments or domains. A good example of a comprehensive functional curriculum is the Life-Centered Career Education Curriculum (LCCE) (Brolin, 1982, 1989). LCCE divides three broad categories into a number of skills and subskills identified as important for successful adjustment in adult life.

WHAT ARE DAILY LIVING SKILLS?

Daily living skills, sometimes referred to as *independent living skills*, are the skills required to function independently or within a family environment. People with good daily living skills become responsible adults within home, school, community, and work environments. Daily living skills instruction is the responsibility not only of special education teachers, but also of parents, regular education teachers, and even peers. The following are some examples of these skills:

- Managing personal finances.
- Selecting and managing a household.
- Caring for personal needs.
- Being aware of safety.
- Raising, preparing, and consuming food.
- Buying and caring for clothing.
- Exhibiting responsible citizenship.
- Using recreational facilities and engaging in leisure activities.
- Getting around the community. (Brolin, 1982, 1989)

WHAT ARE PERSONAL AND SOCIAL SKILLS?

Personal and social skills are closely linked with a satisfying adult life. However, peer relations and social learning are a common problem for students with disabilities. Inappropriate personal and social skills are frequently noted by

employers as a reason for job termination (Rusch & Chadsey-Rusch, 1985). Problem-solving, decision-making, and self-advocacy skills are especially critical in this category (Ianacone & Stodden, 1985). LCCE skills in this domain include:

- Achieving self-awareness.
- Acquiring self-confidence.
- Achieving socially responsible behavior.
- Maintaining good interpersonal skills.
- Achieving independence.
- Achieving problem-solving skills.
- Communicating with others.

WHAT ARE OCCUPATIONAL SKILLS?

Work is the fundamental activity of adult life. Society values and rewards workers through wages, benefits, labor laws, and recognition as an employee or worker. Given the large unemployment and underemployment rates among persons with disabilities, a heavy emphasis on career and vocational preparation is appropriate for any student who expects to enter the workforce. LCCE's occupational guidance and preparation category includes the following skills:

- Knowing and exploring occupational options.
- Selecting and planning occupational choices.
- Exhibiting appropriate work habits and behavior.
- Seeking, securing, and maintaining employment.
- Exhibiting sufficient physical and manual skills.
- Obtaining specific occupational skills.

For students who participate in vocational education, these skills would be integrated into their vocational curriculum and could be reinforced by support personnel and/or special education teachers.

HOW CAN A FUNCTIONAL CURRICULUM BE INDIVIDUALIZED?

Although educators usually consider the LCCE curriculum and its implementation strategies appropriate for students with mild to moderate disabilities, the daily living skills, personal and social skills, and occupational skills domains are equally appropriate for *all* students, regardless of disability. The subskills under each domain are analyzed to a greater degree to reflect the needs of the student more adequately.

For a completely individualized approach to identifying functional skills, Wehman, Moon, Everson, Wood, and Barcus (1988) have suggested that teachers

and other IEP team members use a process called *ecological analysis*, which includes the following steps:

1. Select a major curricular domain for analysis (daily living skills, personal and social skills, or occupational skills).

2. Identify environments or settings for the selected domains (home, school, community, workplace). Include environments identified by the students, parents, and other IEP team members.

3. Observe the environments and record the skills that are necessary to function within the identified environments.

4. Check the targeted skills with the parents and other IEP team members to assure accuracy.

5. Repeat Steps 1 through 4 with the other two domains.

6. Review the results periodically and revise as necessary.

This process requires time spent in other environments outside the school and therefore requires administrative support.

WHAT DOES IT MEAN TO TEACH IN NATURAL SETTINGS?

A key principle and instructional strategy associated with functional curriculum is the notion of teaching in natural settings. This means that teaching takes place in the environment in which the skill is naturally employed. For example, "sorting laundry" occurs in a home setting; "making a bank deposit" occurs in the community; and "participating in a consumer math class" occurs at school. For secondary students, job training occurs at a real workplace in the community, rather than in a simulated work environment or sheltered workshop. On the other hand, many functional skills are appropriately taught in all settings. For example, problem-solving skills from the personal and social skills category are important not only in the home, school, and community, but also at work. Likewise, safety awareness, from the daily living skills category, is needed in the home, workplace, and community setting. Furthermore, learning in natural settings allows students with disabilities to experience associations and natural interactions with nondisabled community members. Balance is needed so students are not isolated from the community or their peers at school.

WHAT IS THE RELATIONSHIP BETWEEN TRANSITION AND FUNCTIONAL CURRICULUM?

The school-to-adult-life transition is a process that can be defined by many characteristics. Functional curriculum is at the core of transition activities dur ıg the school years. Rusch and DeStefano (1989) have identified common strategies or characteristics among successful secondary school transition

programs. The framework of these strategies provides the foundation for successful student transition:

(1) early planning;

(2) collaborative team of decision makers for identifying support services;

(3) an individualized transition plan;

(4) instruction in natural, integrated settings;

(5) community-based training;

(6) functional curriculum;

(7) job development using family and local business resources;

(8) job placement prior to graduation;

(9) ongoing staff development; and

(10) program evaluation activities. (pp. 1–2)

WHEN SHOULD A FUNCTIONAL CURRICULUM APPROACH BE USED?

Although functional curriculum can be started at any time, experts recommend that a functional curriculum be used from the elementary school years (Boyer-Stephens & Kearns, 1988; West, 1987). In this way, a student's IEP will

- Target identified functional and academic skills in an integrated plan.
- Help maximize student growth throughout the school years in all domains.
- Facilitate a smooth transition to postsecondary environments.

IEP team members must ask the following questions about each skill:

- Is it appropriate to the student's age peers?
- Is it a skill needed to function independently within the student's local community?
- Is it based on the student's current needs? On postsecondary goals or plans?
- Do the parents or other family members think the skill is important?
- Have we considered all domains? All environments within each domain?
- What is the natural setting for this skill?
- Are student preferences considered?

6

Support Services

Professional educators want students to succeed. Regardless of legislation, many school systems have developed ways to provide the support services necessary for students to achieve academic, social, and vocational goals. Schools offer an array of support services from individual tutoring to resource rooms to services that support full integration. However, legislation has added special significance to the types of support services students need. Both the Individuals with Disabilities Education Act and the Perkins Vocational and Applied Technology Education Act speak to the need for support services for students with disabilities. IDEA adds rehabilitation counseling and social work services to the definition of "related services." The Perkins Act explicitly states that an adequate plan to provide supplementary services to meet the needs of this population must be a part of state and local vocational education plans. Although IDEA covers only students in elementary and secondary education, the Perkins Act also embraces postsecondary vocational education. Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) offer protection and accommodations for students with disabilities at both levels of education. Students should be made aware of their rights under each of these laws.

WHO PROVIDES SUPPORT SERVICES IN SECONDARY SETTINGS?

Special education maintains a continuum of service delivery, and students are placed into program areas based on their needs. The continuum may range from homebound instruction to mainstreaming into regular classes. Support services are available within each of the delivery systems. Support personnel may include nurses, speech therapists, physical therapists, occupational therapists, social workers, counselors, teacher assistance teams, school psychologists, paraprofessionals (classroom aides), work experience coordinators, job coaches, and community agency personnel (e.g., personnel/counselors from the Department of Vocational Rehabilitation and the Department of Developmental Disabilities). In some cases, special education teachers may be considered support personnel when their role is one of consultation and collaboration with

other teachers. Parents and administrators can also offer strong support services, and students themselves can often define the type of support services they need. The optimum use of diverse support personnel requires that the special education teacher, the parent, and the student understand the role and function of each support area. This understanding is reached through intra-agency coordination of services.

The transition mandate requires a shift in the perspective of the IEP planning team. Rather than view the needs of a student on a 9- or 12-month basis, the team, including the student, must focus on long-range goals. Discussion of the long-range goals will uncover support services necessary for the next year or the next several years. In this way, plans can be made to ensure the availability of the services by the time they are needed. This approach is a student-centered one, concentrating on the present and future needs of the student, not on what services are currently available. For example, it might be known by sixth or seventh grade that a student with severe disabilities will need community-based employment instruction, perhaps with a job coach. The team can then work with community agencies to determine how best to meet the upcoming needs of the student. At the same time, the school personnel can begin to change their curriculum to include community-based instruction. The need to reallocate time and functions of teachers and related service personnel becomes a part of the curriculum change.

Social workers and vocational rehabilitation counselors can provide a wealth of information that is helpful to the planning team. Social workers who are familiar with the community can assist in identifying residential services, recreational and leisure services, and funding for assistive technology. They may also explain the regulations surrounding Social Security benefits. This knowledge can help educational personnel, parents, and the student prepare for the student's future needs. Vocational rehabilitation counselors possess in-depth knowledge regarding careers, job requirements, and instructional opportunities, as well as the ability to provide student counseling. Vocational rehabilitation counselors will also be familiar with the Americans with Disabilities Act and its requirements for employers and community services. This information can help build more realistic career options.

Vocational education has been building support services for students with disabilities for many years. Vocational special services and support personnel are available in many vocational education facilities. The Perkins Act requires that:

> Vocational education be provided in the least restrictive environment.
>
> Students with disabilities have access to the full range of programs offered.
>
> Students be assessed with respect to successful completion of the vocational education program.
>
> The planning for vocational education be coordinated among special education, vocational education, and rehabilitation personnel.

Instruction and counseling services facilitate the transition of these students from school to postschool environments.

Supplementary services be provided which enable students to succeed in their vocational programs. (American Vocational Association, 1990)

Examples of the supplementary services called for in the Perkins Act are curriculum modification, equipment modification, classroom modification, support personnel, and instructional aids and devices. A wide range of services can be elicited from this short list. Some examples of what might occur in a vocational school follow:

1. *Curriculum Modification.* Decrease the number of competencies mastered for completion of the course. The competencies mastered should, however, lead to employment.

2. *Equipment Modification.* Install a specialized circuit board that allows for single key commands instead of dual key commands on computers.

3. *Classroom Modification.* Provide desks or tables that are accessible to individuals using wheelchairs.

4. *Instructional Aids and Devices.* Allow more time for testing, reading tests aloud, access to word processing for written work, provision of taped textbooks.

5. *Support Personnel.* Make vocational resource educators, basic skills instructors, vocational assessment personnel, vocational special needs counselors, specialized job placement personnel, paraprofessionals, tutors, and interpreters available in some settings.

6. *Vocational Teachers and Vocational Support Personnel.* Work closely to ensure that students with disabilities have the necessary accommodations for success. This does not mean that the vocational curriculum is "watered down." Students with disabilities must have adequate backgrounds for vocational courses. The support services accommodations provided only recognize the limitations resulting from the disability and strive to circumvent those limitations.

When planning for a student to enter vocational courses, the IEP team should ensure that representatives from vocational rehabilitation and the vocational school are present. The IEP should contain the goals for the school year and also the long-range goals of the student. The student should have ample encouragement to participate in the development of the IEP and in the designation of necessary support services.

WHO PROVIDES SUPPORT SERVICES IN POSTSECONDARY SETTINGS?

In the postsecondary setting, IEPs are not required. Section 504 does protect the rights of students with disabilities in postsecondary settings; however, these

students are not identified by postsecondary personnel. Students must be taught to be self-advocates if they desire support services. They must identify themselves to the appropriate personnel on campus and be able to identify and prove their disabilities. It is also helpful if students can identify and request the types of support services they need.

Most postsecondary institutions do have support services available for students who request such services. Many institutions are developing specialized services for individuals with learning disabilities (Sergent, Carter, Sedlacek, & Scales, 1988). Some campuses have longstanding services and include support groups for students. Some have services such as tutoring, resources for test accommodations, and accessible housing. Most campuses have designated one or more persons responsible for students with disabilities. Students with disabilities who are interested in attending postsecondary institutions need to be taught how to access the services and how to seek out institutions that will meet their needs.

Unlike the mandates in the Education of the Handicapped Act and IDEA, the Perkins Act does apply to vocational education in postsecondary institutions. If an institution receives Perkins dollars, then it must meet all the requirements listed in the previous section on secondary vocational education support services. For students with disabilities who enter postsecondary vocational education settings, support services are often available. They will need to access those services as stated previously, since postsecondary settings do not attempt to identify these students.

Postsecondary personnel view students as adults. Unlike in the secondary setting, monitoring and follow-up are rarely available in postsecondary institutions. This makes it even more vital that students with disabilities have the advocacy skills, motivation, and determination to survive in adult roles. The ability to use the community and its resources is essential. Support personnel in the postsecondary setting will provide a linkage for students to fulfill their needs, but students will be expected to carry out the necessary actions. Classroom, curriculum, and equipment modifications will be determined by a student with the help of the support personnel, but the student often has the primary responsibility to communicate those needs to the professor or instructor. The Department of Vocational Rehabilitation can be helpful in terms of funding equipment modifications or instructional devices for the student, so interagency coordination is as vital at the postsecondary level as it is at the secondary level.

Transition planning requires the collaboration of myriad support services to fill the needs of students with disabilities who are not involved with vocational education or postsecondary educational settings. Each district should identify the services that might be needed by looking at all students (K–12) receiving special education services. The formation of a transition advisory committee (see Chapter 7) with representatives from adult service agencies will assist a district in taking a proactive stance in developing necessary services. In rural areas, this committee might be a county-wide interagency committee to develop services.

Transition planning must begin early for students with disabilities. Both short-range (year-long) and long-range goals are incorporated into the IEP. These long-range goals provide a direction for the development of needed services within both the school and the community. Necessary support services need to be identified early so methods to provide those services can be found. Support services currently exist in both secondary and postsecondary settings. However, service needs change as students change, and the need for different supportive services must be constantly evaluated based on the individual needs of students.

7

Transition Planning and Interagency Cooperation

It is impossible for one individual or even two to put together a successful transition plan for any student. A joint, collaborative effort on the part of a number of individuals is required to put all of the components in place. Some districts have formalized a team of individuals who focus on transition planning. The team may have a variety of names, but a likely name for it might be the transition advisory committee (TAC). A TAC is a formally organized group that operates under established rules and serves as a sounding board for policies, procedures, innovations, and ideas. The historical purpose of advisory committees has been to make nonbinding suggestions to school and adult programs and services to improve the quality of the organization. Other basic purposes of the advisory committee have been (a) to solicit support from the business community; (b) to gain community support for the organization, school, or program through publicity; and (c) to provide a link between the community and the school or organization.

WHAT IS A TRANSITION ADVISORY COMMITTEE?

A TAC is much more than advisory in capacity. It is a decision-making committee that may function at the state, regional, or local community level. The TAC is made up of individuals of equal status who share a concern for persons with disabilities and a desire for active participation and cooperative planning to improve the functioning of systems and to address the transition needs of these individuals (Miller, La Follette, & Green, 1988). Perhaps a title more reflective of the function of a TAC would be a community interagency transition planning committee, coordination committee, or transition task force.

Several factors should be addressed in the establishment of a TAC. First, TAC members must develop a mission statement and plan of action including goals and objectives. Second, representatives of each community and area organization whose participation and cooperation is fundamental to improving the transition of young adults with disabilities should be asked to participate. Initial membership may include parents, students with disabilities, educators, and adult service providers in the areas of vocational instruction and support, living arrangements, transportation, postsecondary education, leisure and recreation,

and financial support services. While the goal of the TAC should be to include representatives of all groups, a conscious effort should be made to keep the size of the group small enough so each member can actively contribute during each meeting. Initially, no more than 25 individuals should be invited to participate. Later, membership may be expanded. One of the most important factors in establishing a successful TAC is active participation of all members during meetings. Third, the decision makers of organizations should be invited to become members of the TAC. Having an organization's decision maker involved in the TAC will enhance the opportunity for rapid organizational change.

If the public school is the lead agency in establishing a TAC, educators will have the opportunity and responsibility to identify potential members to participate in the TAC. Several factors should be considered when identifying members of the TAC, including experience, enthusiasm, and open-mindedness, as well as willingness and ability to commit time to TAC meetings and activities. Finally, gender and racial balance should be considered, as well as consumer participation, when the TAC is organized. When individuals are invited to participate in the TAC a letter of invitation should be written to each prospective member and followed up with a phone call and verbal invitation to participate.

WHAT IS THE MEMBERSHIP OF THE TRANSITION ADVISORY COMMITTEE?

While each community may have a different set of adult service providers and some differences in adult services for persons with disabilities, the following is a list of key community members and organizations you may wish to involve in the TAC initially. These include:

Community college.

Department of Employment Services.

Department of Human Services (DHS).

Division of Vocational Rehabilitation Services (DVRS).

Education administrators.

Job Training and Partnership Act Program (JTPA).

Parents.

Providers of leisure and recreation services for persons with disabilities.

Rehabilitation facilities (e.g. sheltered workshops, work activity centers).

Residential service providers.

Special educators.

Special education support personnel.

Student representatives.

University representatives.

Vocational educators.

Vocational education schools and programs.

In most situations, you will be unable to invite every organization that provides services to persons with disabilities in each of the 16 areas listed. As a result, every attempt should be made to encourage TAC members to solicit information and opinions from similar organizations or facilities. As the TAC matures and its members learn to work together, more members may be added to the group. Other service providers and interested parties might include employers, advocacy groups, and administrators of area transportation systems. The final composition of each group will vary widely depending on the strengths and concerns of the specific geographical area.

WHAT ARE THE ACTIVITIES OF THE TRANSITION ADVISORY COMMITTEE?

A TAC can assume a leadership role in any number of activities relating to the transition of young adults with disabilities from school to adult life. The following is a list of potential activities or goals for a TAC:

- Provide a forum for educators and adult providers to share information and clarify agency roles regarding the types of services that are provided for persons with disabilities. This activity may act to minimize conflict and competition among agencies.
- Identify strengths and concerns in the collective adult service delivery systems. It is important to identify gaps in service delivery as well as potential areas where agency services overlap or are duplicated. The TAC can work to eliminate duplication and fill service gaps.
- Take a leadership role in the development and dissemination of a needs assessment instrument to identify the information base and perceived information needs of parents and students regarding the adult service system.
- Take a leadership role in developing and disseminating a needs assessment instrument to secondary special education teachers to find out their understanding of the adult service delivery system.
- Develop or modify a transition planning procedure to meet the needs of the local area.
- Participate in field testing a transition planning procedure.
- Collaborate on follow-up studies regarding the post-high-school status of graduates of special education programs.
- Develop a transition information manual for parents, students, and secondary special education teachers regarding services and support systems available to graduates of special education programs within the adult service sector.

- Exchange information with teacher education programs in state institutions of higher education to increase the knowledge of preservice students regarding community resources for persons with disabilities.
- Work to enhance public awareness of postsecondary services for persons with disabilities.
- Collaborate to increase public awareness of the underutilization of persons with disabilities in the workforce.
- Sponsor and participate in workshops for parents, students, and secondary special education teachers regarding transition-related issues.
- Work with cities in the region to include jobs for persons with disabilities as a requirement for businesses applying for monies through economic development programs.
- Examine the possibility of identifying adult providers as case managers for specific students with disabilities.
- Develop videotape presentations of local adult service providers reviewing services offered by those providers.
- Develop cooperative release-of-information forms to improve the speed and efficiency of information exchange regarding specific students.
- Develop interagency cooperative agreements to allow providers to share information regarding clients with disabilities more effectively.
- Address service delivery issues for students and graduates who are difficult to place with the use of cooperative release-of-information forms.
- Support members of the system of services for persons with disabilities through publicity and by drawing to the attention of businesses and the community the important contribution that this system makes to the economic well-being of the area.
- Explore the use of a shared computer system to collect data, reduce the possibility of duplicating services for specific clients, and increase communication regarding persons with disabilities.

Without well-established goals and cooperative effort, the TAC could become just another committee of limited usefulness as a vehicle for group change.

WHAT ARE SOME TIPS FOR THE TRANSITION ADVISORY COMMITTEE?

During the initial meetings of the TAC, it is important to support all the agencies and individuals present, yet be honest and direct in identifying strengths and concerns in the current service delivery system. One strategy is to review the strengths and concerns of your agency or school regarding the transition of young adults with disabilities from school to adult life. This represents an opportunity to establish an honest and open dialogue. Look for opportunities to share credit across agencies and focus on concerns that are specific to your organization. Model risk taking as an appropriate behavior at TAC meetings.

Solicit constructive criticism of your organization, and brainstorm potential solutions. Remember, transition cannot work without collaborative effort, collaborative planning, and the honest exchange of information.

Group facilitation of TAC meetings is an important issue. Consider electing co-facilitators to act as chairperson and secretary for the committee. During the initial year, consider drawing one facilitator from the adult service continuum and one from education.

How often the TAC will meet is always a difficult decision. The TAC must meet often enough to generate excitement yet not so often as to be perceived as a burden. A monthly meeting may be appropriate for many groups. In most cases, large-group meetings should not be held more than every 3 weeks or less than every 6 weeks. Meetings should be held at a regular, prearranged time so members can establish a regular time on their monthly calendars.

TAC meetings should be long enough to be productive, yet short enough to be fast paced and interesting. Some suggest approximately 2 hours per meeting.

Subcommittees should be established to work on specific group projects. Distribute leadership of these subcommittees throughout TAC membership.

Be project oriented and establish yearly goals for reviewing and evaluating the production of the TAC. Evaluate progress toward group goals on at least a biannual basis.

Minutes of each meeting should be provided to all TAC members promptly within 2 weeks of the meeting. This correspondence can also be used to remind TAC members of the time and location of upcoming meetings. Include the agenda for the next meeting in the mailing of the minutes of the last meeting. The agenda should clearly address the topics that will be covered in the next meeting. The topics on the agenda should be diverse enough to interest all individuals on the TAC.

Consider varying the location of meetings, and give each member of the committee the opportunity to host the TAC. This provides a wonderful opportunity for the group to tour facilities and explore services. (It also distributes the cost of refreshments across the entire organization.)

Remember that decision making and planning by committee are a consensus-building process. The process is time intensive, and sufficient time must be allotted to preplanning to maximize the opportunity for success at each meeting.

One activity that should be considered by the TAC is to review case studies of specific students with special education needs to explore how the system is functioning to meet their needs. This can be considered a reality check. The review can act as a monitor of the effectiveness of organizations in meeting the goal of an effective transition planning process. Remember, individual students can be discussed only with the signed consent of the student and parent. Again,

this is an excellent reason for a group release-of-information form for members of the TAC.

The TAC is a critical component for transition planning. It provides the forum for real communication among agencies. It provides the opportunity for collaborative planning and system change. Team efforts cannot be understated where transition planning is involved.

8

Program Evaluation and Follow-Up

Program evaluation may seem like a monumental task. Before undertaking it, it is important to understand why it is being done and what benefits it can provide. Smith and colleagues (1987) defined program evaluation as a "planned process of gathering and analyzing data to help make decisions less risky" (p. 1). If we do not know what works, how do we decide what programs to offer? Program evaluation must be practical. It must be designed to answer questions we have about our students and our programs. "Bigger" and "more data" are not always "better." More time should be spent defining the questions that need answers than in analyzing too much data gathered for unknown purposes. For example, if we wanted to know whether community-based instruction leads to productive employment after graduation, we would design procedures to gather data on the secondary curriculum of comparable students who had and did not have community-based instruction and contact them after graduation to determine their current employment status (follow-up). Another example might be to determine whether or not the secondary curriculum is related to the success of students with disabilities in a postsecondary environment (Missouri LINC, 1991).

Follow-up should not be confused with follow-along. *Follow-along* is a term frequently used to indicate to parents and educators that assistance and support services are needed throughout the entire transition process, whether in school, out in the community, or in the home environment. It is necessary to track and monitor students' progress each step of the way, by following them carefully, to ensure the skill acquisition needed for transition from school to work. In following the transition process, if it is determined that services that were disconnected need to be reinstated or other agencies need to be accessed, then follow-along would provide for the necessary reentry.

WHAT ARE THE BENEFITS OF PROGRAM EVALUATION?

Transition program evaluation can help determine the effectiveness of curriculum and discover the areas of adult needs that other community systems should address. For example, a follow-up study may indicate that students are productively employed, but that they have little or no access to or use of

recreational facilities in the community. This information could be given to the community parks and recreation department to develop strategies for access by populations with special needs. If transportation is found to be a barrier, the city council might be made aware of this fact. The follow-up study might indicate that former students are having a difficult time finding or maintaining employment, and further investigation might imply that their social skills are inadequate. This finding would impact the secondary curriculum and suggest that the teaching of social skills needs to be stressed in various ways throughout the high school years (Missouri LINC, 1991).

Transition program evaluation can help determine needed program improvements. Evaluation helps to locate the strengths and weaknesses in the various components of the transition program. In the example just cited, the weakness was found in social skills instruction. Likewise, evaluation can pinpoint strengths. For example, during the follow-up to a community-based instruction program it might be found that students who participated in community-based instruction for 3 or more years tended to be employed in full-time, competitive employment at a much higher rate than those who did not participate or who participated for a shorter time period. This finding would surely indicate a strong program component that might benefit more students if instituted in a systematic manner.

Program evaluation can also determine the necessity for program expansion. It can help identify areas of new needs and clarify the direction for expanding programs. An example might be the need for the inclusion of social skills instruction in the curriculum or the need to develop a parent involvement program.

Evaluation results can be used as a marketing tool. If distributed thoughtfully, the results can be used to gain understanding and support for the transition program in the school and the community. Positive findings, presented clearly, will help others see the relationship between the program and the successful outcomes of former students. Cost-effectiveness indexes might be used to demonstrate the efficiency of the program. For example, a chart could indicate the cost to society of having people on support programs (SSI, welfare) as opposed to the cost of appropriate education and postschool employment and independent living.

Program evaluation can be a complex and confusing process. Probably the most difficult step is deciding where to begin. Assessing program effectiveness can be accomplished at various levels. One level is evaluation of individual outcomes, such as the increase in the use of appropriate social skills for a student whose IEP goals and objectives are written for this outcome. Another level is to evaluate a specific program component, such as the variety of jobs and satisfaction of students in a work/study program. The curriculum, another component of transition programs, could also be evaluated. These evaluations might be called *internal assessments*, since they rely on information generated within the school system.

External evaluations, so called because they entail obtaining information not necessarily found within the school itself, might include follow-up studies of school leavers; employer satisfaction with work/study students, or graduates; or surveys designed to discover parent satisfaction with their child's educational preparation. External evaluation may be more difficult to accomplish because it involves obtaining information from persons with whom school personnel have traditionally limited interactions (Missouri LINC, 1991).

West (1987) identified the following set of issues that need to be examined to determine the quality and effectiveness of programs:

Administration of the program

Adequacy of staffing to meet program design

Coordination between vocational education and special education

Identification of the target population the program intends to serve

Funding sources available to support the program

Purpose of the program

Curriculum content and appropriate course offerings

Resource and support services to supplement individual needs of the target populations

Comprehensiveness of support services

Assurances that legislative mandates are met (p. 133)

Golin and Ducanis (1981) have suggested that to effectively evaluate programs operated by teams, it is important to identify a number of parties concerned with evaluation, such as, but not limited to:

The student(s)

The parent(s)

The professional(s)/members of the team

The organization (in which the team operates)

The taxpayers/employers/community (p. 160)

What may seem to be an unqualified "good" or benefit for one may not be a benefit for others (Golin & Ducanis, 1981, p. 160). Many aspects can be evaluated: improvement in quality of life for the student, the cost effectiveness of transition, or the effectiveness of the transition services. Planning for transition program evaluation requires a long-term commitment to program evaluation.

WHY IS STUDENT FOLLOW-UP A NECESSARY PART OF TRANSITION?

Special education has assumed the responsibility of tracking students who leave the secondary school. Vital information is needed to design, improve, and/or revise transition services. These important data are collected by various methods, using multiple resources such as the following:

- Employment records of students.
- Promotion/advancement of the job.
- Awareness of postsecondary admissions.
- Feedback of services previously provided.
- Self-reporting of anticipated services in the future.
- Feedback from family members.
- Feedback from agencies still providing student services.
- Feedback from agencies regarding services requested and services provided.
- Polls of employers of students who have made the transition into the labor force.
- Polls of postsecondary representatives about the success of students enrolled in their programs.

This data analysis can be reported in various forms to the administration, parents, community, state education agencies, and adult service providers. Program evaluation is in large part a collection of pertinent information that documents services provided and student success. Legislation requires that data be collected to document progress toward student goals and objectives. Program evaluation is useless unless it is used to improve services within the delivery system. The following are examples of recommendations that could result from analysis of data collected:

1. Provide stronger links with employers through various advisory committees in order to determine industry labor market needs.

2. Provide stronger emphasis on postsecondary educational opportunities such as upgrading, retraining, career changes, and technological displacement.

3. Develop parent education programs to inform parents about the career development process and encourage them to become involved in the early stages to alleviate unrealistic expectations in job placement.

Once individuals with disabilities exit the educational system, specific follow-up data need to be collected and analyzed to facilitate the following:

Documenting funding needs.

Revising and updating curriculum.

Designing delivery systems for transition services.

Developing new resources and materials for IEP teams.

Determining program priorities.

Identifying transition services needing revision.

Soliciting information from program consumers.

Planning long-range transition services.

The transition process requires information from every component of the program. West (1987) contends that program evaluation determines whether or not the components, separately and together, have been effective. The results indicate to educators, families, and the community whether or not they have complied with legislative mandates, which includes abiding by the spirit as well as the letter of the law.

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Appendix: Sample IEPs

INDIVIDUALIZED EDUCATION PROGRAM [IEP]

Date of Meeting: May 1 Type of Meeting: ✓ Initial ____ Review ____ Re-evaluation

Student's Name: Scott Price Birthdate: 3/12/77 (Month/Day/Year)

Soc. Sec. #: 072-6384 Medicaid: X No ____ Yes If Yes, Medicaid #: ____

Student's Address: 1279 24th Street
Bloomington

Parent's Name(s): Marie & Karl Price

Address: (if different from student's) Same Home Phone: 337-2851
Office Phone: ____

Resident District and Building: Bloomington High

Attending District and Building: Same

Annual IEP Review is due before: 12/21/92 Duration of IEP: One year

Reviewed for Extended Year Special Education on this date: ____ by the assessment team.

Is further review needed? ____ Yes X No

Persons Present at Meeting:*	Position/Relationship to Student:
Marie and Karl Price	Parents
Scott Price	Student
Mrs. Down	Regular Teacher
Mr. Crowley	Resource Teacher
Mr. Said	Work Experience Coordinator
Ms. Jones	Administrator/Designee

Sources of Additional Written Input:

Name	Position
Ms. Black	Social Worker
Ms. Drake	Consumer Math Teacher
Mr. Weinstock	World History Teacher

* Signature or listing only indicates presence at IEP meeting, not approval or acceptance of the IEP.

Scott P.'s IEP follows the format presented in the *Iowa IEP Resource Manual*, Field Edition, January, 1992, developed by the Iowa Transition Initiative and edited by Jo M. Hendrickson, University of Iowa, Iowa City; Iowa Department of Education, Bureau of Special Education, Des Moines; and the Mountain Plains Regional Resource Center, Drake University, Des Moines.

Student: Scott P. Date: 5-1-92 (Page 1 of 5)

Present Levels of Educational Performance [PLEP]

1. Use information from parents, students, and educators when writing these statements.
2. List specific statements, using objective terms, which describe the student's educational needs/behaviors of concern. Consider the following areas, and others, if needed: academic areas (reading, math, communication, etc.) and non-academic areas (daily life activities, mobility, etc.)
3. List specific statements, using objective terms, which describe the student's academic and non-academic strengths that would be useful in the development of the student's goals and objectives.

Scott is a 16-year old junior in high school; he is receiving passing grades in regular Consumer Math (C) and World History (C-) classes, with minimal resource or other support. His teachers report that he works on classroom assignments during class, and occasionally asks for assistance appropriately. Although he can sound out most new words, he reads along without grasping their meaning. More work is needed in this area to enable Scott to understand increasingly complex materials.

According to test results and teacher reports, Scott can solve problems involving addition, subtraction, division, and multiplication. However, the application of the arithmetic functions to activities such as budgeting and measuring continues to be problematic. Scott works very slowly in these situations, and is accurate about 45% of the time.

Scott has researched career possibilities but has been unable to decide upon any prospective career to pursue after high school. He has worked as a custodian through the Work Experience Program, and is currently employed at Pizza Hut as a pizza-maker, without supervision from the Work Experience Coordinator. He needs additional exposure to a variety of career areas, in order to make valid and appropriate career decisions during the next several years. Scott drives his own car and reportedly is a reliable worker.

In school, Scott socializes appropriately with most peers, but tends to be withdrawn from large groups. His parents report concern about "friends" having taken advantage of Scott in the past, due to his inability to stand up for himself. Teachers have reported reluctance in Scott seeking assistance in the classroom, and this does seem to interfere with his performance to a degree. Self-advocacy development is needed to address both his skills and confidence in making sound interpersonal decisions with peers and adults.

Annual goals must correspond to educational needs/behaviors of concern identified above.

Student: Scott P. Date: 5-1-92 (Page 2 of 5)

Transition Planning Attachment

"Projected" Adult Living and Working Environments Scott will pursue competitive employment, although still undecided about a specific career area in which to pursue further training. He will live independently with minimal family support.

Needed Transition Services, Support, and/or Skill Development

✓ Transition services and/or support are needed in the areas checked below. Each area reflects whether it is a present or future need of this student. Present Levels of Educational Performance, as well as goals and objectives in those areas checked as a present need, are included in this IEP.

Present Need	Future Need		Page # of Corresponding Goals/Objectives in IEP
		Employment	
		Living Arrangements	
		Social	
		Leisure	
✓		Academic/Functional Skill Training	p. 4
✓		Vocational Training	p. 5
		Financial Planning	
		Health	
		Mobility	
✓		Self Advocacy	p. 3

_____ The team feels that no transition services and/or support are needed at this time because:

Interagency Responsibilities and/or Linkages

Involvement of the following organizations/agencies is necessary to meet the student's present or future needs identified above. This involvement may range from information gathering to actual initiation of a formal referral. (Written consent is required before any information is released.)

Agency	Purpose	Team Member Responsible To Make Contact	By When	Date Contact Completed
DVR	further evaluation perhaps voc. counseling and training	Scott P.	12-1-92	
Scott Comm. College	Voc. training	Scott P.	12-1-92	

Student: Scott P. **Date:** 5-1-92 (Page 3 of 5)

Annual Goal: Scott will demonstrate self-advocacy skills in dealing with a variety of people and situations.

List measurable, short-term objectives for each goal. Each objective should contain starting and ending dates, conditions, behavior, and criteria.

Short-Term Objectives	Person(s) Responsible	Evaluation		Results
		Procedures	Schedule	
Scott will independently seek assistance and/or accommodations by making clear, direct requests with his Regular Ed. teacher(s).	Regular Education Teacher(s) and Resource Room Teacher	Criterion - referenced teacher interviews	One time each week and one time every other week once mastery reached	
Scott will role-play multiple situations requiring self-advocacy with peers, in situations suggested by Scott and his parents.	Social Worker, Scott, Parents	Criterion - referenced interviews	One time every other week	
Scott will make contacts with Division of Vocational Rehabilitation and Scott Community College to discuss post-high school plans.	Scott, Parents	Telephone call to check status	12-1	
Scott will master the I-Plan Learning Strategy in preparation for his active participation in his next IEP.	Resource Room Teacher	Criterion - referenced testing and demonstration	4-1	

Student: Scott P. Date: 5-1-92 (Page 4 of 5)

Annual Goal: Scott will demonstrate functional use of money and measurement skills.

List measurable, short-term objectives for each goal. Each objective should contain starting and ending dates, conditions, behavior, and criteria.

Short-Term Objectives	Person(s) Responsible	Evaluation		Results
		Procedures	Schedule	
Scott will add and subtract basic facts at a rate of 80 digits per minute by October 1	Resource Room Teacher and Consumer Math Teacher	Precision Teaching Probes	Daily until mastery with weekly follow-up probes	
Scott will add, subract, multiply, and divide when given such 30 problems on a worksheet for 20 minutes with 95% accuracy by December 1.	Same as above	Criterion - referenced teacher-made tests	Two times each week and one time every other week once mastery reached	
Scott will demonstrate doubling, tripling, and halving recipes and length measurements with 90% or better accuracy by March 1.	Resource Room Teacher, Vocational Teacher, and Parents	Scott will be asked to demonstrate doubling, tripling, and halving recipes and measurements in applied situations (e.g., making fudge, measuring a room to paint).	Weekly throughout the year	
Scott will develop a budget based on knowledge of common expenses and realistic potential income with 85% accuracy by June 1.	Resource Room Teacher and Consumer Math	Teacher-made tests and classroom activities	Weekly, starting second semester	

BEST COPY AVAILABLE

Student: Scott P. **Date:** 5-1-92 (Page 5 of 5)

Annual Goal: Scott will discuss career opportunities, training requirements, and his strengths and weaknesses in relation to these careers.

List measurable, short-term objectives for each goal. Each objective should contain starting and ending dates, conditions, behavior, and criteria.

Short-Term Objectives	Person(s) Responsible	Evaluation		Results
		Procedures	Schedule	
Scott will name and explain 3 potential careers in which he he might be interested.	Resource Room Teacher and Work Experience Coordinator	Criterion - referenced teacher interview	Oct. 15	
Scott will describe the training requirements and income potential for the 3 careers he identifies.	Same as above	Same as above	Oct. 30	
Scott will identify his 3 best employee characteristics and 3 he needs most to work on.	Same as above	Same as above	Nov. 15	
Scott will name 5 local jobs, the 5 to 10 critical tasks/ responsibilities associated with each with 100% accuracy on 10 of 10 trials.	Same as above	Same as above	Dec. 1	
Scott will work or job shadow for 3 to 4 weeks part-time on three different jobs.	Same as above	The Resource Teacher will observe Scott three times and receive weekly written feedback from his job supervisor	Jan. 15-Feb. 28 Mar. 1-Apr. 15 Apr. 16-May 30	

INDIVIDUALIZED EDUCATION PROGRAM [IEP]

I. LEARNER INFORMATION

Learner Name (Last, First, M.I.)	Birthdate	Age (As of Sept. 1)	Sex
Jeff W.	3 / / 77	15	M

Grade	* Learner Identification Number	* Anticipated Graduation Date	Learner's Primary Language
10	0 9 6 – – – – 5 – 1 – – 5	199-	English

School of Enrollment	School Telephone Number
Wilson High School	( ) 555-1212
Current Address (Street, City, State, Zip)	**District Number**
454 2nd Avenue NW Wilson	696
Permanent Residence Address (If Different From Above)	**District Number**

II. PARENT/GUARDIAN INFORMATION

Name(s) of Parent(s)	Home Telephone Number	Other Telephone Number
Mary and John W.	( ) 555-1212	( ) 555-1412
* Address (If other than Learner's Permanent Residence Address)	* District Number	Primary Language at Home
	( )	English

GUARDIAN/SURROGATE PARENT(S)

* Guardian(s)/Surrogate Parent(s) Names	* ☐ Guardian(s) ☐ Surrogate Parent(s)

* Address (If other than Learner's Permanent Address)	Home Telephone No.	Other Telephone No.	* District No.
	( )	( )	

III. IEP INFORMATION

IEP Manager Name	Telephone Number	Date of Last Comprehensive Individual Assessment
Susan	( ) 555-1212	
IEP Type: ☐ Initial ☒ Annual ☐ Interim	Date IEP Written	
	6 / 7 / 92	6 / 10 / 92

* Federal Child Count Setting	Primary Handicapping Condition	* Secondary Handicapping Condition(s)
2	Visual Handicap	

IV. IEP PLANNING CONFERENCE

Date of Planning Conference: 6 / 12 / 92

NOTE: Signature only indicates presence at the planning conference. NOT the approval of the IEP or consent for placement

TITLE	NAMES OF ALL TEAM MEMBERS	SIGNATURE OF TEAM MEMBERS PRESENT
Parent(s) *	Mary	Mary
Administrator/Designee	Alice	Alice
Special Education Teacher	Susan	Susan
Regular Education Teacher	Roger	Roger
O&M Specialist	Dan	Dan
DAPE	Pamela	Pamela
School Counselor	Carl	Carl

* If the parent(s) did not attend the IEP meeting, describe efforts made to arrange a mutually agreed upon time and place for the IEP meeting. Include date, contact, and outcome for each effort.

* Items marked with a dot apply in specific cases. All other items always require a response.

Jeff W's IEP follows a format developed in Minnesota by the Minnesota Department of Education. This sample IEP is part of an inservice training package.

Learner's Name Jeff W.

INDIVIDUALIZED EDUCATION PROGRAM [IEP]	PRESENT LEVELS OF EDUCATIONAL PERFORMANCE	IEP PAGE 2-A

V. INITIAL REFERRAL	If this is an initial referral, describe supplementary aids and services attempted in the regular education program.

VI. SUMMARY OF INFORMATION AND OBSERVATIONS PROVIDED BY THE PARENT(S)	Jeff seems to be adjusting to High School. His number of friends has increased this year.

VII. PERFORMANCE AREA SUMMARY

FOR SCHOOL AGE SPECIAL EDUCATION: Briefly summarize relevant data from the referral review and assessments, and progress since the last assessment, for each of the following educational performance areas or indicate the reasons why each area was not addressed:

1. ACADEMIC
2. INTELLECTUAL
3. COMMUNICATION
4. MOTOR
5. SENSORY
6. HEALTH/PHYSICAL
7. SOCIAL/EMOTIONAL
8. BEHAVIORAL
9. ADAPTIVE BEHAVIOR (including Independent Functioning, Social Functioning, Functional Academics, Vocational/Occupational)
10. VOCATIONAL

FOR EARLY CHILDHOOD SPECIAL EDUCATION: Briefly summarize relevant data for each of the following educational performance areas or indicate the reasons why each area was not addressed:

1. COGNITIVE DEVELOPMENT
2. COMMUNICATION
3. MOTOR
4. SENSORY
5. SELF-HELP
6. SOCIAL/EMOTIONAL
7. HEALTH/PHYSICAL

Note: When the current performance level indicates a need for services, the IEP MUST identify instructional needs and subsequent goals and objectives on page 3.

>EACH AREA MUST BE ADDRESSED<

EDUCATIONAL PERFORMANCE AREA AND ASSESSMENT DATE	PRESENT LEVEL OF PERFORMANCE

Academic

Jeff has maintained a 2.50 grade point average during the past school year. All academic skill areas are at or above average; science and mathematics are relative strengths and history and English are relative weaknesses.

Jeff uses regular textbooks and classroom materials. He is given preferred seating at the recommendation of the teacher/consultant of the visually handicapped. Jeff uses a monocular for reading board work or is presented with copies of materials presented on the board. Jeff also uses a tape recorder and magnifier in class as necessary. Materials are modified as necessary by the teacher/consultant of the visually handicapped. In most cases Jeff is able to use standard classroom materials Areas which require modification are Science and History (map work).

Classroom staff report his written assignments are legible and turned in on time.

Mr. and Mrs. W. report Jeff tends to have 1 to 2 hours of homework each night.

Intellectual

No referral made in this area. Staff and parents are in agreement that Jeff is performing at or near his potential.

PERFORMANCE AREA SUMMARY CONTINUED ON NEXT PAGE →

Learner's Name Jeff W.

INDIVIDUALIZED EDUCATION PROGRAM [IEP]	PERFORMANCE AREA SUMMARY (CONTINUED)	IEP PAGE 2-B

PERFORMANCE AREA SUMMARY	Continue PERFORMANCE AREA SUMMARY on this page. Refer to instructions on page 2-A.
EDUCATIONAL PERFORMANCE AREA AND ASSESSMENT DATE	PRESENT LEVEL OF PERFORMANCE

Communication
No referral was made in this area. Jeff is able to communicate effectively with his peers and adults. Parents and staff were in agreement that communication was not a need area.

Motor
Jeff has demonstrated average motor skills within his Physical Education class. His major difficulty is due to his reduced vision; responding to moving objects (e.g. balls). Gross and fine motor skills are average. Ball activities are modified per recommendations of DAPE consultant.

Physical Education Department administered the Project Unique Physical Fitness Testing of the Disabled to Jeff's P.E. class (4/7/92 to 4/12/92). Scores indicate Jeff is within the 50th percentile or above when compared to non-handicapped norms and in the 70th percentile or above when compared to visually handicapped norms.

Sensory
Medical Records (eye report 11/1/91) indicate Jeff's eye diagnosis to be CPTIC ATROPHY. Visual Acuities are:

	DISTANCE w/o correction	NEAR w/o correction
Right Eye	20/400	1M at 7"
Left Eye	20/400	1M at 7"
Both Eyes	20/400	1M at 7"

Note: 1M is roughly the same as a 20/50 snellen acuity at near.
Jeff has been prescribed a 3.5 Diopter B&L Magna Rule and a 4.7 Diopter Selsi Plano Convex Magnifier for reading purposes as necessary. He also has a 7x25 Specwell monocular for distance use.

Health/Physical
No referral made. Jeff is in good physical condition. His last School Physical (for sports) 10-07-91 indicated normal hearing and range of motion with no limitations noted.

Social/Emotional
No referral made. Both Jeff's parents and educational staff report appropriate interaction with classmates and others both during and after school. Jeff is actively involved in wrestling and sport related activities.

Behavioral
No referral was made in this area. No unacceptable behaviors noted in or out of school. Both parents and staff are in agreement on this issue.

NOTE	If the learner has reached ninth grade OR 14 years of age as of September 1, Page 2-C (Transition Performance Area Summary) MUST be included in this IEP.

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Learner's Name Jeff W.

INDIVIDUALIZED EDUCATION PROGRAM [IEP]	PERFORMANCE AREA SUMMARY (CONTINUED)	IEP PAGE 2-B

PERFORMANCE AREA SUMMARY	Continue PERFORMANCE AREA SUMMARY on this page. Refer to instructions on page 2-A.
EDUCATIONAL PERFORMANCE AREA AND ASSESSMENT DATE	PRESENT LEVEL OF PERFORMANCE

Adaptive Behavior

LOW VISION AIDS. Jeff appears to be willing to use his low vision aids in and out of classes as necessary. He has demonstrated the ability to do so repeatedly and appropriately.

ORIENTATION AND MOBILITY. Jeff does not use his long cane within familiar environments. Jeff does use his long cane in unfamiliar areas, at night, and when crossing intersections with traffic lights. Jeff has demonstrated the ability to travel safely and efficiently within the school environments, rural, residential and semi-business during daylight. Night evaluation indicated Jeff is unable to detect obstacles in his path visually or use visual landmarks consistently. Jeff's parents report that he is reluctant to travel alone at night. Jeff's inability to travel under low light conditions does not adversely affect his day-to-day routine presently. The team is concerned about Jeff's future environments and travel demands especially in regard to post-secondary education (e.g. night classes) and/or employment (e.g. night shift or meetings).

Vocational

Jeff has demonstrated good study and work habits. He performs assigned tasks at school and home in a timely manner with minimal supervision.

Reading and writing Assessment

Assessment conducted: May 15 and May 18, 1992
Conducted by: Susan

Jeff was able to read to 9 point (1M) print at a distance of approximately seven inches on the NYLH acuity card for near. His reading rate was 135 words per minute with 90% comprehension on prepared questions. Jeff did not utilize his low vision aids during this phase of the assessment. He indicated that he generally uses his low vision aids for "small print only".

Jeff was able to read from his textbook "The Care and Feeding of Nocturnal Rodents and Bats" for in excess of 90 minutes. He reports that he can generally read for 1 to 2 hours continuously and for a total of 6 to 7 hours per day. He said he had "pushed it" on occasion to 8 hours per day when reading "Hunt for the Red October", a fictional novel.

Jeff's handwriting is legible; his cursive is superior to his printing. He uses conventional notebook paper for notetaking. He was asked to complete a job application for the State of _____. He was able to do so using his Selsi Magnifier and a regular ball point pen.

All reading and writing activities were conducted under fluorescent lighting in a classroom similar to those used by Jeff. Natural lighting was present on the second day of his assessment and did not affect his performance. Subjective reports from classroom teachers do not indicate any adverse affects from additional lighting. Jeff prefers normal to bright lighting but he can read under limited lighting conditions.

NOTE	If the learner has reached ninth grade OR 14 years of age as of September 1, Page 2-C (Transition Performance Area Summary) MUST be included in this IEP.

Learner's Name Jeff W.

INDIVIDUALIZED EDUCATION PROGRAM [IEP]	PERFORMANCE AREA SUMMARY (CONTINUED)	IEP PAGE 2-B

PERFORMANCE AREA SUMMARY	Continue PERFORMANCE AREA SUMMARY on this page. Refer to instructions on page 2-A.
EDUCATIONAL PERFORMANCE AREA AND ASSESSMENT DATE	PRESENT LEVEL OF PERFORMANCE

Jeff reports that he does not use taped textbooks because they are "so boring" but that he does use a tape recorder as a back up in his science class. This is because he cannot take notes and use his monocular at the same time. Jeff also reported that most of his teachers provide Jeff or his vision teacher with copies of the materials which will be placed on the board or overhead, or need modification.

Based on Jeff's present visual performance conventional printed materials appear to be meeting his needs. He is producing printed assignments in a timely and legible manner. His assignments are acceptable to his teachers. Reading duration does not appear to be a problem for him at this time. His visual prognosis is stable at this time and has not changed over the past seven years.

Materials have been provided to Jeff and his parents regarding additional resources regarding braille reading and writing.

NOTE	If the learner has reached ninth grade OR 14 years of age as of September 1, Page 2-C (Transition Performance Area Summary) MUST be included in this IEP.

Learner's Name Jeff W.

INDIVIDUALIZED EDUCATION PROGRAM [IEP]	TRANSITION PERFORMANCE AREA SUMMARY	IEP PAGE 2-C

VIII. Learners who are in the 9th grade and above or who have reached 14 years of age as of September 1 must have, as part of their IEPs, a plan which addressed their needs for transition from secondary school to post-secondary education and training, employment and community living. Briefly summarize relevant data for each of the following education performance areas or indicate the reasons why each area was not addressed:

1. Home Living
2. Community Participation
3. Recreation and Leisure
4. Jobs and Job Training
5. Post-Secondary Training and Learning

EDUCATIONAL PERFORMANCE AREA AND ASSESSMENT DATE	PRESENT LEVEL OF PERFORMANCE

Transition

Home Living: Jeff has demonstrated the ability to maintain a functional home environment in Home Economics (simulated) and at home while his parents were on several three day weekend skiing trips (actual).

Community Participation: Jeff's present Orientation and Mobility skills limit his access to community resources particularly under low light conditions. Jeff is reluctant to travel alone at night and relies upon friends for assistance. His use of public transportation is limited to daytime. (Please see Adaptive Skills.)

Recreational/Leisure: Jeff has demonstrated the ability to plan appropriate individual and group recreational/leisure activities.

Jobs and Training: Vocational inventories indicate a desire to pursue a post-secondary education with emphasis on mathematics and/or computer science. Jeff's parents report that he has not contacted any post-secondary facility at this time.

Post-Secondary Training/Learning: Jeff's present understanding of his post-secondary options is limited. He is unaware of the range of options available to him and potential funding options if he decides to pursue training within the Vocational-Technical College system or other institute of higher learning. Jeff has expressed a desire to attend college after high school on several occasions.

Learner's Name Jeff W.

INDIVIDUALIZED EDUCATION PROGRAM [IEP]	SPECIFIC INSTRUCTIONAL NEEDS	IEP PAGE 3

IX. SPECIFIC INSTRUCTIONAL NEEDS	Based on the assessment results indicated on the previous page(s), the learner needs special education services in the following performance areas:
EDUCATIONAL PERFORMANCE AREA	DESCRIPTION OF SPECIFIC INSTRUCTIONAL NEEDS

ADAPTIVE BEHAVIOR - Orientation and Mobility: Jeff needs to develop Orientation and Mobility skill for safe and efficient travel in all environments under low light conditions.

MOTOR - DAPE: Jeff requires modification of Physical Education activities involving fast moving objects (e.g. balls) to allow greater participation by Jeff in the class.

TRANSITION - While Jeff has indicated a desire to pursue a post-secondary education option he has not explored any post-secondary career plans. Jeff is unaware of post-secondary services needed for success at post-secondary education.

ACADEMIC - Jeff requires modification of seating and/or classroom instructional materials to ensure timely access to relevant information.

Learner's Name Jeff W.

INDIVIDUALIZED EDUCATION PROGRAM [IEP]	ANNUAL GOALS, SHORT-TERM INSTRUCTIONAL OBJECTIVES AND REGULAR EDUCATION MODIFICATIONS	IEP PAGE 4-A

X. Use one (1) PAGE 4 for each goal. Thoroughly state the goal. List up to four (4) objectives for the goal, including attainment criteria for each objective. Provide review due dates. When the periodic review is completed, provide completion date and a progress statement for each objective.

GOAL # 1 OF 4 GOALS

GOAL: Jeff will improve his ability to travel safely and efficiently under low light conditions independently.

Person(s) Responsible

XI.	OBJECTIVES AND ATTAINMENT CRITERA	PERIODIC REVIEW PROGRESS
1	Jeff will demonstrate the ability to safely and efficiently travel under low light conditions within rural, residential, semi-business and business environments independently.	DATE DUE: May 1993 DATE DONE: DEGREE OF PROGRESS:
2	Jeff will demonstrate the ability to safely cross at intersections without any traffic control within rural and residential environments under low light conditions.	DATE DUE: May 1993 DATE DONE: DEGREE OF PROGRESS:
3	Jeff will demonstrate the ability to safely cross at controlled instersections under low light conditions.	DATE DUE: May 1993 DATE DONE: DEGREE OF PROGRESS:
4	Jeff will demonstrate the ability to establish and maintain his orientation within rural, residential, semi-business and business environments under low light conditions.	DATE DUE: May 1993 DATE DONE: DEGREE OF PROGRESS:

XII. Describe changes in regular education activities that will be made to permit successful accommodation and education of this learner, e.g., grading, credits, staff, transportation, facilities, materials, equipment technology, adaptive devices, curriculum methods, other services:

Orientation and Mobility training will be graded on a pass/fail basis. Performance will be monitored by O&M specialist using direct observation of Jeff's performance under low light conditions. Adaptive devices will include a white long cane. Travel will occur under low light conditions within actual residential, rural, semi-business and business environments.

Transportation for Jeff will be provided by his O&M instructor in school car.

XIII. Describe how all staff in contact with the learner will be informed of the above modifications and specify the person responsible for informing them. Weekly lesson plans will be provided to IEP Manager and Parents indicating present travel environment, objectives being worked on, and performance to date. O&M instructor will meet with IEP Manager to discuss Jeff's performance weekly. Parents will be informed of meeting time.

NOTE	At least one page 4-A must be included in EVERY IEP.

Learner's Name Jeff W.

INDIVIDUALIZED EDUCATION PROGRAM [IEP]	ANNUAL GOALS, SHORT-TERM INSTRUCTIONAL OBJECTIVES AND REGULAR EDUCATION MODIFICATIONS	IEP PAGE 4-A

X. Use one (1) PAGE 4 for each goal. Thoroughly state the goal. List up to four (4) objectives for the goal, including attainment criteria for each objective. Provide review due dates. When the periodic review is completed, provide completion date and a progress statement for each objective.

GOAL # 2 OF 4 GOALS

GOAL: Jeff will increase his participation in all ball-related activities.

Person(s) Responsible Pamela and Jim , P.E.

XI. OBJECTIVES AND ATTAINMENT CRITERA	PERIODIC REVIEW PROGRESS
1 Jeff will use adapted techniques or equipment within regular P. E. activities. Criteria: 90% of all ball-related activities	DATE DUE: May 1993 DATE DONE: DEGREE OF PROGRESS:
2 Jeff will identify appropriate methods of modifying ball-related activities to P.E. staff. Criteria: at least 70% of all ball-related activities	DATE DUE: June 1993 DATE DONE: DEGREE OF PROGRESS:
3 Jeff will identify the various personal benefits of involvement in ball-related activities. (e.g. cardiovascular, strength, social) Criteria: Identify at least one benefit for at least five ball-related activities	DATE DUE: June 1993 DATE DONE: DEGREE OF PROGRESS:
4	DATE DUE: DATE DONE: DEGREE OF PROGRESS:

XII. Describe changes in regular education activities that will be made to permit successful accommodation and education of this learner, e.g., grading, credits, staff, transportation, facilities, materials, equipment technology, adaptive devices, curriculum methods, other services:

Activities will be modified as determined appropriate by the DAPE consultant and regular classroom PE instructor. Modification of equipment and rules specific to Jeff may be used. Equipment may include audio output devices. Jeff's input will be sought and appropriate feedback will be given to him.

XIII. Describe how all staff in contact with the learner will be informed of the above modifications and specify the person responsible for informing them.

Plans for specific activity modifications will be provided to the IEP manager and parents in writing.

NOTE	At least one page 4-A must be included in EVERY IEP.

Learner's Name Jeff W.

INDIVIDUALIZED EDUCATION PROGRAM [IEP]	ANNUAL GOALS, SHORT-TERM INSTRUCTIONAL OBJECTIVES AND REGULAR EDUCATION MODIFICATIONS	IEP PAGE 4-A

X. Use one (1) PAGE 4 for each goal. Thoroughly state the goal. List up to four (4) objectives for the goal, including attainment criteria for each objective. Provide review due dates. When the periodic review is completed, provide completion date and a progress statement for each objective.

GOAL # 3 OF 4 GOALS

GOAL: Jeff will increase his understanding of post-secondary options.

Person(s) Responsible Carl, Guidance Counselor and Susan, Teacher/Consultant of the Visually Handicapped

XI.	OBJECTIVES AND ATTAINMENT CRITERA	PERIODIC REVIEW PROGRESS
1	Jeff will identify at least two Private/State/Federal agencies he could access for assistance in planning for Post-Secondary options.	DATE DUE: Jan. 1993 DATE DONE: DEGREE OF PROGRESS:
2	Jeff will identify at least six examples of Post-Second- options available to him. These should be chosen with two from each area - local, regional and statewide.	DATE DUE: Jan. 1993 DATE DONE: DEGREE OF PROGRESS:
3	Jeff will identify at least three financial options for Post-Secondary Training Sites (i.e. Vocational Technical Colleges, State University System.)	DATE DUE: Jan. 1993 DATE DONE: DEGREE OF PROGRESS:
4	Jeff will obtain at least two applications from Post-Secondary Sites (i.e. job applications, admission applications).	DATE DUE: Mar. 1993 DATE DONE: DEGREE OF PROGRESS:

XII. Describe changes in regular education activities that will be made to permit successful accommodation and education of this learner, e.g., grading, credits, staff, transportation, facilities, materials, equipment technology, adaptive devices, curriculum methods, other services:

Jeff will be scheduled with Mr. Carl _____ at least bi-monthly to access necessary resources during his study hall. Jeff will be provided access to a telephone to contact various agencies and organizations. Jeff may request additional meetings as deemed necessary.

XIII. Describe how all staff in contact with the learner will be informed of the above modifications and specify the person responsible for informing them.

Mr. will provide IEP Manager, Ms. and Jeff's parents with a written report on a monthly basis stating present activities and objective status.

NOTE	At least one page 4-A must be included in EVERY IEP.

Learner's Name Jeff W.

INDIVIDUALIZED EDUCATION PROGRAM [IEP]	ANNUAL GOALS, SHORT-TERM INSTRUCTIONAL OBJECTIVES AND REGULAR EDUCATION MODIFICATIONS	IEP PAGE 4-A

X. Use one (1) PAGE 4 for each goal. Thoroughly state the goal. List up to four (4) objectives for the goal, including attainment criteria for each objective. Provide review due dates. When the periodic review is completed, provide completion date and a progress statement for each objective.

GOAL # 4 OF 4 GOALS

GOAL: Jeff will have the classroom environment modified as necessary to improve equal and timely access to instructional materials.

Person(s) Responsible Susan , Alice and Classroom Staff

XI.	OBJECTIVES AND ATTAINMENT CRITERA	PERIODIC REVIEW PROGRESS
1	Jeff will use modified board work as necessary for all classroom activities. CRITERIA: at least 90% of materials will be accessible	DATE DUE: June 1993 DATE DONE: DEGREE OF PROGRESS:
2	Jeff will use modified maps and models for Science, Geography and Math as necessary. CRITERIA: at least 85% of the maps and models will be accessible.	DATE DUE: June 1993 DATE DONE: DEGREE OF PROGRESS:
3		DATE DUE: DATE DONE: DEGREE OF PROGRESS:
4		DATE DUE: DATE DONE: DEGREE OF PROGRESS:

XII. Describe changes in regular education activities that will be made to permit successful accommodation and education of this learner, e.g., grading, credits, staff, transportation, facilities, materials, equipment technology, adaptive devices, curriculum methods, other services:

Models and maps will be modified or duplicated as necessary to ensure timely provision of relevant information. Boardwork/overheads will be duplicated and/or modified based upon recommendations of Ms. _____. Seating within each classroom will be evaluated by Ms. _____ and Classroom Teacher to facilitate usage of Jeff's monocular.

XIII. Describe how all staff in contact with the learner will be informed of the above modifications and specify the person responsible for informing them. Susan _____, Teacher of the Visually Handicapped, will coordinate the provision of modified instructional materials. Ms. _____ will provide direct and indirect services to Jeff and Educational staff. Ms. _____ will monitor compliance with Ms. _____ recommendations.

NOTE	At least one page 4-A must be included in EVERY IEP.

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Learner's Name Jeff W.

INDIVIDUALIZED EDUCATION PROGRAM [IEP]	SPECIAL EDUCATION PLAN	IEP PAGE 5

XIV. SPECIAL EDUCATION AND RELATED SERVICES

For each special education and related service, provide the requested information. Identify the location at which the service(s) will be provided.

SERVICES(S) *	MIN./WEEK Indirect	MIN./WEEK Direct	STARTING DATE	SERVICE PROVIDER AND TELEPHONE	BUILDING NAME AND ROOM (if another school district, provide district name & number)
Orientation and Mobility	30	180	9/11/92	Dan -555-1213	Wilson High School Room 112
DAPE	30		9/11/92	Pamela	Wilson High School Large Gym
Teacher/ Consultant of the Visually Handicapped	60	30	9/11/92	Susan -555-1213	Wilson High School Room 110

* The duration of these services may not exceed one year from the date of this IEP. This IEP is in effect for:

- [x] a normal school year.
- [ ] an extended school year. Explain:
- [ ] less than a normal school year. Explain:

XV. JUSTIFICATION FOR RELATED SERVICES

For each related service listed above, explain why this service is needed for this learner to benefit from special education instruction.

SERVICE(S)	JUSTIFICATION
Orientation and Mobility	An O&M Specialist is required to provide specialized instruction unique to Jeff's functional vision capabilities as they relate to travel.

XVI. * REGULAR EDUCATION GRADUATION STANDARDS

Describe any regular education graduation standards modified for this learner.

None

Learner's Name Jeff W.

INDIVIDUALIZED EDUCATION PROGRAM [IEP]	LEAST RESTRICTIVE ENVIRONMENT JUSTIFICATION	IEP PAGE 6

XVII. ENVIRONMENT — Check all sites and settings in which the learner is provided special education and related services.

SITE

- [X] School building learner would attend if not handicapped
- [ ] Alternative regular school within the district
- [ ] Alternative regular school outside of the district
- [ ] Alternative special school within the district
- [ ] Alternative special school outside of the district
- [ ] Home
- [X] Community based site other than a school or home
- [ ] Residential school
- [ ] Hospital or treatment center

SETTING

- [X] Regular education classroom (e.g., English, science)
- [ ] Special education classroom (e.g., resource room, tutoring space, speech room)
- [ ] Integrated community (e.g., workplace, nursery school)
- [X] Other (please specify) O&M will take place in rural, residential, semi-business and business environments of his community.

98 Percent of instructional time with peers who do not have handicapping conditions.

Provide LRE justification for time spent in any environments other than with peers who do not have handicapping conditions. Base these statements on the specific instructional needs identified on Page 3.

Orientation and Mobility instruction is specialized one-on-one instruction designed to assist learners in becoming safe, efficient and graceful travellers in an independent manner. Jeff's present level of performance indicates the need for O&M instruction under low light conditions to prepare Jeff for future vocational/educational environments and for increased recreational/community involvement.

XVIII. LEARNER LENGTH OF DAY — The daily starting and ending times for the learners who do not have handicapping conditions in the same school site are 7:30 and 2:30.

If the learner's daily starting and ending times are different from that above, provide justification.
In order to experience travel under the conditions which pose the greatest challenge to Jeff (Low Light Conditions), most of Jeff's O&M lessons will need to be at dusk or at night.

NOTE: If the learner's attendance hours are less than peers who do not have handicapping conditions, an application for a reduced school day must be filed with and approved by the Commissioner of Education.

XIX. PLANNED REGULAR EDUCATION INTERACTION OPPORTUNITIES FOR THE LEARNER

For learners who receive special education and related services 50% or more of their school day, provide specific information regarding the frequency, amount of time and duration of the following opportunities to:

Interact with peers of similar age who do not have handicapping conditions.	Participate in the mainstream of the community.

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Child's Name: Jenny Date: 1/ /91

LONG-TERM PLANNING WORKSHEET
for Desired Outcomes

Members of the educational team (parents and any involved school, AEA, and community agency personnel) will be meeting to develop goals and services that are important to be included in Jenny's educational program over the next few years. Please identify areas listed below that you think are important options or skills for Jenny. At the IEP conference we will discuss these areas, jointly identify desired program options and skills, and develop the IEP to support our decisions regarding Jenny's educational program.

Please review before the IEP meeting in order to be prepared to enter into this discussion.

Program Options

Ages 0-6

Community Education and Care
- In Home Child Care
- Day Care Center
- Pre-School
- Head Start
- At Risk Program

Early Childhood Special Education
- Parent Child Groups
- At Home Program
- Special Education Classroom

Support Services
- AEA
- Private

Other: _____

Ages 6-10

Regular Education
- Reading
- Language Arts
- Mathematics
- Social Studies
- Science
- Physical Education
- Art
- Music
- Before/After School Program
- At Risk Program

Special Education — SSC

Private School

Support Services
- AEA SLP, OT, PT, APE
- Private

Notes regarding discussion or consensus: SSC. Reg. Ed. act. with 4th grade for 91-92; family wishes Jenny continue to attend middle and high school with her neighborhood school regular education peers.

Intervention or services (time-limited or ongoing) needed for successful transition to the next program or educational setting(s): Transfer of use of lang. board to next class & community (current SLP), cont. of computer act. (current teacher), monitoring scoliosis (new PT).

Jenny's IEP is copied with permission from *Early Childhood Through Post-School Transition Planning: A Comprehensive Outcomes-Based Model for Special Education*, by Lucy Choisser and Paul Kiburz. This publication is a guide developed by the Grant Wood Area Education Agency, a regional education agency providing services and leadership for schools in seven counties in Iowa. For further information, contact: Grant Wood AEA, Special Education Division, 4401 Sixth Street, SW, Cedar Rapids, IA 52404-4499.

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Community Options

Participates In:

- Play with neighborhood friends
- Religious services/programs
- Camp
- ✔ Sports (swimming, soccer, gymnastics, etc.)
- ✔ Lessons (music, dance, art, etc.)
- Library
- Clubs (scouting, etc.)
- Family outings (eating out, shopping, parks, etc.)
- Family events (visiting friends and relatives, family occasions)
- Care for a pet
- Pursue a hobby
- Play board games
- Motor activity (shoot baskets, jump rope, ride bike, etc.)

Transportation Options

- Car
- Walk
- Bike
- School bus or van
- Community transportation system

Uses school bus & city bus (with class)

Skills for Success for Desired Program and Community Options

- Use self care skills (dressing, eating, toileting)
- ✔ Use school success skills (lunch, playground, building orientation) – *mobility around school*
- Use classroom success skills (follow directions, participate in groups, work alone)
- Problem solve (consider alternative solutions)
- ✔ Be responsible for personal belongings
- Initiate activities, routines
- ✔ Adjust to changes (routines, activities, people)
- Relate needs
- Make choices
- Get along with children
- Play alone and with others
- ✔ Travel to identified school and community locations
- ✔ Other: _____

Notes regarding discussion or consensus about community and transportation options: *Tolerate changes in routines; mobility stamina, get along with students (i.e., reduce attention-seeking, ↑variety of appropriate initiations, provide opportunities for interaction, be more independent in self-help & increase self confidence.*

Notes regarding discussion or consensus about skills for success: _____

Parent Options for Information or Assistance

- Understanding assessment, eligibility for special education services, labels
- Understanding legal rights
- Stating child's strengths and needs
- Stating goals for my child
- Finding out about program options
- Talking to experienced parents about program options
- Visiting program options
- Preparing my child for new programs
- ✔ Communicating positively with new adults who will be involved with my child
- ✔ Arranging for non-classroom community activities
- Arranging for child care
- Arranging transportation
- Finding out about costs of programs and sources of financial assistance
- Obtaining or coordinating needed services for my child or our family

Notes regarding discussion or consensus: *Avenue to have positive communication with new teacher; community activities.*

Jenny's Long Term Planning
Worksheet for ~~Early Childhood and~~ Grades K-5

GRANT WOOD AEA
Special Education Division
4401 Sixth Street SW
Cedar Rapids, IA 52404-4499
1-319-399-6700
1-800-332-8488

Comprehensive Educational Evaluation

Team Summary & Conclusions School Year 19 90 – 91

STUDENT (Please Print) Jenny (Last) (First) (MI) BIRTHDATE (Mo Day Yr) GRADE Elem.

Case Facilitator / Position Consultant, Special Education Date:

Diagnostic Impressions:

Desired Outcomes: List annual/long-term outcomes. Incorporate into **IEP** (I), **Transition** (T), and/or **Modification to Regular Ed.** (M)

Code: I, T, M		
I & T	1.	Get along with children (i.e., reduce attention-seeking, increase variety of appropriate initiations, have opportunities for interaction).
I & T	2.	Regular education experiences for social interaction, friendship building, and skill generalization.
T	3.	Transfer use of language board and support to family in developing board for community use.
I	4.	Maintenance and continued skill building in use of the computer.
I & T	5.	Maintain muscle strength, increase school & community mobility.
T	6.	Monitor scoliosis
I	7.	Be more independent in self-help.
T	8.	Adjust to changes – next class
T	9.	Family involve Jenny in community recreational activities.
T	10.	Family establish communication with new classroom teacher and become oriented to new class routines.

Team Recommendations:

1. Continue educational programming in a special self-contained class with integration into age-appropriate regular education classes and activities. Her program will continue to focus on programming in the following goal areas: Self-Help/Daily Living/Domestic; Community; Recreation; Leisure; and Vocational and begin addressing integration and transition planning goal areas this spring.
2. Continue the following AEA support services: speech/language; OT, PT, APE and add transportation on the school bus.
3. Plan with the family avenues for Jenny to continue her schooling with her neighborhood regular education peers at the middle and high school levels.

Options Considered /Reasons Rejected: (document at IEP conference)

1. Add transition planning goals and objectives to the IEP to support Jenny's transfer to her new class, assist in meeting her desired outcomes, and plan for her middle school attendance.
2. Add integration goal to IEP to support desired outcomes of increasing social competence, friendship building, and skill generalization.
3. Add transportation as a service; the family currently, by choice, transports Jenny to school by car.

White - GWAEA Central File
Yellow - Local School District
Pink - Parent 8/91

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GRANT WOOD AEA
Special Education Division
4401 Sixth Street SW
Cedar Rapids, IA 52404-4499
1-319-399-6700
1-800-332-8488

Individualized Education Program Goals and Objectives

Today's Date _____

Name: *Elementary Primary Student – Jenny* Birthdate: _____ (Mo Day Yr) Grade: *elem*

GOAL AREA (from cover sheet) *Transition Planning* Projected Duration *1-23-91 – 1-23-92*
(Excludes School Vacations/Follows School Calendar)

PRESENT LEVELS OF PERFORMANCE: (Statements describing the student's present achievement and/or behaviors in observable and measurable terms.) *Jenny lives at home with her parents and two older brothers. She will move to the elementary intermediate MDT class in the fall of 1991. She is presently not participating in any regular education or peer interaction activities. Her school curriculum addresses community interaction and skill building for community functioning.*

GOAL STATEMENT: (A goal is stated for each area checked on the cover page of this IEP. The goal should clearly specify the anticipated outcome.) *To assist the family, student, and team in planning for Jenny's smooth transition to the next class, and to meet their long term goals for Jenny in the areas of social competence, vocational, mobility, health monitoring, communication, and future living in community settings.*

DATE REVIEWED _____ ACCOMPLISHED ____ NOT ACCOMPLISHED ____ COMMENTS:

Jenny's Transition Planning Goal Statement :

5a Individual Education Program Goals and Objectives 8/91

Desired outcome 1: Get along with children (i.e., reduce attention-seeking, increase variety of appropriate initiations, have opportunities for interaction).
and
Desired outcome 2: Regular education experiences for social interaction, friendship building, and skill generalization.

IEP example:

# 1 OBJECTIVE AND CRITERIA LEVEL	SERVICE PROVIDERS (List by position)	STRATEGIES AND MATERIALS (OPTIONAL)
Jenny will have on-going, positive interactions with her same age peers in recreational activities throughout her educational experience to increase peer acceptance and learn interaction skills.	*Teacher in conjunction with reg. ed. teacher, team bldg. principal*	*Opportunities for recreational instructions will be assessed and implemented annually as appropriate for Jenny. (See comments below)*

EVALUATION PROCEDURES: *Review by team each fall and at the IEP conference*

Scheduled Review Dates	Accomplished Y	Accomplished N	Comments: *Team ideas included structured games, turn-taking on the computer*
1) *9/25/91*	❑	❑	1)
2) *1-23-92*	❑	❑	2)
3)	❑	❑	3)
4)	❑	❑	4)

#2 OBJECTIVE AND CRITERIA LEVEL	SERVICE PROVIDERS (List by position)	STRATEGIES AND MATERIALS (OPTIONAL)
Jenny will increase her interaction skills and her peer acceptance throughout her educational career and during opportunities provided throughout her school day.	*Teacher with 4th grade reg. ed teachers, bldg. principal, SLP (see integration goal page)*	*Service providers meet to review opportunities and develop timelines to expand activities throughout the 91-92 school year (See comments below).*

EVALUATION PROCEDURES: *Team meeting to review outcome of meeting*

Scheduled Review Dates	Accomplished Y	Accomplished N	Comments: *Ideas include art, language arts*
1) *9-25-91*	❑	❑	1)
2)	❑	❑	2)
3)	❑	❑	3)
4)	❑	❑	4)

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Desired Outcome 3: Transfer use of language board and support to family in developing board for community use.

IEP Example:

# 3 OBJECTIVE AND CRITERIA LEVEL	SERVICE PROVIDERS (List by position)	STRATEGIES AND MATERIALS (OPTIONAL)
Jenny will transfer her skills of using her communication board at school to the community for use at home and with the family in the community	*Parents; Sp/ Lang. consultation with parents*	*Speech/language pathologist will consult with the family re: design, implemantation, and monitoring.*

EVALUATION PROCEDURES: *Parent reports to speech/lang. path. & teacher*

Scheduled Review Dates	Accomplished Y	Accomplished N	Comments:
1) *9/25/91*	❑	❑	1)
2) *11/20-91*	❑	❑	2)
3) *1-23-92*	❑	❑	3)
4) *4-23-92*	❑	❑	4)

# 4 OBJECTIVE AND CRITERIA LEVEL	SERVICE PROVIDERS (List by position)	STRATEGIES AND MATERIALS (OPTIONAL)
Jenny will continue to use her communication board in her new classroom; she will maintain present level and expand content and function (see comm. & integration goal areas)	*Teacher; Sp/ Lang. pathologist*	*Current teacher & SLP and new (1991) teacher and SLP will review comm. board, procedures, and goals in the spring of 1991.*

EVALUATION PROCEDURES: *Team meeting to report outcome of meeting*

Scheduled Review Dates	Accomplished Y	Accomplished N	Comments:
1) *5/21/91*	❑	❑	1)
2)	❑	❑	2)
3)	❑	❑	3)
4)	❑	❑	4)

Desired Outcome 5: Maintain muscle strength, increase school and community mobility.
and
Desired Outcome 6: Monitor scoliosis.

IEP Example:

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# 5 OBJECTIVE AND CRITERIA LEVEL	SERVICE PROVIDERS (List by position)	STRATEGIES AND MATERIALS (OPTIONAL)
Janny will maintain her range motorically through vocational activities that support strengthening the spine.	Teacher	Add picking up attendance slips to the IEP Vocational Domain in the fall of 1991.

EVALUATION PROCEDURES: Team review in the fall to see if in place

Scheduled Review Dates	Accomplished Y	Accomplished N	Comments:
1) 9/25/91	❑	❑	1)
2)	❑	❑	2)
3)	❑	❑	3)
4)	❑	❑	4)

# 6 OBJECTIVE AND CRITERIA LEVEL	SERVICE PROVIDERS (List by position)	STRATEGIES AND MATERIALS (OPTIONAL)
Janny will maintain her muscle strength to prevent scoliosis progression.	Teacher; OT; PT	Annually consider activities for: • reaching bilaterally • reaching left • rotating clockwise to left • upright sitting posture • carrying objects • positioning materials to the right

EVALUATION PROCEDURES: Assess activities in the Fall & IEP Rev.

Scheduled Review Dates	Accomplished Y	Accomplished N	Comments:
1) 9-25-91	❑	❑	1)
2) 1-23-92	❑	❑	2)
3)	❑	❑	3)
4)	❑	❑	4)

# 7 OBJECTIVE AND CRITERIA LEVEL	SERVICE PROVIDERS (List by position)	STRATEGIES AND MATERIALS (OPTIONAL)
Janny will travel as independantly as possible, using community resources & school buses.	Teacher in conjunction with parents and transportation office.	Teacher will assist the family in arranging for school bus transportation to and from school.

EVALUATION PROCEDURES: Review in Fall to check if Janny is riding bus to school.

Scheduled Review Dates	Accomplished Y	Accomplished N	Comments:
1) 9/25/91	❑	❑	1)
2)	❑	❑	2)
3)	❑	❑	3)
4)	❑	❑	4)

Desired Outcome 8: Adjust to changes to next class.
IEP example:

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#8 OBJECTIVE AND CRITERIA LEVEL	SERVICE PROVIDERS (List by position)	STRATEGIES AND MATERIALS (OPTIONAL)
Jenny will become aware that she is attending a different class and will have a different teacher during the 1991-92 school year.	*Teachers; student visit during school day*	*Arrange a visit for students going to the new class*

EVALUATION PROCEDURES: *Team meeting to review outcome of visit & if other activities needed*

Scheduled Review Dates	Accomplished Y	Accomplished N	Comments:
1) *5/21/91*	☐	☐	1)
2)	☐	☐	2)
3)	☐	☐	3)
4)	☐	☐	4)

Desired Outcome 9: Family involve Jenny in community recreation activities.

IEP Example:

#9 OBJECTIVE AND CRITERIA LEVEL	SERVICE PROVIDERS (List by position)	STRATEGIES AND MATERIALS (OPTIONAL)
Jenny will participate in community recreational activities to increase stamina and improve communication, peer interaction, and behavior.	*Parents*	*Parents will enroll Jenny in community recreation center activities.*

EVALUATION PROCEDURES: *Annually at the IEP conference with family.*

Scheduled Review Dates	Accomplished Y	Accomplished N	Comments:
1) *1/23/92*	☐	☐	1)
2)	☐	☐	2)
3)	☐	☐	3)
4)	☐	☐	4)

Desired Outcome 10: Family establish communication with new classroom teacher and become oriented to new class routines.

IEP Example:

#10 OBJECTIVE AND CRITERIA LEVEL	SERVICE PROVIDERS (List by position)	STRATEGIES AND MATERIALS (OPTIONAL)
Jenny's parents will increase their understanding of the curriculum and schedule of Jenny's new class for 1991-1992.	*Teachers arrange with parents; parents visit*	*Parents will visit Jenny's class for 1991-92.*

EVALUATION PROCEDURES: *Teacher or parent report at team meeting*

Scheduled Review Dates	Accomplished Y	Accomplished N	Comments:
1) *5/21/91*	☐	☐	1)
2)	☐	☐	2)
3)	☐	☐	3)
4)	☐	☐	4)

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