Transition IEPs

This guide has more than one example from Infinite Campus on how to fill out each section.

Transition Services

Student's Desired Post-School Activities

The desired post-school goals or visions are based on the student's preferences, needs and interests. They are the goals, dreams, interests and aspirations held by the student and may not be the same as the desired goals or visions held by the educational professionals.

Plan Outline mtIEP

- **Individualized Education Plan**
- **Student Information**
- Guardian Information
- **Strengths/Concerns/Interests**
- **Consideration of Special Factors**
- **Transition Services**
- **Postsecondary Goals**
- **Course of Study**
- **Transition Services Needed**
- **Transfer of Rights**
- **High School Graduation**
- **PLAAFPs/MAGs**
- **Progress Report Frequency**
- **Special Education Services**
- **Related Services**
- **State Reported Data (6-21)**
- **Least Restrictive Environment**
- **Supp. Aids and Services**
- **Statewide Assessments**
- **Districtwide Assessments**
- **Extended School Year**
- **Need for Reevaluation**
- **Access. and Responsibilities**
- **Meeting Participants**
- **IEP Approval**
- **IEP Notes**

Transition Services

Student's Desired Post-School Activities

(In the areas of postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation):

Lucy wants to go to college to get a degree in fine arts.

Results of Age-Appropriate Transition Assessments.

Training:

Lucy took the MCIS (8/2015) and scored a 13 in Artistic and a 7 in Social. This means Lucy is a person who easily expresses her idea and feelings and work where there isn't confining rules. She also prefers working with people as compared to machinery and likes teaching and giving advice.

Education:

Practice ASVAB (5/2015) - Lucy's scores in math knowledge was 40%. This test is mostly geometry and algebra. Lucy's score on arithmetic reasoning was 80%, which was basic math problems (adding, subtracting, multiplying, and dividing). Lucy recieved a 60% in word recognition and a 60% in general science.

Employment:

According to Humanmetrics On-line Personality Assessment (10/2015), Lucy's personality type has good organizational skills and is creative. She would be best suited for management or education profession.

Where appropriate, Independent Living Skills:

NA

☐ Results of age-appropriate transition assessments attached

Transition Services

Student's Desired Post-School Activities
(In the areas of postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation):

In the past, Odin has stated that he would like to be a bus driver when he is finished with high school.

Results of Age-Appropriate Transition Assessments.

Training:

Odin took the LCE self-determination checklist. He stated that he knows what his priorities are and what's important to him, and he has personal goals for himself. He thinks about his future and he knows how to tell others what he wants/needs. He stated that criticism makes him angry at times. In regards to the future, Odin stated that he is not quite sure yet what direction his life will take, and he feels like he needs to explore his options more. Sept 2015

Education:

Odin had a very successful first quarter of his sophomore year, receiving three A's and three B's, which brings his cumulative grade point average to 3.42 thus far in his high school career. Odin is an auditory and visual learner--he likes when he is read to, and he likes when he is given directions from the teacher, but he also likes to see directions written down so he can go back and look at them. Odin needs both visual and verbal cueing in the classroom setting in order to find the most success. Jan 2016

Employment:

Odin was given an informal interest inventory called 'Reach for the Stars'. Odin was asked to check off items that he was interested in or good at in order to narrow down a field of interest. At this point in time, Odin does not show an overwhelming interest in one particular job field. He scored himself highest and the same in the areas of: Agricultural and Environmental Science, Human Services, Military and Protective Services, and Applied Technology. Oct 2015

Where appropriate, Independent Living Skills:

Through a LCE, Odin continues to work on his independent living skills thought his time in the Functional Life Skills classroom. He participates in frequent life kills lessons, where he is able to advocate for himself the majority of the time (70%, he is still working on that skill), he has strong social skills. However, Odin is still working on cooking skills, housing skills, and self-care skills. Jan 2016

☐ Results of age-appropriate transition assessments attached

Results of Age-Appropriate Transition Assessments

In these fields, please document the name or type of the assessment given to the student and the results/summary of the findings pertinent to the student's abilities.

Training, Education and Employment assessments must be completed; Independent Living Skill is done only when appropriate.

Assessments may be formal and/or informal and provide relevant information to address key areas of transition planning. They should also provide information on current levels of functional performance and indicated accommodations to support success. They are a basis for writing the student's measurable postsecondary goals.

There are no set assessments suggested by OPI. They can be developed by an educational company or by a member of the IEP team.