

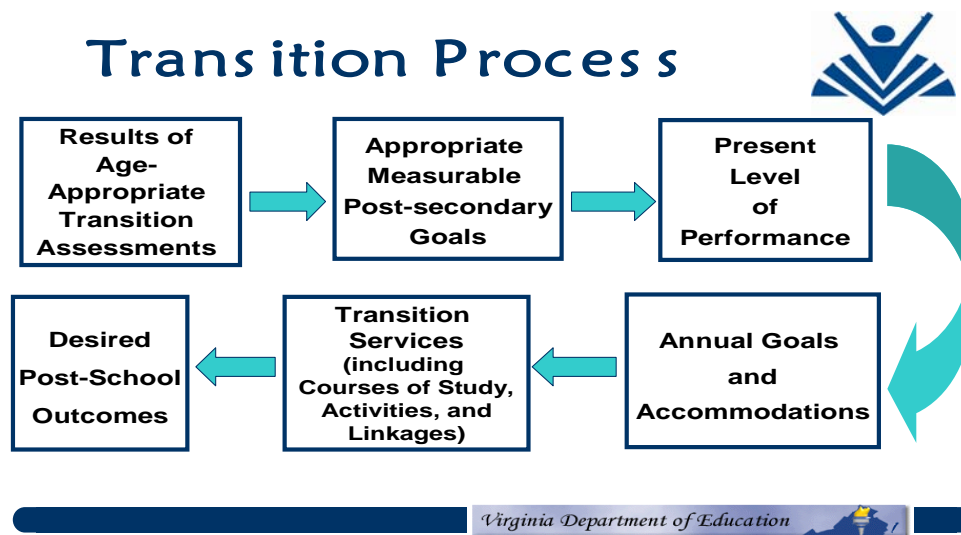
# Parent Educational Advocacy Training Center

Building Positive Futures for Virginia's Children

## What Are the Essential Features of a Transition IEP?

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There are fundamental differences between IEPs of secondary students and elementary aged students with disabilities. During elementary school, the focus is on the student's access to the general curriculum and the developing skills to be successful in school. In middle and high school, a key difference is that the focus shifts from simply reaching annual benchmark goals to the planning and reaching the student's desired goals after leaving high school. Transition IEPs call these goals *post-secondary goals* and emphasize planning for what classes are needed for students to reach their goals after high school. (Wehman, Wittig, 2008) The chart below illustrates the Transition IEP process:



### Step One: Age Appropriate Transition Assessments

IDEA 2004 mandates that students must participate in transition assessments:

Beginning no later than the first IEP in effect when the student turns 16 and every year after that—A student's IEP must include appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment and where appropriate, independent living skills. (§300.32b)



Assessment is a process of compiling information about a student and in Virginia refers to SOL, end of course tests, classroom assessments, other state-approved evaluations. Transition assessments may also include:

- Interest inventories
- Teacher-made Checklists
- Interviews
- Web based assessments (Kuder, etc)
- Functional Vocational Evaluations

The transition assessments must have enough information to help the student to settle on preferred post secondary goals.

### **Step Two: Appropriate Measurable Post Secondary Goals**

The student chooses goals for life after high school in the areas of education/training, employment and community living. Transition assessments will help to guide this process. Measurable post-secondary goals are outcomes that occur after the person has left high school. These goals describe what a student will do (enroll, attend, work).

### **Step Three: Present Level of Performance (PLOP)**

The four essential elements for developing an effective PLOP:

- Reflect student's post-secondary goals
- Summarize current academic and functional achievement, emphasizing needs that will impact realization of the student's post-secondary goals
- Document the use of age-appropriate transition assessments
- Always incorporate the student's voice

It is also important to state the sources of data in the PLOP. For example if a student has been interviewed, an evaluation administered, or his records reviewed, the PLOP should identify the following:

- Interview – position of interview source
- Instrument – name of instrument
- Record review – name of document reviewed

### **Step Four: Annual Goals**

Annual goals should support what the student plans or wishes to do after graduation. The Transition IEP is always moving the student toward desired post-school outcomes. A measurable annual goal answers the question "What will the student do in a year's time that will lead to the postsecondary goal?"



### Step Five: Transition Services

These services may include activities, classes needed (courses of study), and linkages including:

- **Specialized instruction** such as learning to use public transportation
- **Collaborative services**- agency linkages such as a referral to the Department of Rehabilitative Services (DRS)
- **Related services** such as the speech pathologist helping a student be able to speak about his or her disability
- **Assessment**-comprehensive vocational evaluation or a functional vocational evaluation

### Desired Post School Outcomes

The regulations have changed the transition process from solitary/separate development of IEPs by teachers to a team approach, using transition as the driving force to improve each student's desired post school outcomes (Wehman & Wittig, 2008, in press.) The student's desired post school outcomes guide the development of the Transition IEP. Careful planning and a team approach, with the student in the lead, strengthen the likelihood that the student's time in middle and high school leads to continued success after high school.

### References

Individuals with Disabilities Education Improvement Act of 2004, P.L. No. 108-446 [34 CFR 300.43 (a)] [20 U.S.C. 1401 (34)]

Wehman, P. & Wittig, K. *Transition IEPs: A Curriculum Guide for Teachers and Transition Practitioners*. 3<sup>rd</sup> Edition. (Austin, TX: PRO-ED) (In Press.)

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## Regional Resource and Federal Centers

The Federal Resource Center for Special Education (FRC)  
Academy for Educational Development  
1825 Connecticut Ave, NW  
Washington, DC 20009  
Phone: 202.884.8215 | Fax: 202.884.8443  
TTY: 202.884.8200  
E-mail: [frc@aed.org](mailto:frc@aed.org)  
<http://www.rrfcnwork.org/>

Northeast Regional Resource Center (NERRC)  
Learning Innovations at WestEd  
20 Winter Sport Lane  
Williston, VT 05495  
Phone: 802.951.8218 | Fax: 802.951.8222  
TTY: 802.951.8213  
E-mail: [kreedy@wested.org](mailto:kreedy@wested.org)  
<http://www.rrfcnwork.org/nerrc>

Mid-South Regional Resource Center (MSRRC)  
University of Kentucky / IHDI  
1 Quaility Street - Suite 722  
Lexington, KY 40507  
Phone: 859.257.4921 | Fax: 859.257.4353  
TTY: 859.257.2903  
E-mail: [jjohns@uky.edu](mailto:jjohns@uky.edu)  
<http://www.rrfcnwork.org/msrrc>

Southeast Regional Resource Center (SERRC)  
School of Education  
Auburn University Montgomery  
PO Box 244023  
Montgomery, AL 36124-4023  
Phone: 334.244.3100 | Fax: 334.244.3101  
E-mail: [ebeale@mail.aum.edu](mailto:ebeale@mail.aum.edu)  
<http://www.rrfcnwork.org/serrc>

North Central Regional Resource Center (NCRRC)  
Institute on Community Integration  
University of Minnesota  
5 Pattee Hall  
150 Pillsbury Drive, SE  
Minneapolis, MN 55455  
Phone: 612.624.9722 | Fax: 612.624.9344  
TTY: 800.627.3529  
E-mail: [ncrrc@umn.edu](mailto:ncrrc@umn.edu)  
<http://www.rrfcnwork.org/ncrrc>

Mountain Plains Regional Resource Center (MPRRC)  
Utah State University  
1780 North Research Pkwy, Suite 112  
Logan, UT 84341  
Phone: 435.752.0238 | Fax: 435.753.9750  
TTY: 435.753.9750  
E-mail: [John.Copenhaver@usu.edu](mailto:John.Copenhaver@usu.edu)  
<http://www.rrfcnwork.org/mprrc>

Western Regional Resource Center (WRRRC)  
1268 University of Oregon  
Eugene, OR 97403-1268  
Phone: 541.346.5641 | Fax: 541.346.0322  
E-mail: [wrrc@uoregon.edu](mailto:wrrc@uoregon.edu)  
<http://www.rrfcnwork.org/wrrc>

### Secondary/Postsecondary

National Dropout Prevention Center for Students with  
Disabilities  
Clemson University  
209 Martin Street  
Clemson, SC 29631-1555  
Phone: 864.656.2599 | Fax: 864.656.0136  
E-mail: [lboost@clemson.edu](mailto:lboost@clemson.edu)  
<http://www.ndpc-sd.org>

National Secondary Transition Technical Assistance  
Center  
UNC Charlotte  
9201 University City Boulevard  
Charlotte, NC 28223-0001  
Phone: 704.687.8606 | Fax: 704.687.2916  
TTY: 704.687.6327  
E-mail: [chfowler@email.uncc.edu](mailto:chfowler@email.uncc.edu)  
<http://www.nsttac.org>

