

## **TRANSITION ASSESSMENT**

### **Age-Appropriate Transition Assessment**

#### **WAC 392-172A-03090(1)(j)(i)**

- NSTTAC's definition of **transition assessment**: the *ongoing* process of collecting data on the individual's needs, preferences, and interests as they relate to the demands of current and future working, educational, living, and personal and social environments. Assessment data serve as the common thread in the transition process and form the basis for defining goals and services to be included in the IEP.
- Sources of assessment information include, but are not limited to, the following:
  - Formal interest/aptitude tests and/or surveys,
  - Quarterly or semester grades throughout high school,
  - Current psychological assessment data indicating areas of strength and weakness,
  - College entrance exam scores (if applying to 4-year colleges),
  - Informal interviews with the student,
  - Student completion of interest inventories,
  - Questionnaires to establish student interests and preferences,
  - Functional vocational evaluations,
  - Interviews with the family, and
  - Student observations.

**Transition Services**  
**WAC 392-172A-01190 and -03090(1)(j)(ii)**

- Transition services should be based on the individual student's needs, taking into account the student's strengths, preferences, and interests; and
- Include instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and if appropriate, the acquisition of daily living skills and provision of a functional vocational evaluation.

**Transition Services**  
**Examples**

1. Instruction related to word processing / keyboarding skills
2. Tutoring (peer or teacher) in reading comprehension strategies
3. Self-monitoring instruction related to on-task behavior
4. Social skills training
5. Self-advocacy training
6. Instruction related to on the job safety
7. Instruction in accessing public transportation
8. Occupational therapy to improve handwriting
9. Speech therapy to improve expressive language
10. Community visits to local businesses in the student's area of interest
11. Job shadow experiences related to the student's postsecondary goal(s)
12. Field trips to the local grocery store

13. Visits to the local community college campus
14. Conducting interviews with professionals in the student's area of interest
15. Making a vocational rehabilitation referral
16. Applying for college and disability support services
17. Completing job applications/mock interviews
18. Providing instruction in maintaining a bank account, cooking skills, personal hygiene, etc.
19. Completing a career preference inventory

## **Transition - Course(s) of Study WAC 392-172A-03090(1)(j)(ii)**

- The IEP must include “transition services, including courses of study needed to assist the student in reaching those [measurable postsecondary] goals.”

### **Course(s) of Study Compliant Examples**

1. The box on the IEP is checked showing that the student will engage in the school district’s standard College Preparatory courses of study during the next 4 years of high school. *(Note: This example covers education only, see presenter’s notes for more info.)*
2. “For Bob’s upcoming 11th grade year, he will participate in Psychology, English 12, Algebra II, Band, Phys Ed, Work Experience, Child Development, and Resource Room.”
3. Courses are listed identifying what the student will take each year of high school.
4. “Sue will continue to receive specially designed instruction with an alternate curriculum, including instruction focused on self-care and communication skills, and will participate in work experience and vocational elective courses during her last 2 years of school.”
5. “During his upcoming senior year, Bob will receive specially designed instruction with an alternate curriculum, including instruction focused on career development, functional academics, and community referenced skills that are linked to the state standards for Reading and Math.”

**Transition - Student Participation**  
**WAC 392-172A-03095(2)**

- Students must be invited to participate in IEP meetings when postsecondary goals and/or transition services will be discussed.
- If the student does not attend the IEP meeting, the district must take steps to ensure that the student's preferences and interests are considered.

**Transition - Annual IEP Goals**  
**WAC 392-172A-01190 and -03090**

- IEPs for students turning age 16 and above **must contain** annual IEP goal(s) that are related to the transition services needs and will reasonably enable the student to meet his/her postsecondary goals.

**Transition – Postsecondary Goals**  
**WAC 392-172A-03090(1)(j)(i)**

- IEPs for students turning 16 and older must include appropriate measurable postsecondary goals based upon age- appropriate transition assessments related to:
  - training or education,
  - employment, and,
  - if appropriate, independent living skills.
  
- Postsecondary goals must be reviewed and updated annually.

## **Measurable Postsecondary Goals vs. Measurable Annual Goals**

- Measurable Postsecondary Goals are the student's identified goals for after the student leaves high school, and must address postsecondary education/training, employment, and (if appropriate) independent living skills.
- Measurable Annual Goals are the annual IEP goals that address what the student will accomplish during that particular school year in each identified area of service.
- Measurable Postsecondary Goals are the student's identified goals for after the student leaves high school, and must address postsecondary education/training, employment, and (if appropriate) independent living skills.
- Measurable Annual Goals are the annual IEP goals that address what the student will accomplish during that particular school year in each identified area of service.

### **Measurable Postsecondary Goal example:**

"After graduation, Bob will attend a 2-year community college program in order to become an auto mechanic."

### **Measurable Annual IEP Goal example:**

"Bob will increase his reading skills, using technical manuals relating to auto mechanics, from a 5<sup>th</sup> grade level to a 6<sup>th</sup> grade level by *(date)* as measured by curriculum-based assessments."



## **Education/Training – Definition**

■ Enrollment in one or more of the following:

(a) community or technical college (2-year program), (b) college/university (4-year program),

(c) college preparatory program,

(d) a high school completion document or certificate class (e.g., Adult Basic Education, GED),

(e) short-term education or employment training program (e.g., Job Corps, Vocational Rehabilitation, military), and/or

(f) vocational technical school, which is less than a two year program.

## **Independent Living Skills – Definition**

- **Independent living skills** are “those skills or tasks that contribute to the successful independent functioning of an individual in adulthood” (Cronin, 1996) in the following domains: leisure / recreation, home maintenance and personal care, and community participation.

### **Postsecondary Goals**

#### **Independent Living Examples**

1. “Upon completion of high school, Sue will utilize public transportation, including the public bus and uptown trolley.”
2. “Upon completion of high school, Bob will independently prepare for work each day, including dressing, making his bed, making his lunch, and accessing transportation.”
3. “Upon completion of high school, Sue will play soccer in a recreational soccer league at the YMCA.”
4. “After graduation Sue will live at home and participate to the maximum extent possible in her daily routines (e.g. feeding, dressing, bathing, activating small appliances/media devices, choice making, etc.) and environment through the use of technology.”
5. “After graduation, Bob will utilize an augmentative communication device at home and in the community that allows familiar and non-familiar individuals to communicate with him regarding needs, wants, and desires.”

**IEPS THAT INCLUDE TRANSITION PLANS**

**DO THE TRANSITION PLAN FIRST !!!!!**

# MATRIX EXAMPLE

	Projected Date for Initiation of Services	Anticipated Frequency	Location	Duration	Position(s) Responsible for Providing Instruction	Position(s) Responsible for Monitoring Progress
Math	5/27/07	400 min/wk	Resource room/Gen. ed. class	5/26/08	Sp. Ed./Gen. Ed. Teacher	Sp. Ed. Teacher
Reading/Writing/Math	5/27/07	3 hours per week	Washington Elem. School	5/26/08	Resource Rm. Teacher	Resource Rm. Teacher
Special Education	5/27/07	1450 min/wk	Special education	5/26/08	Sp. Ed. Staff	Sp. Ed. Teacher
Life Skills/Adaptive	2007	1 class/wk. (1 hour/wk)	Community	5/26/08	Sp. Ed. Teacher/Para	Sp. Ed. Teacher
Behavior	5/07	As needed	HIGH SCHOOL	5/08	Parapro	Sp. Ed. Teacher
Occupational therapy	Next year	15 to 30 min/wk	Therapy Room	5/26/08	COTA	OT

**PINK IS BAD!!!!**

## **ADOPTION OF RECORDS**

### **(2 PART REVIEW PROCESS)**

## **EVALUATION REVIEW**

1. **IEP Team** looks to see if evaluation/re-evaluation meets state standards for qualification.

**(Remember it doesn't have to be the best evaluation it just has to meet the letter of the law)**

2. If it doesn't then you cannot adopt. You must start an evaluation (if from out of state) OR a re-evaluation (if from in state)
3. You must serve the student on the current IEP even though you cannot adopt. We cannot count the student and you cannot amend the IEP until the eval/re-eval is completed.
4. If when you complete the eval/re-eval the student does not qualify the student moves back to gen. ed.

## **IEP REVIEW**

1. **IEP Team** looks to see if the IEP meets state standards.

**(Remember the IEP must match the evaluation or it is not acceptable)**

2. You serve the student regardless if you can't adopt based on the current IEP until you:
  - a. Amend the IEP
  - b. Write a new IEP
3. If you can adopt the IEP then serve based on that IEP.

## **STUDENTS TRANSFERRING BACK TO TUMWATER**

**Q:** If a student transfers out of Tumwater and then returns do you have to do an adoption of records?

**A:** If all the Tumwater paperwork is still current, i.e. evaluation and IEP you will still need to review the paperwork. This is a more informal process but you will need to document that the review was conducted. The GQP leader will need to let the parents know that the review had to be conducted and ask the a parents inform them that a review will take place and ask them if they want to have a meeting. Document your parent contact and conversation. Use the minutes page to document all these things.

