

Matching Transition Services to the Postsecondary Goals and the IEP Goals

You'll recall that transition services are determined by the combination of a student's stated postsecondary goals, corresponding IEP goals, and what he or she needs, support-wise, in order to move toward achieving those goals. By definition, transition services can include:

- Instruction;
- Related services;
- Community experiences;
- The development of employment and other post-school adult living objectives; and
- If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation. [§300.43(a)(2)]

The IEP team's task is to identify and specify the transition services that a student will receive in order to support him or her in reaching the shorter-term IEP goals and the longer-term postsecondary goal. How does the IEP team do that? Let's look at some examples, again from NSTTAC.

Transition Services: Education/Training

Let's call John back to the hot seat. His education/training goal is: John will enroll at Ocean County Community College.

What transition services could be provided to support John in reaching that goal?

- Instruction related to word processing / keyboarding skills
- Tutoring (peer or teacher) in reading comprehension strategies
- Self-monitoring instruction related to on-task behavior
- Self-advocacy training

*Non*examples might include:

- Filling out an application
- Touring a community college campus
- Adapted physical education course
- Paid work
- Field trips to the grocery store
- Volunteer experiences at the local elementary school

Transition Services: Employment

Here's an interesting example from NSTTAC that looks at what transition services would be appropriate for a young adult named Jodi. Jodi's postsecondary goals for education/training and employment are:

- Jodi will enroll in courses (non-degree) at Gaston Community College.

- Jodi will attain a part-time position in a community retail environment independently.

What transition services does Jodi need to support her in reaching these two goals?

- Travel instruction
- Instruction related to hygiene
- Instruction related to functional math skills
- Personal banking instruction
- Community based instruction at Wal-Mart to introduce to retail employment skills
- Instruction related to social skills in school and work settings

What would qualify as a *non*example---in other words, a transition service that would not be appropriate support for Jody in reaching her postsecondary goals?

- Instruction related to janitorial skills
- Community-based instructional experiences in restaurant settings

Transition Services: Independent Living

Working with Lizette as our example this time, recall that her independent living goal reads: Upon completion of high school, Lissette will successfully utilize public transportation, including the public bus and uptown trolley.

Her IEP team decides that Lissette will need specific transition services to help her move toward achieving that goal after she completes high school. The services they specify are:

- Instruction on community safety skills
- Travel instruction
- Math instruction related to money usage
- Literacy instruction related to sight word identification
- Instruction related to community safety and self defense at the YMCA
- Math instruction related to telling time on a variety of watches and clocks

*Non*examples, on the other hand, might include such transition services as:

- Instruction related to life science
- Intelligence testing
- Job shadowing with school bus driver
- Participating in chorus

Retrieved from NICHY: National Dissemination Center for Children with Disabilities, November 2009.

http://www.nichcy.org/EducateChildren/transition_adulthood/pages/iep.aspx