

## IMPORTANT WORDS TO KNOW

### Annual IEP Goals:

Targets the IEP Team to describe which skills the student will gain by the end of one year, so that the student moves one year closer toward 'achieving their postsecondary' goals.

### IEP Team:

During the transition years, a group of people who discuss the Transition Plan and write the IEP together. The student, parents, special education and regular education teachers, a district representative, and evaluators all working together to help a student achieve their postsecondary goals. If appropriate, employers, other agencies including those serving adults with disabilities, and others with knowledge or expertise about the student. [IDEA § 300.321]

### Individualized Education Program (IEP):

A formal agreement about the services a school will provide for the student's special education needs.

### Postsecondary goals:

The student's vision for adult life. [IDEA § 300.320]

### Secondary Transition:

For students with IEPs, the time between ages 14 or younger and 21 (WV Policy 2419) when they work with their IEP team to create and carry out a plan that will help them learn the skills they need to achieve their vision for adult life.

### Transition Assessment:

The ongoing process of collecting data on what a student needs, what they are good at, what they like, and what they want to do related to work, education, living, and participation in the community.

### Transition Planning IEP Part VI:

Every year from age 14, or younger if appropriate (WV Policy 2419) the IEP Team uses this state-required form to brainstorm and write down the student's plan for transition to adult.

### Transition Services:

A coordinated set of activities based on what a student needs, what they are good at, what they like, and what they want to do. These activities are designed to help them achieve their vision for adult life. [Individuals with Disabilities Education Act (IDEA) § 300.43]

## RESOURCES



### West Virginia Parent & Training Information (PTI)

99 Edmiston Way, Suite 101-102

Buckhannon, WV 26201

Phone: 1.304.472.5697 [www.wvpti-inc.org](http://www.wvpti-inc.org)

### Project Launch - Pacer Center Resources for Students with Disabilities & Young Adults

[www.pacer.org/project-launch](http://www.pacer.org/project-launch)

### Pathways to the Future Division of Rehabilitation Services

[www.pathwayswv.org](http://www.pathwayswv.org)

### Transition Resources West Virginia Dept. of Ed.

[wvde.state.wv.us/osp/Transition/resources.html](http://wvde.state.wv.us/osp/Transition/resources.html)

### I'M Determined

[www.imdetermined.org](http://www.imdetermined.org)

### Job Accommodation Network's Searchable Online Accommodation Resource (SOAR)

### Accommodations in Work & Education Settings

<https://askjan.org/soar.cfm>

### TIPS: Transition Information for Parents & Students with IEPs

A series of brochures produced by The LINK, FCNS and the Massachusetts Department of Elementary and Secondary Education (ESE).

Adapted by:

West Virginia Training & Information, Inc. (WVPTI)

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# WV TIPS:

## Transition Information for Parents & Students with IEPs (Age 14-21)



## The Secondary Transition Planning Process



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*Serving Families Statewide*

# WW TIPS:

## WVPTI wants you to know about TRANSITION PLANNING

### TIP 1: Make sure you start planning early!

- Transition planning - Beginning with the first IEP to be in effect when a student is 14 years old (or sooner at the discretion of the IEP Team). (WV Policy 2419, pg. 79)
- The student must understand their role in developing their vision and vision statement
- The student is invited to be part of the IEP Team at age 14 or younger if appropriate. (WV Policy 2419)
- Planning a student's future should be based on what they need, what they are good at, what they like, and what they want to do. [IDEA § 300.43]

### TIP 2: Transition starts with a student's vision.

- Vision = Postsecondary Goals
- Postsecondary Goals are what a student wants to do after they leave high school.
- Postsecondary Goals should describe what a student's future activities might be after high school, such as if they want to get more education, what type of job they are interested in, and what they hope their life will look like.
- Postsecondary Goals will likely change year to year as a student has different experiences and gains new skills.



**The more engaged students are in planning their own futures, the more promising those futures are likely to be!**

## The IEP Team should complete the TP in Part VI of the IEP Form.

### TIP 3: Transition assessments are needed for planning.

- Transition Assessments can answer questions about who the student is, where they want to go, and what support they need.
- Both formal and informal assessments can help the IEP Team know what transition services should be provided. They also give feedback on how well a student is doing.

**Transition planning can help students learn what they are good at and like to do.**

### TIP 4: Transition planning is a process.

#### The IEP Must Include:

- Appropriate measurable postsecondary goals based on age-appropriate transition assessments related to training, education, and independent living skills.
- Transition services (courses of study needed to assist the student in reaching their postsecondary goals on the IEP).
- Updated annual goals and transitions services.

Pre-employment transition goals (Pre-ETS) provided by schools or the WV Division of Rehabilitation Services that are to include:

1. Job Exploration;
2. Work-based Learning;
3. Counseling for Transition & Postsecondary Programs
4. Workplace Readiness Training;
5. Self-advocacy Training Programs. (WV Policy 2419)

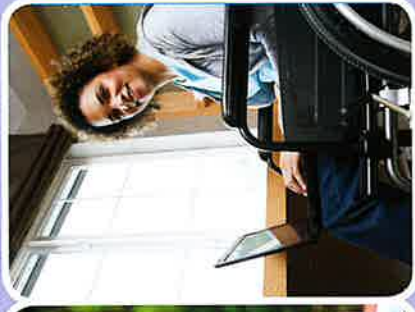
# WW TIPS:

## Linking Annual IEP Goals to Postsecondary Goals

**Tim (age 14) has Postsecondary Goals to work with animals, live at home, and volunteer at his church.**

The Team could write Annual IEP Goals to build these skills:

- Self-Care skills to increase his independence at home
- Social Skills to ensure positive interactions and relationships in the community
- Employment skills to support interest in animal care
- Skills to take public transportation



**Kim (age 18) has Postsecondary Goals to get her Associates Degree at her local community college, work part-time at a restaurant, and live on her own.**

The Team could write Annual IEP Goals to build these skills:

- Skills to manage her own healthcare and finances
- Self-advocacy and communication skills to help her in college
- Skills to be successful in a job