

Secondary Transition Tip Week 14

Tip for the week:

Topic:	Tip:	Resource:
Week 14: Putting it all together	Verify Postsecondary Goals (PSG) are based on Transition Assessment Data and develop Transition Services to support the PSG	Tip Week 2 Tip Week 3 Tip Week 5 Post-Secondary Goals
<p>(1) Verify that Postsecondary Goals (PSG) are appropriate by asking the following SMART goal questions:</p> <p>Specific: Are the goals clearly stated?</p> <p>Measurable: Can the goals be measured? Can completion of the goals be verified?</p> <p>Attainable: Are the goals realistic?</p> <p>Relevant: Are the goals aligned with the student's preferences and interests identified by transition assessment data?</p> <p>Time-Based: Will the PSG occur after graduation?</p> <p>Do the Postsecondary Goals address the following areas? (Indicator 14 reporting categories)</p> <p>Education/Training: This may include 4-year college or university, 2-year college or community college, or a technical college (2-year degree or certificate) program. vocational school, apprenticeship or short-term training program, on-the-job training program, Job Corps, adult education, vocational/technical school (less than a two-year program), Vista, Peace Corps, AmeriCorps, and other types of training or programs.</p> <p>Employment: This may include competitive employment, military, supported employment, self-employment or a family business, unpaid internship, work out of one's home, farming.</p> <p>Independent Living: This may include skills related to adult living, daily living, financial, transportation, etc.</p> <p>Remember, the Post-Secondary Goals should be individualized, specifically stated, and follow the SMART goal format.</p> <p>(2) Based on the appropriate measurable PSG, develop Transition Services/Activities:</p> <p>Include the student and families in ongoing planning and have multiple conversations with the student and families throughout the planning process. Consider these questions when selecting student specific and appropriate transition services/activities:</p> <ul style="list-style-type: none"> • What do I need to learn now to live where I want after graduating from high school? • What do I need to learn now to do the job I want after graduating from high school? • What do I need to learn now to be able to succeed in an educational/training program after graduating from high school? <p>The answer to these questions and the information obtained through gathering age appropriate transition assessment data will help identify the transition services and transition activities needed to help the student build skills to move closer to reaching their PSG upon graduation.</p> <p>➤ Make a list of the needs identified. For each need identified, determine appropriate transition services and transition activities to be included in the student's IEP.</p>		

- Identify who will be responsible for follow through on the transition services/activities.
Remember, the student and families and/or the school staff should not be solely responsible for all the transition services/activities.

Remember,

Transition Services: are “designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation” Section 300.43 IDEA

Transition Activities: are actionable steps that (1) identify specific activities, (2) identify who is responsible for providing support to assist the student in completing the activities, (3) are completed during the life of the IEP-one year, and (4) address the transition services areas: instruction, related services, community experiences, development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and provision of a functional vocational assessment.

Remember: The purposes of *IDEA* include ensuring that all children with disabilities have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment and independent living.

[34 CFR 300.1(a)] [20 U.S.C. 1400(d)(1)(A)]

Review Secondary Transition purpose and requirements here:

[Secondary Transition Purpose and Requirements](#)