

High School Transition Evaluations:

*Must be completed by the end of 9th grade year

*Must assess all 5 areas of transition

- Post Secondary Education
- Employment
- Recreation and Leisure
- Community Participation
- Home and Daily Living

*Minimum of 2 assessments needed (Does not have to be one formal and one informal)

- But must be labeled “informal” or “formal” on the evaluation plan.

* Must gather and report data in all 4 of the following areas

- Strengths
- Interests
- Preferences
- Needs

Assessments completed should be relevant to the student’s needs.

Some Free Online Assessments that can be used:

O*Net Interest Profiler: <https://www.mynextmove.org/explore/ip>

My Skills My Future : <https://www.myskillsmyfuture.org/>

My Next Move: <https://www.mynextmove.org/>

CAREERwise Education: <http://careerwise.minnstate.edu/>

- Evaluation Data must be summarized in the evaluation report.
Needs must be derived and reported in the evaluation under NEEDS section

Transition IEP Compliance * All Transition Pages must be completed on the IEP as soon as the first transition evaluation takes place *.

- Student must be added to IEP Team and invited to meetings
- PLAAP page - must have information in all 5 areas
 - Post Secondary Education
 - Employment
 - Recreation and Leisure
 - Community Participation
 - Home and Daily Living

- **Transition 1 Page:**

- Must only have 1 choice per IEP year.
- Must use a WILL statement (not wants to, wishes, thinks they will...)

- **Post Secondary Education and Training:**

After High School (student) -will enroll - will receive on the job training - at _____.

- Employment:**

After college - after training - after high school -(student) will work as a _____.

- **Home and Daily Living:**

After high school (student) will live _____ independently. Or will live with _____ with support.

- **Courses of Study:**

- Must list the current year and at least one year past
- Must list specific courses which show connection to their future goals
- Cannot state “electives”

- **Transition 2 Page:**

- Transition Services - 5 areas - report when there is an identified need from eval

** Services that must be provided during THIS school year (instructional or experiences) in order to reach their “ transition goals” on the Transition 1 page.*

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|--|--|---|
| Instruction - academic , career, social skills, communication, self adv. | Improve math problem solving - Improve social communication skills - Take a career inventory- improve self advocacy skills | Special Education Related service providers |
| Community Experience | Visit a workforce center Learn how to ride AOEA bus Visit a community college | Special Education Vocational Rehabilitation |
| Related Services | Improve assistive comm. skills Meet with Deaf and Hard of Hearing Services Improve mobility skills | Speech Pathologist - Sped MDHS - D/HH regional Rep. O and M teacher |

| | | |
|---|--|--------------------------------------|
| Employment and Post School adult Living Skills | Participate in a work experience program Participate in a Career Fair Complete Vocational Reh. paperwork | Special Education County Services |
| Daily Living Skills - functional | Participate in community shopping trips Learn how to cook meals Learn how to do laundry | Special Education |

IEP annual Goals and Objectives:

- Will focus on writing annual IEP goals which help work towards meeting their post high school plan (what is on the transition 1 page)

Example of a compliant Transition goal/objectives: (addresses both employment and post secondary education)

By May 2019, Jill will increase her identified careers of interest from indicating no career interests to listing at least 2 careers of interest as measured by a career interest survey.

1. By the end of quarter 1, Jill will complete a career interest survey measured by printed product and placed in her transition binder. (employment)
2. By the end of quarter 2, Jill will identify her top two career interests in her transition binder and share with her special education teacher measured by printed product.(employment)
3. By May, 2019, Jill will research job outlook data and projected annual income for her two career interests and add the information to her transition binder.(employment)
4. By May, 2019, Jill will research and find two colleges/training programs which offer education in her two career interest choices and file the information in her transition binder . (post secondary education)

- High School students will no longer have basic skills in reading, writing, math on their IEP as annual IEP goals and objectives. How can these skills be tied into preparing them for their future post secondary education, jobs and functional daily living ?

Writing resumes

Reading job classifieds

Reading and writing an application for a job

Using math skills to budget, balance a bank account, do taxes, measure construction

Learning how to write, respond to and send a professional email

