

Transition to Adult Life IEP Instructions

1. **SCANS Assessments**

The Secretary's Commission on Acquisition of Necessary Skills (SCANS) was developed by the U.S. Secretary of Labor to identify those worker skills which most likely lend themselves to successful employment. In developing the transition goals and services, it is important for students to assess where they are in attainment of SCANS skills, and those most critical to success in the future career areas of interest. It is a required assessment for all students participating in the WorkAbility I Program

There are two versions "N" (non-severe) and "S" (severe). Teachers are to use their best discretion in deciding which version to use. In general "N" is used for students who can read and take the test with little or no help. Form "S" is for those to whom the test must be read, or for whom the test items will be filled out.

This test should be given after the student has been given career/vocational interest assessment and has identified an area of career interest.

Have the student go through the items and rate him/herself. (Or complete it with him or her) For those items rated "1" or "2," discuss whether or not the item will be important in the chosen field. (For example, advanced writing skills may not be very necessary for a beautician, or highly developed social skills may not be as important for a career in engineering.) If the item is considered to be important, write "yes" in the right-hand column. Give rationale if desired.

There are goals in the goals bank under "vocational" correlated with each of the SCANS items. These may be used as Transition Annual Goals. All students in the WorkAbility program must have at least one goal related to SCANS and documentation of attainment of that goal is needed.

2. **SELPA Situational Assessment**

SELPA Situational Assessment- This instrument was designed for use with students with severe disabilities, who may be difficult to assess in traditional ways for career/vocational interests and abilities due to severe physical or communication deficits. The tool is easy to use. Use an electronic version (available on the SELPA website under "Transition", "Resources for Students" under BOTH Career Interest Assessments as well as Ability/Skills Assessments) to create a booklet for each student.

The student is given an opportunity for a "try out" in various types of job clusters, (for example, food service, child care, maintenance, landscaping, service, retail, etc) for a period of time. The student needs participate in the setting long enough for the student to be able to get used to the job situation, and for the teacher to make an evaluation of both their interest and satisfaction with the job and ability level. (Typically at least six weeks).

A picture of the student at the job is taken, and "cut and pasted" into the booklet, and the teacher or job coach completes the various scales as to how well the

student performed, and their relative strengths. After several years, an assessment instrument such as this will be a valuable tool in assisting the student in finding satisfying employment (supported or not) after exiting public school.

3. Transition Counseling Worksheet

Transition Counseling Worksheet- This tool was developed to assist the Special Education Case manager in doing a transition counseling interview with the student in preparation for their participation in the Transition Services portion of the IEP meeting. It covers all four areas of transition, including Independent Living, College, Training, and Employment. It should be conducted *after* the student has taken Career Interest and Career Aptitude Assessment that school year.

There is a **Teacher's Guide** which can be used for first-time users, to give them ideas for how to frame the questions to the students. After several times, the guide will not be necessary, and the **Student Interview Worksheet** can be used. At the conclusion of the counseling session, the student should be assisted in filling out the **Student Input to the IEP** form, which summarizes their preferences and interests. This form will be used at the IEP to develop the Transition page.

4. Transition to Adult Life Form

This page must be completed for all students with IEPs who will be 16 years old or older by the next IEP and must be reviewed annually thereafter. This page is also required for all students participating in the WorkAbility Program. It should be addressed prior to the development of Annual Goals.

The student must be invited to attend the meeting and be allowed to participate even if his/her parents prefer otherwise. *See Pre-IEP Section for options of forms to be used to invite student to the meeting.* Check box to indicate student was invited.

- a. If the student is not present at the meeting, note how his/her input was obtained. If you use the "Transition Counseling Worksheet" you may use the "Student Input to the Transition Portion of the IEP" form.
- b. Age Appropriate Transition Assessments:

Prior to the first transition IEP, every student must have at least two assessments; a Career Interest assessment and a Skills/Aptitude assessment. These assessments will help the student identify possible career interests and match those interests with their skills and abilities. These assessments should be updated or new ones given yearly as needed and the results used in developing the secondary outcomes. Check box to indicate that the outcomes were based on age appropriate assessments.

Assessments can include any instrument that helps the student identify career interests and skills. These may include checklists, online surveys and/or

commercially available assessment tools. Visit the SELPA website and click on “Transition to Adult Life”-“Resources for Students” for a list of assessment tools as well as many electronic links. The “SELPA Situational Assessment” is a tool which can be used for recording, vocational experiences of students with moderate/severe disabilities.

All students participating in WorkAbility must have a SCANS assessment as part of the Skills/Aptitude assessment. The SCANS assessment is available on the SELPA website under “Transition” – “Resources for Students”-“Skills Aptitudes Assessments.” There are two versions; “N” for student with non-severe disabilities and “S” for those with severe disabilities.

Record the name of each instrument used and the date it was used on the lines provided. See Appendix III-C for a list of assessments currently listed on the Transition page in the SESP software and also available on the SELPA website.

- c. After exiting high/post secondary school, student hopes to achieve the following Outcomes:

This section of the document is to describe the student’s preferences and interests for his/her life after leaving school. Information in this section should focus on post-school Outcomes. These Outcomes must be updated annually.

There are three elements to this section. There must be Outcomes listed for Training/Education and Employment. There should be an Outcome listed for Independent Living if the student has needs in this area. If not, indicate “not applicable” to indicate there are no needs in this area. For each area where there is a desired outcome, work with the student to identify the projected number of years after exiting school in which that outcome will be reached. See Appendix III-C for possible options in each area.

- **Education/Training** – Note on the line provided the student’s preference for attending a vocational or certificate training program, college, community college or adult education. If the student is “not sure,” a goal for further exploration must be written. For students with severe disabilities, note if they would like to participate in an adult day or work training program. There **must be an Annual Goal** written to address the student’s desired Outcome in this area. Be sure to check the box and indicate the Annual Goal number of the goal that addresses this Outcome.
- **Employment** – Note on the line the particular career or job path of interest. All students must have an employment Outcome. That Outcome should have been identified through Career Interest assessments as well as other career exploration activities given prior to the development of the IEP. There **must be an Annual Goal** written to address the student’s desired Outcome in Employment. Be sure to check the box and indicate the Annual Goal number of the goal that addresses this Outcome.

If the student has a career interest that the IEP team feels is unrealistic, note the interest anyway, but consider a goal for further awareness and

exploration. If the student has identified several employment interests or is unsure, note at least one of the interests from the assessment and consider a goal for further career exploration activities. For students with severe disabilities you may indicate supported employment or volunteer work as an Outcome.

- **Independent Living** – This area must be addressed if the student has needs related to Independent Living, if not, put “Not applicable”. Describe the student’s preferred independent living outcome on the line provided. If you put an Outcome in this section, you must also write an Annual Goal. Annual Goals could include such things as community access and social/recreational opportunities and skills. Annual goals could also include other independent living goals such as doing own laundry, shopping independently, accessing the community and social/recreational goals. Students with severe disabilities will typically have more goals in this area. Be sure to check the box and indicate one of the Annual Goal numbers that addresses this Outcome.

See instructions for writing “Annual Goals for Transition” (section h). All students 15 and older must have two Annual Goals related to transition, one each in the areas of Education/Training and Employment.

The transition process is an ongoing effort and teachers and case managers are encouraged to work with students throughout the year reviewing the student’s interests as well as their skills and abilities. Encourage your students to pursue their dreams, but also to be honest about their skills and abilities to pursue those dreams.

Remember to check the box to indicate that Outcomes were updated based on a new assessment and/or student interview.

d. Transition Services

In this section, you will need to indicate the services that will be provided to address the annual goal, the activity the student will participate or engage in, the location of the activity and who will provide the service. **Every annual goal must have at least one correlated Transition Service. See Appendix III-C for a list of services and possible correlating activities. (You can put any activities you want!)**

Transition services include:

- College Awareness
- Vocational Assessment/Guidance
- Career Awareness
- Work experience
- Agency Linkages
- Travel Training

Activities – There is a list of suggested activities that correspond with each Transition Service (See Appendix III-C).

Location and Provider - You will find prompts in the pull-down menu. A list of Location and Providers is found in *Appendix III-C*. These cannot be changed.

If there is a transition service needed that is not provided by the list above, indicate "Other Transition Services" and specify.

If the student is a WorkAbility participant, "WorkAbility" should be noted as at least one provider.

If there are related services other than the transition services that will be addressing transition Outcomes and goals (e.g. speech-language therapy or counseling), check the box to indicate that those services are listed on the Student Information and Services page.

e. Course of Study

Describe the "Course of Study" student will need to achieve their post-school outcomes. Indicate the Instructional Program in which the student will participate: college preparatory, general curriculum, vocational course, or functional skills. Also, indicate any specific courses the student needs to take in order to achieve the post secondary outcomes or indicate "see attached schedule" and attach planned course schedule for the remaining years in school. See *Appendix III-C* for some choices. (Ok to write your own.)

f. Interagency Responsibilities or Linkages

Indicate all other agencies the student is currently involved with and any other agencies that should be considered. Check the box to indicate whether or not the agency was invited and reason. If a referral to another agency is needed, indicate the name of the agency and the person responsible for assisting with the referral. If not applicable, check reason why.

g. Transfer of Rights

(If under 18) Check the box to indicate that family/student were informed that all rights under special education law will transfer to him/her upon reaching the age of 18. See *Appendix III-C* for some choices. (Ok to write your own.)

h. Writing Annual Goals for Transition

When writing annual goals for transition, be sure to take into consideration the student's desired post-school Outcomes and his/her skills and abilities. There must be post-secondary Outcomes noted in the areas of "Education/Training" and "Employment".

For every post-secondary Outcome, the IEP team and the student should discuss any barriers that might hinder the student from achieving the desired outcome. These barriers should be noted as a part of the "current areas of need and reason for goals" on the Annual Goals page. List Transition as the Area of Need.

You may develop Annual Goals for Transition on the Annual Goals page using the bank of goals in the G/O Binder. The Transition section is divided into the categories of Education, Employment, and Training. Goals for Independent Living can be found in the Self-Help/Domestic, Community Access, and Recreation/Leisure sections of the binder. There MUST be at least two Annual Goals related to transition for every student over 15, one each in the areas of Education/Training and Employment, and Independent Living if needed.

The Annual Goals for Transition are written using all the requirements of a regular goal. It is the Special Education Case Manager's responsibility to report progress on these goals at the same time s/he is reporting progress on all other goals.

Some transition goals will address academic areas that the teacher will already be addressing such as filling out job applications or handling money. In these cases, note "Transition" and the outcome area (Education/Training, Employment or Independent Living) as well as the area from the "Present Levels" page. This may be true for other transition goals as well (i.e., social/behavioral and Independent Living).

Goals in the Employment section of the SELPA IEP goals bank have been correlated with outcomes that may be derived from the SCANS assessment. In addition, there are goals provided in the "Career/Vocational" portion of the bank. All students participating in the WorkAbility Program should have at least one goal reflecting attainment of SCANS skills. ("Work Experience" is the Transition Service).

Some transition goals will be very similar to typical goals with an ongoing process of skill development. Others may be less developmental, and once accomplished, they may be considered "Done". For example:

- ✓ Visit the Disabled Students Center at a community college
- ✓ Develop an outline of three career choices including pay and requirements
- ✓ Interview three people who have a career of interest to the student and write a three paragraph report

These will be measurable goals with accuracy and consistency as any other goals, but once they are accomplished they will be considered "Met". If WorkAbility staff will be working with the student on the goal, indicate that WorkAbility is the "Responsible Discipline".