e-IEP Best Practice Guidelines: Transition Service Plan

Age Appropriate Transition Assessments

Each student MUST have the following:
- At least one assessment pertaining to post-secondary employment
- At least one assessment pertaining to post-secondary education and/or post-secondary training
- If applicable, at least one assessment pertaining to post-secondary independent living

A detailed description of the results of relevant assessments must be indicated in General Considerations (Section 7) and PLAAFPs (Section 11).

DO NOT CHECK “NONE NEEDED” FOR EMPLOYMENT. DO NOT CHECK “NONE NEEDED” FOR EDUCATION/TRAINING OR INDEPENDENT LIVING UNLESS THERE IS NO POST-SECONDARY OUTCOME IDENTIFIED IN THAT AREA IN THE TRANSITION PLAN AND NO IEP GOAL IN SECTION 11 FOR THAT AREA.

Specify the following information:
- Assessment Type (use formal assessment name when possible e.g. EXPLORE/PLAN)
- Responsible Agency/Person
- Date Conducted
- Report Attached
  - If an assessment was conducted and referenced in this section, check ‘Yes’ and either electronically attach the document or file it with the student’s records
  - Assessment results must always be available if referenced in the IEP

### Transition Assessment Types

<table>
<thead>
<tr>
<th>Informal</th>
<th>Formal</th>
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<tr>
<td>Interviews or questionnaires</td>
<td>Adaptive behavior and independent living assessments</td>
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<td>Direct observations</td>
<td>Aptitude tests</td>
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<td>Anecdotal records</td>
<td>Interest assessments</td>
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<td>Environmental or situational analysis</td>
<td>Intelligence tests</td>
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<td>Interest inventories</td>
<td>Achievement tests</td>
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<td>Preference assessments</td>
<td>Personality or preference tests</td>
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<td>Transition planning inventories, and</td>
<td>Career development measures</td>
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<tr>
<td>Adaptive behavior and independent living assessments</td>
<td>On the job or training evaluations</td>
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<td></td>
<td>Measures of self-determination</td>
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### Competency Skills

- This section expands on information presented in the Section 7 (General Considerations) and Section 11 (PLAAFPs) by describing how a student’s current skills will impact him/her post-high school when in higher education, employment, or independent living settings
- Student strengths must be discussed in one of more of the following areas as they pertain to the student’s identified post-secondary outcomes:
  - academics
  - independent living and independent functioning skills
  - self-determination
  - self-travel (within & out of community)
  - communicative areas
  - ability to use technology
  - relevant vocational skills

### Social Skills

- This section should include a brief synopsis of the student’s social skills with peers, authority figures, and other individuals in the community
- Include information on characteristics that may be an asset to the student in particular professions or community settings (e.g. highly verbal, friendly and outgoing, likes to interact with people)
- Indicate if the student has limitations in social skill development (difficult with eye contact, sensitivity to crowds or particular environments, inappropriate responses to authority, doesn’t recognize personal space, etc.)
| Motivation | ▪ This section should discuss whether the student’s level of motivation is likely to support or impact his/her ability to obtain the intended post-secondary outcomes  
▪ Information such as attendance patterns, extra-curricular activities, and anecdotal information should be included, along with details on whether the student is intrinsically motivated or motivated by external stimuli (such as reward-based behavior plans)  
▪ The emphasis should be on how this might affect the student’s success in higher education, employment, or independent living settings |
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**Post-Secondary Outcomes**

Indicate realistic, appropriate, and measurable post-secondary outcomes that take into account the student’s interests. Post-secondary outcomes are based upon age appropriate transition assessments related to employment, education and/or training and where appropriate, independent living skills.

**The National Secondary Transition Technical Assistance Center (NSTTAC) provides the following guidance as to when post-secondary outcomes are measurable:**

▪ They are outcomes that occur after the person has left high school, not a process that occurs during high school  
▪ They are statements that indicate what a student “will” do rather than “plans” or “hopes” to do  
▪ While these statements reflect similar patterns, they must be individualized to student strengths and interests

| Post-Secondary Employment (links to a goal in Section 11) | Every student must have a **post-secondary employment outcome**. An outcome in this area can be developed to address competitive, supported, or sheltered employment or unpaid work opportunities, such as volunteering.  
▪ After graduating from high school, (student name) will work part-or full time in a field related to nursing, such as a nurse aide. (Student name) prefers a doctor’s office setting rather than a hospital setting.  
▪ After completing high school, (student name) will perform assigned food-service jobs in a community-based program. |
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| Post-Secondary Education (links to a goal in Section 11) | A post-secondary education outcome is developed if the student is planning to attend community or technical college (2 year program), or a 4 year university.  
▪ Upon the completion of secondary education (high school), (student name) will attend a higher-education program to study urban planning and transportation systems.  
▪ The team determined a post-secondary education outcome is not required at this time, as a post-secondary training outcome has been developed to address (student’s name) needs. |

**AND/OR**

| Post-Secondary Training (links to a goal in Section 11) | A post-secondary training outcome is developed if the student is planning to: attend a program leading to a high school completion document (e.g., Adult Basic Education, GED); receive short term employment training (e.g., Workforce Investment Act, Job Corps); attend a vocational-technical school (less than a two year program); enter military service; go right into the world of work to learn on the job (competitive, supported, sheltered employment); or attend a community-based program.  
▪ Upon the completion of high school, (student name) will receive on-the-job training in a sports industry career.  
▪ After completing high school, (student name) will complete a hair braiding certificate program to become a hair care professional.  
▪ After graduating from high school and while in college, (student name) will receive hands-on training in an animal care clinic while working toward a veterinary degree. |

| Independent Living Skills | If applicable, an independent living outcome is developed. This is determined by relevant assessment results and the IEP team. This outcome can be centered around health/safety, self-advocacy, transportation/mobility, social relationships, recreation/leisure, or financial/income areas.  
▪ Upon the completion of secondary education, (student name) will travel to/from work on public transportation.  
▪ After completing high school, (student name) will, with verbal prompting, complete activities of daily living (such as hair combing, teeth brushing) while continuing to live in his family’s home. |
Project anticipated courses that the student will take across all 4 years of high school. Follow the CPS graduation requirements and course sequences for a younger student. For an older student, input the courses he/she has taken and anticipates taking. If a student has failed courses and has credit recovery needs, this should be addressed in Section 7, General Considerations.

### Coordinated Set of Activities

**The Coordinated Set of Activities (Transition Services):**
- Is focused on improving academic and functional achievement to facilitate movement from high school to post-high school
- Can be implemented by multiple members of the IEP team (teacher, parent, student, and/or outside agency) who are active participants in the IEP meeting
- Is intended to identify who will do what during the current IEP year to ensure transition planning is actively taking place
- Can have multiple providers listed (parent, student, general or special education teacher, social worker), as long as they are part of the IEP development process

<table>
<thead>
<tr>
<th>Instruction</th>
<th>Related Services</th>
<th>Work Experience</th>
<th>Development of Employment &amp; Other Post-school Adult Living Objectives</th>
<th>Acquisition of Daily Living Skills</th>
</tr>
</thead>
</table>
| Identify any specialized instruction, school-based tutoring, skills training, pre-college preparatory instruction, and/or self-determination instruction being provided and the provider of those services | Identify if the student is receiving any related services and write a brief statement on how it pertains to transition needs  
- This can include transportation, social work, medical services, assistive technology, or other support services, including guidance counseling  
- If a student utilizes assistive technology or an alternative/augmentative communication device to communicate, the IEP team should begin to discuss alternate funding sources for the assistive technology devices with the parent and student (detailed guidance can be found on the OSES website under Assistive Technology & Augmentative and Alternative Communication)  
- If a student does not require related services, indicate, “No related services are needed at this time.” | Describe any work opportunities the student has had or will have during the course of the IEP year  
- If the student is too young to have competitive employment experience, consider whether the student volunteers, babysits, does household chores, or has classroom or school-based jobs  
- Other considerations can be setting up job shadow opportunities or paid/unpaid work experiences in or out of school  
- Acquisition of service learning hours can be discussed, detailing the student’s experiences | Describe how the IEP team will engage the student in learning about career planning, workplace skills, job try-outs, registering to vote, adult benefits planning, etc.  
- If relevant, discuss the need to link the student to an outside agency for supports and the status of the linkage (e.g. will occur during the current IEP year, family has started the process but it is not yet complete, is currently linked and receiving XYZ services)  
- If a student has medical needs which will require ongoing supports post-high school, the IEP team should discuss plans for addressing these needs with the student and family | If a relevant area, describe how the IEP team will engage the student in learning about personal hygiene/grooming, self-care, mealtime skills, budgeting, care of clothing, fitness, wellness, nutrition, community travel, etc. |
### Functional Vocational Evaluation

- Discuss how assessment data will be gathered to determine a student’s vocational aptitudes and skills (e.g. a career interest inventories, situational work assessments, work condition inventories, or work experience inventories, if relevant)
- A formal Functional Vocational Evaluation should only be necessary in rare instances

**Note:** If the team has adequate assessment information available, the IEP team can make a statement such as, “A functional vocational evaluation is not required at this time, as the IEP team has sufficient data with which to make vocational decisions.”

### Home-Based Support Services Program

For all individuals with developmental disabilities seeking home-based, day, and/or residential programs, a Pre-Admission Screening (PAS) assessment by an Independent Service Coordination agency is required. The PAS assessment leads to subsequent placement on the PUNS list, the state’s database of unmet service needs. PUNS stands for Priority Utilization of Needed Services. This must be completed before any adult services can be offered to individuals with a Developmental Disability, which includes individuals with a Full Scale IQ below 70, Cerebral Palsy, or Autism. This planning process should begin no later than the first Transition Plan IEP due to the complexity of the state’s funding situation. Families are encouraged to start planning earlier.

For detailed information and guidance on linking families and students to adult developmental disability services, the *Building Bridges to the Future* manual and the *Arc of Illinois Family Manual* are available for download at [www.cpsspecialeducation.org](http://www.cpsspecialeducation.org), under *Supports and Services* → *Transition Services* → *Documents*. Additional guidance and agency contact information can be found on the section of the transition website titled *Planning for Options After High School*.

Home-based support services programs are intended to permit adults with mental illness or developmental disabilities to remain in their own home by providing payment for services or equipment needed to enable the adult to become more independent. Through linkage with local agencies, service plans are designed, allowing individuals to live independently, learn living skills, or obtain vocational skills. Detailed information on can be found in the *Guidebook of Laws and Programs for People with Disabilities*, *Chapter 11, Section 2*. A link to this online manual can be found at [www.cpsspecialeducation.org](http://www.cpsspecialeducation.org), under *Supports and Services* → *Transition Services* → *Additional Online Resources*. The IL Department of Human Services, Division of Developmental Disabilities website contains details on the services offered to individuals ([http://www.dhs.state.il.us](http://www.dhs.state.il.us)).

1) What are your plans for determining the student’s eligibility for home-based services? *The team should identify their decision making process for determining if a referral is needed.*

2) What are your plans for enrolling the student in the program of home-based services? *The team should identify the action steps for linking the student to adult services.*

3) What are your plans for developing a plan for the student’s most effective use of home-based services after reaching age 18 and when no longer receiving special education services? *The team should state how they will work with the student, family, and agency to decide which services are best suited to the student.*