

Secondary Transition Frequently Asked Questions

What are measurable postsecondary goals? How are they different from annual goals?

Measurable postsecondary goals measure an outcome that occurs after a student leaves high school, as opposed to an annual goal which describes a skill the student must attain by the end of the IEP year. Measurable postsecondary goals (MPGs) must be developed that address the areas of

- Training/education and
- Employment, and
- When appropriate, independent living.

The measurable postsecondary goals provide the context for all the planning that occurs during the development of the student's IEP. The appropriate measurable postsecondary goals are based upon age-appropriate transition assessments and reflect the student's needs, strengths, preferences, and interests—what he or she wants to do.

What are secondary transition services?

Secondary Transition Services include activities, strategies, and/or services needed to support the student in achieving his/her measurable postsecondary goals.

The IEP must include the transition services, including appropriate courses of study, needed to assist the student in reaching the postsecondary goals beginning at age 14. Teams should consider each of the following areas when identifying Transition Services:

- Instruction the student needs to receive in specific areas to complete needed courses
- Related services the student may need to benefit from special education while in school, and those services the student may need beyond school
- Community experiences provided outside school or in community settings
- Employment or other adult living experiences the student needs now in order to achieve postsecondary goals
- Acquisition of daily living skills (if appropriate)
- Functional vocational evaluation (if appropriate)

There are five types of services that need to be considered when developing an IEP: special education (instructional) services, related services, supplementary aids and services, program modifications, and supports for school personnel. If any of those services would be needed to assist the student in reaching the measurable postsecondary goals, it would be considered a transition service.

When is the description of Frequency, Location, and Duration required for a transition service?

If a transition service meets the definition of a special education or related service, then the IEP must describe the frequency, location, and duration for that service.

Examples of transition services with Frequency/Location/Duration descriptions:

- 1) The student will receive transportation to take the student to visit the welding certification program at Happy Valley Community College (HVCC).
 - Frequency: once during first semester
 - Location: school vehicle
 - Duration: from the high school to HVCC and back
- 2) The student will receive individual counseling from the school social worker to develop improved self-advocacy skills.
 - Frequency: one session each week for the second quarter of school
 - Location: school counselor's office
 - Duration: one class period each session

How do you determine if a student does or doesn't need transition services?

First think about what transition services the student needs for achieving his/her measurable postsecondary goals. Then consider what transition supports the student receives within the general education setting. As districts implement Individual Plans of Study (IPS) for all students, special education staff should be aware of what the district offers for all students so students with disabilities are participating to the extent possible in general education transition planning. If supports provided by the general education setting are sufficient for meeting the student's needs at this time, then no special education transition services would need to be identified on the IEP. If the IEP team determines that no transition services are needed, the IEP should include a statement confirming that decision. However, if additional services are needed to support the student in achieving the measurable postsecondary goals, then special education transition services need to be identified. Keep in mind that the child must be invited to any IEP team meeting if transition services will be discussed. Remember that the Courses of Study component of transition services, required at age 14, must be completed for all students with a disability.

What's the difference between a transition service and transition activity?

Transition services include any activities, strategies, or services needed to support the student in achieving his/her measurable postsecondary goals. That means transition activities may be included in the Transition Services specified in the IEP. Services might include any of the five types of IEP services (i.e., special education instructional services, related services, supplementary aids and supports (which include accommodations), modifications, and supports for school personnel), while transition activities are other supports or experiences provided to meet a student's transition needs.

What is a transition activity? A transition strategy?

The IDEA regulations do not distinguish between a transition activity and strategy, and there is no need to differentiate between transition activities and strategies on the IEP. Generally speaking, a transition activity is usually instruction, including repeated practice, within a special education setting designed to meet a transition need. It might also be a description of a work experience or a community experience. A transition strategy is typically a technique used by a school staff person to encourage the rehearsal or generalization of a student skill related to a postsecondary goal.

Examples of transition activities:

- John will work one period twice a week in the school's front office.
- John's special education math class will include instruction in personal banking skills.
- John will practice interview skills with his classroom teacher and then will participate in an interview with the district's personnel office.
- John will register to vote, with assistance from the district transition coordinator.

Examples of transition strategies:

- John will be provided with verbal cues by his teacher to help him recognize he should use previously learned self-advocacy skills.
- John will receive a non-verbal cue from his teacher to remind him to practice his anger management skills.
- John will use guided notes to study for tests.

Should an IEP list transition activities the parent or student will carry out?

Remember that the IEP is the district's offer of FAPE. As a result, transition activities, strategies, and services should describe only describe supports provided by the district, or linkages from outside agencies. Don't list activities that the parent or student will carry out as a Transition Service. For example, don't list "John will obtain his driver's license" as a Transition Service if this is something John and his parents will do without any district support. You might describe this within the Present Levels of Academic Achievement and Functional Performance (PLAAFPs), to show that the IEP team considered this need and how the need would be met.

Determining when an outside agency should be invited to the IEP meeting

Beginning at age 16, the IEP must include, when appropriate, a statement of the interagency responsibilities or any needed linkages. An outside agency must be invited (with parent permission) to the IEP meeting when they are likely to be responsible for providing or paying for transition services. It might be appropriate to invite more than one outside agency. An outside agency would not be invited if one of the following is true:

- the student does not have a need for any transition services, or
- transition services provided by general education are sufficient to meet the student's needs, or
- all needed services are to be provided by the district.

Determining which outside agency should be invited to the IEP meeting

The Indicator 13 checklist indicates that representatives of agencies providing the following types of services might be considered for invitation to the IEP meeting:

- a) Postsecondary education
- b) Vocational education
- c) Integrated employment (including supported employment)
- d) Continuing and adult education
- e) Adult services
- f) Independent living
- g) Community participation

The team should consider what types of services an individual student is likely to need throughout the secondary transition process and invite (with parental consent) whomever might provide services to the student. This might be Vocational Rehabilitation (VR) Services, but it might be a representative of a 4-year college, a community college, or a vocational/technical school. The team should also consider inviting (with consent) representatives of mental health service providers, independent living centers, community developmental disabilities organizations, and providers of related services the student may need as an adult. It would be inappropriate to always and only invite Vocational Rehabilitation (VR) Services to the IEP meeting as a default practice for all students. This decision should be individualized, based on the needs of the individual student.

Are secondary transition services required in the IEP of a student identified as gifted only?

No, students identified as gifted only are excluded by definition. K.A.R. 91-40-1(uuu) defines “transition services” as “a coordinated set of activities for a student with *disabilities*” (emphasis added)