



Transition in the Individualized Education Program (IEP) Examples

This handout provides two examples on how to incorporate transition information into an IEP. The first example is for a student working towards a diploma, and the second is for a student working towards the Skills and Achievement Commencement Credential. Please note that these are ***examples*** and provide additional information to help demonstrate alignment of transition throughout the IEP.

Example #1—Sean

Background Information

Sean is a junior with a learning disability who lives at home with his mother. Sean is enrolled in courses with his peers without disabilities throughout the school day. He stated he would like to join the Marine Corps to become an aircraft mechanic.

Present Levels of Performance

Evaluation:

AIR Self-Determination Scale—10/1/XX

Practice ASVAB—11/15/XX

Life Skills Inventory Independent Living Skills Assessment Tool—11/28/XX

Achievement, Functional Performance, and Learning Characteristics:

Transition: Sean is a strong reader and knows math is not a strength of his; he is very motivated to work on it this year. Sean's favorite sport is football, and he enjoys classes that include hands-on learning. He is excited to take automotive courses because he enjoys disassembling

and reassembling motors and engines for fun. He would like to become an aircraft mechanic. Sean demonstrates an aptitude for working with his hands and creating artistic projects and has a particular interest in working with aircraft. He has articulated dreams for his future—enlisting with the military and living on his own. Sean does not feel comfortable advocating for his needs with new adults. He needs to improve his self-advocacy skills. Sean needs guidance and instruction on the skills required to live independently, including managing finances. In math, Sean’s teachers report that he needs to slow down and apply strategies he has been taught. When Sean hurries through his work, he makes multiple mistakes, especially when solving multiple-step problems; however, Sean performs well by being reminded to slow down and take his work one step at a time. Overall, three out of five teachers identified rushing to complete tasks as an area of need.

Measurable Postsecondary Goals

Education/Training: After graduation from high school, Sean will receive additional education in the Marine Corps.

Employment: Upon graduation, Sean will work full-time as an aircraft mechanic.

Independent Living: After graduating high school, Sean will live on base.

Transition Needs: Sean needs to follow all required steps when completing multi-step tasks. Sean needs to further develop self-determination skills. Sean needs specially designed instruction for math computation and develop financial literacy skills.

Course of Study: Sean will take courses leading to a Regents diploma including an electronics technology elective.

Measurable Annual Goals

With the support of a checklist, when given a multi-step question, prompt, or task, and a checklist, Sean will complete the question, prompt, or task with 80% accuracy.

Criteria: 3 out of 4 trials, over 2 weeks

Method: student work samples

Schedule: weekly

Coordinated Set of Transition Activities

Needed Activities	Service/Activity	District/Agency Responsible
Instruction	Specially designed instruction in math computation and self-determination skills	ABC District
Related services		
Community experiences		
Employment and other post-school adult living objectives	Meet with a Marine Corps recruiter	ABC District
Daily living skills (if applicable)	Utilize CareerZone to develop a monthly budget based on lifestyle choices	ABC District
Functional vocational assessment (if applicable)		

Example #2—Lilly

Background Information

Lilly is an ungraded student with multiple disabilities who lives at home with her parents. Lilly is educated primarily in a separate class with other peers who have high support needs.

Present Levels of Performance

Evaluation:

Pictorial Interest Inventory—January 20XX

Achievement, Functional Performance, and Learning Characteristics:

Transition: Lilly requires intensive supports to access content and activities within the school. She receives specially designed instruction (SDI) with intensive modifications and accommodations. She likes listening to music and has expressed interest in food services and retail. She can communicate preferences and interests with gestures and/or eye contact. At home, Lilly likes to help during meal preparation. Lilly’s parents report that she enjoys looking at window displays in a busy mall. Lilly has limited motor skills and requires hand-over-hand assistance for all activities. She needs instruction and support on increasing the use of a head-

activated switch with consistency. Her parents would like for Lilly to continue to work on her functional reading skills.

Social Development:

Transition: Lilly enjoys group activities but has difficulty adjusting quickly to different environments. She responds well to adults/school staff that she knows and appears uncomfortable with initial interactions with strangers in the community. Lilly communicates her likes by turning her head toward a preferred activity or humming. She communicates dislikes by turning her head away from an activity or grunting. At her WBL site, Lilly was able to direct customers of the Sip-Em school-based enterprise to fill out order forms using a head switch with pre-recorded responses on three occasions with verbal prompts. Lilly needs to increase her functional communication skills as indicated by structured teacher observations. Lilly needs to practice self-determination skills by making choices on preferred activities/settings. Lilly needs to continue to improve her ability to complete job-related tasks with minimal prompting. Her parents expressed a concern about balancing Lilly's preference for being around people and her need for downtime, due to her physical and medical needs. They would like to see her continue to work on using her head switch.

Physical Development:

Transition: Lilly relies on help from others to move her electric wheelchair with hand-over-hand support, especially when she is fatigued; and to place her in a chair, a stander, or on a mat for all activities. She has limited fine motor skills requiring hand-over-hand assistance for all activities. Due to Lilly's medical needs, she demonstrates limited stamina. Lilly can use head gestures to communicate and is receptive to hand-over-hand assistance to participate in classroom/vocational activities. Lilly needs support moving from one activity to the next and requires a two-person lift or a mechanical device for all transfers. She requires a schedule that accommodates periods of alertness, e.g., mid-morning. Physical needs and self-care supports limit Lilly's ability to participate in numerous WBL experiences. Lilly's parents want to ensure that her work experience at the Sip-Em coffee shop is meeting her physical needs and that Lilly is receiving enough downtime during the day.

Measurable Postsecondary Goals

Education/Training: After exiting high school, Lilly will attend a day habilitation program a few days per week with individuals of similar age and needs, to maintain and improve communication and self-care skills.

Employment: After high school, given intensive support from a job coach, Lilly will obtain part-time employment or a volunteer position in a setting she enjoys (e.g., the mall, a coffee shop, a restaurant, or public music venue).

Independent Living: After high school, Lilly will continue to live with her family and use a head switch system of communication to effectively communicate her wants and needs.

Transition Needs: Lilly needs to continue to improve her communication and self-care skills. Lilly needs to continue to improve her ability to complete job-related tasks with minimal prompting. Lilly needs to continue to develop her self-determination skills in choice-making.

Course of Study: Lilly will be working on functional skills leading to the Skills and Achievement Commencement Credential which includes participating in a supervised work experience.

Measurable Annual Goals

Given direct instruction on utilizing a head switch for communication, Lilly will independently (without teacher prompting) participate/actively respond in classroom activities with 70% accuracy as measured by teacher rubrics.

Criteria: 70% accuracy for 4 weeks

Method: teacher rubric

Schedule: weekly

Benchmark 1: Lilly will utilize a head switch to answer yes and no questions with moderate prompting (3–5 physical prompts).

Benchmark 2: Lilly will utilize a head switch to answer yes and no questions with minimal prompting (1–2 physical prompts).

Benchmark 3: Lilly will answer a story elements question with moderate prompting (2–5 verbal prompts).

Benchmark 4: Lilly will answer a story elements question with minimal prompting (1–2 verbal prompts).

Given direct instruction for completing a job-related task, and a system of least prompting provided by the job coach, Lilly will complete a job-related task (directing customers) with 75% accuracy by the end of the 1st school semester.

Criteria: 2 consecutive trials over 2 weeks

Method: structured teacher observation

Schedule: weekly

Short-term objective 1: Lilly will greet customers upon entering the coffee shop with minimal prompting (1–2 physical prompts).

Short-term objective 2: Lilly will direct customers to complete an order form with minimal prompting (1–2 physical prompts).

Short-term objective 3: Lilly will direct customers to place their completed order form in the order basket (1–2 physical prompts).

Given four options for leisure activities to participate in during the school day, Lilly will identify her likes and dislikes by using her communication device.

Criteria: 3 out of 4 trials, over 4 weeks

Method: recorded observations

Schedule: weekly

Benchmark 1: Lilly will express a like or dislike for one leisure activity by using her communication device.

Benchmark 2: Lilly will express a like or dislike for two leisure activities by using her communication device.

Benchmark 3: Lilly will express a like or dislike for three leisure activities by using her communication device.

Coordinated Set of Transition Activities

Needed Activities	Service/Activity	District/Agency Responsible
Instruction	Specially designed instruction in math and reading	ABC District
Related services	Receive instruction on how to use a head-activated switch to increase functional communication	ABC District
Community experiences	Visit community-based employment in preferred settings: record store, skating rink, and coffee shop	ABC District
Employment and other post-school adult living objectives	Tour postsecondary day habilitation programs for individuals with significant disabilities	XYZ Agency
Daily living skills (if applicable)	Identify options for participation in recreational activities in the community	ABC District
Functional vocational assessment (if applicable)	Receive weekly situational assessments through task analysis and work performance logs	ABC District