Tell me a little about the reasoning behind that decision?

What are you seeing that indicates you are getting the results you expected?

Which part of the new accommodation seems to be the most challenging for Lucas’ teachers?

I’m not real clear on how you came to that conclusion. Could you help me understand?

What is it about this approach that concerns you?

What other possibilities might there be to produce different results next time?

What kind of help would be useful to you?

What would you see and hear in Jane’s behavior if she were less oppositional?

What caused her to respond that way?

Please say more about . . .

I’m curious about . . .

I’d like to hear more about . . .

Then are you saying . . .?

What would happen if you . . .?

What would happen if you didn’t . . .?

What do you think about that idea?

What can you add to what Phyllis just said?

Here’s one area you might help us think through . . .

How do you see it differently?

We all seem to want __________. What if we tried to make that happen?

Which do you think might be more effective X, Y or Z?

How else might you . . .?
TRANSITION IEP GUIDE

Student Name: ___________________________ Date: ___________________________
Teacher: ________________________________

☐ Attendance: attendees listed on A page  ☐ Excusal form signed if needed
☐ Introductions (Student led?)
☐ Procedural Safeguards
☐ Present Levels of Academic Achievement:
  ☐ Strengths, interests and preferences in student’s voice
  ☐ Parent Concerns
  ☐ Additional considerations (behaviors, assistive technology, health, limited English, AIM, etc.)
☐ Transition Assessments:
  ☐ Living Results
  ☐ Learning Results
  ☐ Working Results
☐ Other essential information (medical, attendance, attitude, etc.)
☐ Describe the effect AND the functional implication of the disability in gen ed curriculum and future environments
☐ Postsecondary expectations: (Do these align with the student’s interests and abilities?):
  ☐ Living
  ☐ Learning
  ☐ Working

This section needs to drive the entire IEP… consider reading this section first

☐ Course of study: (These areas need to align with postsecondary expectations.)
  ☐ Requirements (or graduating based on IEP completion)
  ☐ Current status (Is he/she on track to graduate with peers?)
  ☐ Courses and activities needed/recommended to reach postsecondary goal
☐ Review current goals/objectives:
  ☐ Current achievement  ☐ Baseline  ☐ Annual goal(s)  ☐ Review graph(s)
☐ Special education services (Page F):
  ☐ Updated accommodations accessed (Will these accommodations be allowed at college?)
  ☐ What services are helping them develop work/living skills?
☐ Special factors, if any (Page G)
☐ Reevaluations (Page R)
☐ Additional forms: Prior Written Notice (PWN), required anytime there is a change of service

*Adapted from Prairie Lakes Area Education Agency*
### ADDITIONAL CONSIDERATIONS – MUST BE A US CITIZEN LEGAL QUALIFIED ALIEN

**For all students:**

**Iowa Vocational Rehabilitation Services (IVRS)**

Purpose: To get and keep work

Discuss: 9th grade IEP (Invite to 10th grade IEP)

Apply: 10th grade (Usually one year wait list)

Characteristics of good candidates: Community employable, good attendance, desire to work, behaviors in check, some integration

Once eligible: IVRS can help plan for future careers and education.

**For some students:**

**Counseling/Therapy**

Can be beneficial for students working through various situations

Especially important for students with significant mental health issues

Often paid for through insurance or Title XIX

**For students with significant disabilities:**

**Community Services**

Targeted Case Management

Waiver Programs:

- Intellectual Disability
  - IQ < 70
- Brain Injury
  - Medical documentation
- Habilitation
  - Multiple hospitalizations & documentation

**Supplemental Security Income**

*Must qualify for SSI prior to qualifying for waiver services*

*Must apply as an adult at age 18 even if previously eligible as a child*

*Although you may apply online, it is recommended to schedule an appointment at a Social Security Office.*

- Bring needed documentation

**Title XIX**

*Provides health benefits for some individuals with disabilities*

*Apply at Department of Human Services (DHS) or inquire at the Social Security Office*

**Guardianship/Conservatorship**

An option for individuals over 18 who are unable to make informed decisions in their best interest

- Requires legal assistance

**Supported Community Living (SCL)**

A service that builds life skills for individuals on the waiver program

**Consumer Choice Option (CCO)**

A customized method for funding needed services for individuals on waiver programs

**CONTACT**

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Megan Burke-Brunscheen – mbrunscheen@gwaea.org

*Adapted from Prairie Lakes Area Education Agency*
## TRANSITION: POSTSECONDARY OPTIONS TALKING POINTS

<table>
<thead>
<tr>
<th>World of Work</th>
<th>4+ Programs</th>
<th>Job Corp (JC)</th>
<th>Community College</th>
<th>4 year College/University</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th Grade</td>
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<td></td>
<td></td>
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<tr>
<td>• What jobs or responsibilities does the student have at home?</td>
<td></td>
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<td>INVOLVE SCHOOL COUNSELOR</td>
<td></td>
</tr>
<tr>
<td>• What work readiness skills are the student’s strengths and weaknesses?</td>
<td></td>
<td></td>
<td>• Does the student use accommodations &amp;/or modifications that will not be allowed at the college level?</td>
<td></td>
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<tr>
<td>• What career areas interest the student at this time?</td>
<td></td>
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<tr>
<td>• What work experience (paid or unpaid) has the student had?</td>
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</tbody>
</table>

*Adapted from Prairie Lakes Area Education Agency*
<table>
<thead>
<tr>
<th>10th Grade</th>
<th>World of Work</th>
<th>4+ Programs</th>
<th>Job Corp (JC)</th>
<th>Community College</th>
<th>4 year College/University</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Share with Administrator</strong></td>
<td><strong>What accommodations and modifications will the student need for success in the future?</strong></td>
<td><strong>Why does the IEP team feel JC may be an option for this student?</strong></td>
<td><strong>What electives has the student taken that align with postsecondary expectations?</strong></td>
<td><strong>What accommodations and modifications will the student need for success in the future?</strong></td>
<td><strong>What electives has the student taken that align with postsecondary expectations?</strong></td>
</tr>
<tr>
<td></td>
<td><strong>What work readiness skills are the student’s strengths and weaknesses?</strong></td>
<td><strong>What are the student’s programs of interest?</strong></td>
<td><strong>What are the admission requirements for the student’s program of interest (ACT/SAT scores, prerequisite classes, etc.)?</strong></td>
<td><strong>What work readiness skills are the student’s strengths and weaknesses?</strong></td>
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<tr>
<td></td>
<td><strong>Can the student follow multi-step directions?</strong></td>
<td><strong>What electives has the student taken?</strong></td>
<td><strong>Make arrangements to get baseline score on the COMPASS</strong></td>
<td><strong>Can the student follow multi-step directions?</strong></td>
<td><strong>Make arrangements to get baseline score on ACT/SAT</strong></td>
</tr>
<tr>
<td></td>
<td><strong>What supports/strategies does the student need to be successful?</strong></td>
<td><strong>What unmet living needs does the student have?</strong></td>
<td><strong>What adjustments need to be made to Course of Study?</strong></td>
<td><strong>What supports/strategies does the student need to be successful?</strong></td>
<td><strong>Evaluate if the student could be considered for exit prior to graduation</strong></td>
</tr>
<tr>
<td></td>
<td><strong>What electives has the student chosen? Why?</strong></td>
<td><strong>Why does the IEP team feel JC may be an option for this student?</strong></td>
<td><strong>What adjustments need to be made to Course of Study?</strong></td>
<td><strong>What electives has the student taken?</strong></td>
<td><strong>Evaluate if the student could be considered for exit prior to graduation</strong></td>
</tr>
<tr>
<td></td>
<td><strong>What does the student like or dislike about school?</strong></td>
<td><strong>How does the student respond to structure?</strong></td>
<td><strong>Evaluate if the student could be considered for exit prior to graduation</strong></td>
<td></td>
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</tr>
<tr>
<td></td>
<td><strong>What work readiness skills are the student’s strengths and weaknesses?</strong></td>
<td><strong>There are two JC centers in Iowa – Dennison &amp; Ottumwa.</strong></td>
<td><strong>What are the student’s programs of interest?</strong></td>
<td></td>
<td><strong>Evaluate if the student could be considered for exit prior to graduation</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Can the student follow multi-step directions?</strong></td>
<td><strong>Programs vary in each center</strong></td>
<td><strong>What electives has the student taken?</strong></td>
<td></td>
<td><strong>Evaluate if the student could be considered for exit prior to graduation</strong></td>
</tr>
<tr>
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<td><strong>What supports/strategies does the student need to be successful?</strong></td>
<td></td>
<td><strong>What are the admission requirements for the student’s program of interest (ACT/SAT scores, prerequisite classes, etc.)?</strong></td>
<td></td>
<td><strong>Evaluate if the student could be considered for exit prior to graduation</strong></td>
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<td></td>
<td><strong>What electives has the student taken?</strong></td>
<td></td>
<td><strong>Make arrangements to get baseline score on the COMPASS</strong></td>
<td></td>
<td><strong>Evaluate if the student could be considered for exit prior to graduation</strong></td>
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<td></td>
<td><strong>What unmet living needs does the student have?</strong></td>
<td></td>
<td><strong>What adjustments need to be made to Course of Study?</strong></td>
<td></td>
<td><strong>Evaluate if the student could be considered for exit prior to graduation</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Why does the IEP team feel a 4+ program may be an option for this student?</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>Evaluate if the student could be considered for exit prior to graduation</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Discuss retaining the diploma</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>Evaluate if the student could be considered for exit prior to graduation</strong></td>
</tr>
<tr>
<td></td>
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<td></td>
<td><strong>Evaluate if the student could be considered for exit prior to graduation</strong></td>
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<table>
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<tr>
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<th>4+ Programs</th>
<th>Job Corp (JC)</th>
<th>Community College</th>
<th>4 year College/University</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Does the student’s interests and preferences align with his/her career cluster?</td>
<td>• Does the student’s Course of Study align with postsecondary expectations?</td>
<td>• Does the student’s Course of Study align with postsecondary expectations?</td>
<td>• Involve school counselor</td>
<td>• Involve school counselor</td>
<td></td>
</tr>
<tr>
<td>• What experience has the student had with work, either paid or unpaid?</td>
<td>• Why does the IEP team feel a 4+ program is still an option for this student?</td>
<td>• How is the student’s attendance?</td>
<td>• What areas of the COMPASS scores need improvement?</td>
<td>• What independent learning skills does the student have?</td>
<td></td>
</tr>
<tr>
<td>• What work readiness skills are the student’s strengths and weaknesses?</td>
<td>• What employment skills does the student still need to gain?</td>
<td>• What employment skills does the student still need to gain?</td>
<td>• How were the student’s COMPASS scores in relationship to the proposed area of study?</td>
<td>• What classes does the student need to take to align with college requirements?</td>
<td></td>
</tr>
<tr>
<td>• How does the student demonstrate self-advocacy?</td>
<td>• What are the student’s needs in the area of learning?</td>
<td>• What are the student’s needs in the area of learning?</td>
<td>• What specific classes could the student take to improve low score areas for better success at college?</td>
<td>• Compare disability services available at the colleges or universities of interest</td>
<td></td>
</tr>
<tr>
<td>• Who are the two non-family references the student would use for a job?</td>
<td>• What skills does the student have to live independently? What skills are still needed?</td>
<td>• What skills does the student have to live independently? What skills are still needed?</td>
<td>• Which colleges has the student visited or what college reps has he/she spoken to?</td>
<td>• Need to schedule ACT/SAT and compare test scores with college requirements for specific programs</td>
<td></td>
</tr>
<tr>
<td>• What careers of interest are available in the desired location?</td>
<td>• What about a 4+ program appeals to the student?</td>
<td>• What about a 4+ program appeals to the student?</td>
<td>• What college level courses or electives are available for the student to take that align to his/her career path?</td>
<td>• Review admission requirements for program of study and make adjustments to Course of Study if needed</td>
<td></td>
</tr>
<tr>
<td>• Is the student aware of community resources to help find work?</td>
<td>• How does the student handle feedback?</td>
<td>• How does the student handle feedback?</td>
<td>• What independent learning skills does the student have?</td>
<td>• Are there related fields of study that the student may wish to explore?</td>
<td></td>
</tr>
<tr>
<td>• Same as 10th Grade (for unusual circumstances contact your Transition Consultant)</td>
<td>• What programs did the student discuss at his/her 4+ visit?</td>
<td>• What programs did the student discuss at his/her 4+ visit?</td>
<td>• Compare disability services available at community colleges</td>
<td>• Exit Special education?</td>
<td></td>
</tr>
</tbody>
</table>

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<th>4 year College/University</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What benefits are important to the student?</td>
<td>Confirm with Administrator</td>
<td>• What was the student’s reaction to meeting with the JC rep?</td>
<td>Involve school counselor</td>
<td>• To which schools has the student applied?</td>
<td></td>
</tr>
<tr>
<td>• What annual income does the student need to live independently? What are examples of his/her expenses?</td>
<td></td>
<td>• What does the student hope to gain from his/her JC visit?</td>
<td></td>
<td>• To which schools has the student been accepted?</td>
<td></td>
</tr>
<tr>
<td>• What experience has the student had positively or negatively at a job?</td>
<td></td>
<td>• What experiences does the student have with staying away from home?</td>
<td></td>
<td>• What housing or transportation arrangements have been made?</td>
<td></td>
</tr>
<tr>
<td>• Does the student have the skills to independently find and keep a job?</td>
<td></td>
<td>• How does the student feel about living on a closed campus?</td>
<td></td>
<td>• What financial aid &amp; scholarships has the student applied for?</td>
<td></td>
</tr>
</tbody>
</table>

*Adapted from Prairie Lakes Area Education Agency 2015*
TRANSITION: SKILLS NEEDED FOR ALL POSTSECONDARY OPTIONS

**Living Experiences**
- Consider how often the student has spent time away from family
- Does the student spend time alone?
- Has the student ever shared a room?
- Does the student tolerate sharing his/her possessions?
- Can the student make his/her own appointments?
- Is the student able to solve his/her own problems?
- Can the student perform basic domestic tasks?

**Community Mobility**
Community mobility is ESSENTIAL for independence!
- Driver’s License is best
  - Driver's Ed may be taken at any age
- Is Public Transportation an option?
- Are alternative means of transportation available: moped, bike, friends, family, etc.?

**Work Readiness**
- Does the student display acceptable attendance?
- Is the student on track to graduate?
- How well does the student manage his/her time?
- How does the student respond to constructive criticism?
- Is the student able to work independently and initiate routine tasks without prompts?
- Does the student adjust to new situations with ease?
- Has the student had any work experience?

**Physical Abilities & Health**
- Does the student have the physical ability to perform the career of choice?
- Does the student demonstrate appropriate hygiene?
- Does the student take medications without reminders?
- Is the student able to make informed & safe decisions about personal sexual activity?
- How does the student handle stress?

**Community Supports**
- Is the student able to identify community supports, services or programs?
- Has the student applied for or used any community services?
- Has the student applied for Iowa Vocational rehabilitation Services (IVRS)?

**Self-Determination**
- Does the student request assistance when needed?
- Can the student explain their disability and request accommodations?
- Is the student able to do long range planning?

**Financial Literacy**
- Is the student able to follow a personal budget?
- Does he/she have a debit card, checking account, savings account, etc.?
- Does he/she understand employment benefits?

---

*Adapted from Prairie Lakes Area Education Agency*

**CONTACT**
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Megan Burke-Brunscheen – mbrunscheen@gwaea.org
<table>
<thead>
<tr>
<th>Area</th>
<th>Best Practice</th>
</tr>
</thead>
</table>
| **Strengths, Interests, Preferences** | Include: Multiple items for each category  
Vocationally related strengths or interests when possible |
| **Living**              | Sources: Must include a minimum of two sources (interviews count as a single source)  
Results: How do they compare to peers?  
Should include skills with regard to:  
*Transportation*: Can they drive? Can they use public transportation? Will they rely on family, etc.?  
*Financial skills*: Can they make purchases? Do they have a bank account? Can they budget money, etc.?  
*Domestic skills*: Can they cook, clean, do laundry, etc.?  
*Life skills*: Do they demonstrate self-advocacy skills? Can they make appointments, take meds, use personal hygiene, engage in appropriate leisure activities, etc.?  
**Justification Statement**: The student does/does not have needs in the area of living. Living will/will not be addressed in this IEP. If so, state how it will be addressed (goals, activities, etc.) |
| **Learning**            | Sources: Must include a minimum of two sources, Iowa Assessments, NWEA, progress monitoring data, Iowa Alternate Assessment data, etc.  
Results: How do they compare to peers?  
Should include skills with regard to:  
*Discrepancy areas*: Be sure to identify why the student is in need of special education services and what supports are needed to pursue PSEs.  
*Other Academic Areas*: Be sure to include standardized test data to document why a student does not need services in those areas.  
**Justification Statement**: The student does/does not have needs in the area of learning. Learning will/will not be addressed in this IEP. If so, state how it will be addressed (goals, activities, etc.) |
| **Working**             | Sources: Must include a minimum of two sources, Start using employability skills and can utilize information from IHAPI (I Have A Plan Iowa).  
Results:  
*Work experience*: Regular paid jobs, as well as, lawn mowing, babysitting, detasseling, snow removal, etc.  
*Career Cluster areas*: For example – Health Science, Human Services, Information |
**Employability skills (Transferable skills):** such as, dependable, works well with others, responsible, time management, organization, etc.

**Justification Statement** The student does/does not have needs in the area of working. Working will/will not be addressed in this IEP. If so, state how it will be addressed (goals, activities, etc.)

### PSE: Living
**Must align with the skills listed in the living results section**
Ex. "Johnny is going to live in a house in Los Angeles by himself" is not appropriate for a student with severe limitations. If the student’s expectation differs greatly from the team’s perception, include both.

### PSE: Learning
**Must align with the skills listed in the learning results section**
Ex. "Sally is planning on attending vet school at ISU" is not appropriate for a student with a second grade reading level. If the student’s expectation differs greatly from the team’s perception, include both.

### PSE: Working
**Must align with the skills listed in the working results section**
Ex. "Tom is going to work full time as a grounds keeper" is not appropriate for a student whose interests point towards working indoors in a quiet, clean environment. If the student’s expectation differs greatly from the team’s perception, include both.

### COS: Requirements
**Must Include:**
*Total number of credits
*Credits by subject
*Any Additional district requirements
Ex. "Johnny will need 52 credits to graduate from AnyWhere HS. These credits include 8 English, 6 Math, 6 Social Studies, 6 Science, 1 Health, 4 PE, 1 Computer applications, and 20 electives. He will also need to complete a CPR class."

**OR**
Describe how the student will graduate by other means, if applicable

### COS: Current Status
**Must Include:**
*Graduation date
*Number of credits the student has earned and if he/she is on track to graduate with peers
*Credits in subject areas the student has yet to complete
*Other district requirements the student has yet to complete
Ex. "Johnny has earned 26 credits and is on track to graduate with peers. He still needs to complete 4 English, 2 Math, 2 Social Studies, 4 Science, 2 PE, 1 Computer App, and 11 elective credits, as well as complete CPR class."

**OR**
Describe, in detail, the student’s progress for graduating by the means listed above.

**THIS IS INDIVIDUALIZED AND NOT A CUT AND PASTE FROM THE PREVIOUS SECTION**

### COS: Courses and Activities
High School: This section is a multi-year projection of the remainder of the student’s secondary education. Include: Courses and activities specific to the student that will help them achieve their PSEs. This is a god place for COMPASS, linkages to IVRS, etc.

Middle School: Can project into the future, but should include what can occur while the student is in middle school.
Ex. "At this time, Bobby is unsure about a future career and plan of study. He will complete I Have a Plan as well as participate in the school’s Career Day event to assist him in his exploration of possible jobs."

### OTHER CONSIDERATIONS FOR QUALITY SERVICES:
- Make sure all goals address priority/essential needs that align with the PSEs.

*Adapted from Prairie Lakes Area Education Agency*
For more information, contact your Grant Wood AEA Transition Consultants:
Su Groff-Vanarendonk – sgroff-vanarendonk@gwaea.org
Megan Burke-Brunscheen – mbrunscheen@gwaea.org