

Screen:

87. Transition Services 2008 (1)

Application:



ARD Forms

Transition Services

If checked, print the following section. (Always click this box to print information below.)

Transition Services means a coordinated set of activities for a student with a disability that is designed to be within a results oriented process that is focused on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to post-school activities, including: Postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. It is based on the individual student's needs, taking into account the student's strengths, preferences and interests and includes: instruction, related services, community experiences, development of employment and other post-school adult living objectives and if appropriate, acquisition of daily living skills and provision of a functional vocational assessment. [300.43(a)(2)]

Yes No Clear The student was invited to the meeting. **Key Element**

Yes No Clear The student attended the meeting. If not, explain:   **Key Element**



Check one or more of the following methods that the committee used to obtain the student's preferences and interests.



Completed - age-appropriate transition assessments Parental input Teacher input

Informal assessments Student input Other – specify:  



Voc Assessment Level 1



Indicate the student's appropriate measurable postsecondary goal, based on age-appropriate transition assessments related to: Student's postsecondary goal must be written in measurable terms, using the word "will", which is measurable. ADD/SELECT will provide you with options. When you click on ADD/SELECT, a window opens with possible post-secondary goals for each area. Write at least one Training/Education/Employment goal. Write an Independent Living Skills goal if appropriate. Parenthesis requires a word(s) relevant to the statement. If the goals in the list are not applicable to the student, develop goals relevant to the student's needs.



Training/Education and Employment (including postsecondary education options):  



Independent Livings Skills (where appropriate): **Middle schools should be making student's aware of different types of living situations (i.e. group homes, apt., etc.).**  

Transition Strengths & Needs You must click on strengths and needs and write transition strength and needs to support student's post-secondary goals. **ENSURE THAT THE ACADEMIC STRENGTH AND NEED REQUIRES SPECIAL EDUCATION TRANSITION SERVICES.**



STRENGTHS:   Strengths should have been discussed in the PLAAFP. Transfer from the PLAPF those strengths that are transition related.

NEEDS:   Needs should have been discussed in the PLAAFP. Identify the need and how do we support the need. All special education services are supports. Transfer from the PLAPF those needs that are transition related.

Transition Services (including courses of study) needed to support the student in reaching the determined postsecondary goals. **This is an explanation. DO NOT WRITE ANYTHING IN THIS BOX.**  

Instruction: (formal or informal) what the student needs to complete needed courses, succeed in general curriculum, and gain needed skills within age-appropriate instructional environments. **State the transition support service needs of the student for instruction through special education (i.e., Read 180, Fast-Forward, CBVI, VOCICES and FACES, tutoring, Co-**  

teaching, etc.)

Related/Instructional Services: what student needs to benefit from special education **State the transition support service needs of the student for Related/Instructional services (i.e., Speech Therapy, job coaching, agency connection, community resources, etc.).**  

Projected Related Service needs:   **State the related services the student may need in the future.**

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Development of Employment and Other Post-School Adult Living (focus on development of work-related behaviors, job seeking and keeping skills, career exploration, skill training, apprenticeship training, and actual employment)

Functional Vocational Evaluation needed at this time **DO NOT check this box. Not necessary. We do Vocational Assessment Level 1. it must be done annually (not revised) and first done in 8th grade.**

Functional Vocational Evaluation not needed at this time **Always check this box. Ensure that the Vocational Assessment Level 1 is done prior to the ARD.**



Referral of student or student's parents to a governmental agency for services (under appropriate circumstances). [TAC89.1055(g)(9)] **Look at this carefully. Does the student need DARS, ACOG, Center for Health Care Services, etc. This needs to be addressed early so the student can be put on the agency list.**

Work-Related Behaviors needs:   **What type of behavior supports does the student need in order to function on a job? Do not leave this blank for students who are ED or AU.**

Other:  

Community Experiences: provided in community settings

Does not need services in community due to access with family/friends or independently
OR

Does need the following services: **What type of services does the student need to access the community? CBVI, AYVP and VAC students do need community services.**  


Clear

If appropriate, acquisition of Daily Living Skills **This includes daily living skills such as hygiene, feeding, toileting, dressing, etc.**  

None Needed

Yes No Clear



Annual IEP goal(s) facilitate movement toward postsecondary goal. **Along with the annual IEP goals you must have at least one transition service goal written on the goals and objectives page. You must check the box "Transition Related Goal" and ensure that each annual IEP goal is written in measurable terms.**

Discussion:  

Yes No N/A



If the child is at least 18 years of age, the ARD committee considered the availability of age-appropriate instructional environments. **Age appropriate instructional environments must be discussed to ensure that the student has an instructional environment conducive to learning.**

Clear

Discussion:  

Yes No N/A
 Clear

Does the ARD committee believe that circumstances exist for referring the student or the parents to a governmental agency for services? **It must be determined early on between elementary and high school whether or not the student must be connected to an agency. Students who are medically fragile, autistic, TBI and MR must be connected early as it takes the whole school life for the student to be picked up by an agency. If the student is LD and/or ED, he/she may have to be referred to a DARS counselor in 11th /12th grade.**

Discussion:  



Yes No N/A
 Clear

Any agency responsible for providing transition services is invited to the ARD/IEP meeting (with consent of the parent/adult student). **If the student is connected to an agency, the agency must be invited to the ARD meeting with parent/adult student permission. If the agency would like to attend but cannot, then the District collaborates on the services that the agency will provide to the student at the ARD meeting.**

Discussion:  



Yes No N/A
 Clear

The ARD committee reconvenes to develop alternative strategies when participating agencies fail to provide transition services. **If the agency fails to provide transition services, the ARD committee must develop strategies to accommodate services that the agency would have provided.**

Discussion:  

Degree to which student participated in this ARD meeting and in the development of the IEP:  

Click on the ADD/SELECT button and choose the appropriate statement as to the degree of participation by the student.

The following materials and/or information were shared with the student:  

Click on the ADD/SELECT button and choose the appropriate box(es) as to the information shared with the student.