



# Special Education Transition Summary & Postsecondary Goals

## Transition Assessments Summary

- Assessments must be widely varied, meaning multiple different types of assessment should be used across the span of a student's education. An assessment should never be repeated multiple times in a row unless they are being supplemented with other varied assessments.
- When students are younger or do not know what career they want to pursue, use of **broader assessments** is necessary to help narrow the area of interest.
- When a student has developed a better understanding of their post-graduation goals, we can start using assessments that help flesh out the **specifics**. (*Authentic assessments* that help a student self-reflect on project and experience-based learning.)
- The summary should include the **name of the assessments and the date given**. If the assessment is a self-created assessment, there should also be a brief description. The summary should highlight the most important features of the assessment and the information gleaned from it regarding the student.
- The **SPIN model** must be used when completing the summaries. Article 7 requires that the Individualized Education Program (IEP) focus on the student's *strengths, preferences, and interests*. While *needs* are not a requirement under Article 7, best practice is to include what a student needs wherever relevant.

## Transition Postsecondary Goals

- Use **information from the Transition Summary** to determine appropriate postsecondary goals.
- Goals should be meaningful for the student in order to challenge them and show that the case conference committee expects a high level of achievement.

**Goals should focus on what the student wants to ultimately do or be.** By working towards the student's ultimate individual transition goals, the school can help a student maintain interest in learning and growing.

- **Employment Goal:** Indicate the student's long-term employment goal (career/job/field of interest).
- **Education/Training Goal:** Indicate what education or training the student will access in order to achieve their preferred long-term career field.
- **Independent Living Goal** (if applicable): Indicate what skill(s) the student will need to focus on within their planned living environment and/or community independently.
- If the student is unsure on one goal, be sure to explore the options in the transition services and activities with a compare and contrast service or something similar.



# Transition Assessment Summary Examples

## Student Info

Nancy, Age 18: Knows what she wants to do post-school.

## Education & Training

### Education & Training Assessment Summary Example:

- Assessment: Ready Tool for Blind/Low-Vision Student and College Visit Reflection (date)
- Nancy completed the Ready Tool with her teacher of record (ToR) and job coach.
- Nancy visited Indiana University (IU) Kokomo; she is **interested** in the English/language arts program there. The campus is smaller, making it easy to navigate.
- She has **strength** in her ability to navigate independently once familiar with an area and feels confident she can arrange transportation if necessary.
- When she visited, she met with the Americans with Disabilities Act (ADA) officer to review their services. She has been accepted, but still **needs** to file a FAFSA this coming school year.

## Employment

### Employment Assessment Summary Example:

- Assessment: Job shadow reflection (date)
- Nancy completed these assessments following her semester as a student aide in a grade four classroom. She no longer **prefers** to be a grade four teacher, and is thinking that she may want to be a middle school English teacher.
- Nancy also completed the How Do I Advocate for Myself (HDIAFM) assessment with her Teacher of Record, and is able to advocate for herself regarding accommodations.

## Independent Living

### Independent Living Assessment Summary Example:

- Assessment: HDIAFM (date)
- Nancy completed the HDIAFM assessment and can advocate for herself in the classroom and in life. She is very **strong** with her mobility cane and can easily navigate the halls and classrooms.
- She indicates that things at home are in place and she does not struggle, having a routine she likes. She indicated she started a guide dog process and is going to a two-week class in Oregon with her mom to be paired with a guide dog. She will **need** to practice using public transport with her guide dog and will have support of a coach for this process.

## Transition Postsecondary Goal Examples

- **Employment:** I will obtain employment as a middle school English teacher.
- **Education/Training:** I will enroll in a four-year college/university.
- **Independent Living:** I will learn to navigate public transportation through the support of my guide dog so I can be independent while living in an apartment.

# Transition Assessment Summary Examples

## Student Info

Ronald, Age 14: Is uncertain on goals, but has some idea.

## Education & Training

### Education & Training Assessment Summary Example:

- Assessment: Student Dream Sheet (date)
- Ronald completed a student dream sheet with his TOR. He is still not sure what he is **interested** in as a career, but he does not want to go to school any longer than he has to. He thinks that a CTE program might be what he wants to do so he can start working right after high school. He would **prefer** a certification when he graduates.
- He likes to be outdoors and is **strong** when working with his hands.

## Employment

### Employment Assessment Summary Example:

- Assessment: Career Cluster Inventory (date)
- Ronald took a career cluster inventory and scored highest in the Natural Resources and Agriculture cluster and second highest in Construction.
- He was surprised to be highest in agriculture. He liked the idea of working on farm equipment, but has no interest in being a farmer. He is **interested** in visiting the CTE center and looking at the welding and plumbing program. He heard he can make a lot of money as a plumber from a family member.

### Independent Living Assessment Summary Example:

- Assessment: Independent Living Self-Assessment and Parent/Student Interview (date)
- Ronald and his parents completed an interview last year to discuss his living needs. His dad stated that Ronald did not do any chores at home and refused to learn how to do laundry when offered. He has not been brushing his teeth regularly and had several cavities at his last dental check up.
- Ronald reported this year, and his dad agrees, that he has been better with his self-care and has started to do chores. Ronald reported that he still **needs** to do better with self-care and wearing clean clothes all the time. He said he has been staying up late playing games and is tired when he gets to school in the morning.
- He would **prefer** to live in an apartment away from his family, but close enough that if he needed help with anything his mom, dad, or brother could help him.

## Independent Living

## Transition Postsecondary Goal Examples

- **Employment:** I will obtain employment as a plumber or welder.
- **Education/Training:** I will obtain a certificate for plumbing or welding.
- **Independent Living:** I will live in an apartment and manage my self-care routine dependently, ensuring that I am clean and prepared for work each day.

# Transition Assessment Summary Examples

## Student Info

Cody, Age 15: High support needs and limited idea of career goals.

## Education & Training

### Education & Training Assessment Summary Example:

- Assessment: Parent and Teacher Interview (date)
- Cody's mom and TOR discussed his potential for postsecondary needs and feel that it is in Cody's best **interest** to find something that he can learn to do at his own pace in a quiet environment with supports.
- He **needs** lots of hand-over-hand instruction and might benefit from a job coach or support staff to assist him in sorting tasks.

## Employment

### Employment Assessment Summary Example:

- Assessment: Pictorial Interest Inventory (date)
- Cody's number one **interest** on the assessment was automotive, and the second area of interest was clerical.
- His mother has indicated that he loves watching cars and car videos, so she wasn't surprised he chose the images with cars. However, he becomes overstimulated quickly around loud noises in person.
- He loves the library as well, so she thought it made sense that he'd choose the images with books and papers as well.
- His mother thinks that he is **strongest** in a slower paced setting, and had not really thought about him working or volunteering at the library before. She'd like to help him explore the possibilities there.

## Independent Living

### Independent Living Assessment Summary Example:

- Assessment: Parent/Student Interview (date)
- Cody **needs** the assistance from his parents or siblings for most activities at homes. He has **strengths** in feeding himself independently using a spoon with a vertical handle. He cannot cut up his own food and **needs** someone with him when eating to ensure that he does not eat too quickly and takes sips of a drink between bites. He **needs** assistance with transfers from his wheelchair.
- Cody has the Family Support Waiver and will utilize support staff at home to assist him throughout his life. Cody's mother indicates that he would **prefer** to live with them for as long as possible, but they will explore the Community Integration and Habilitation waiver to explore other options eventually.

## Transition Postsecondary Goal Examples

- **Employment:** I will obtain a position with supports that is at my own pace in a quiet environment.
- **Education/Training:** I will obtain training with supports.
- **Independent Living:** I will live with my parents and complete daily living tasks as independently as possible.