

# State Support Team - Region 8

*Supporting Medina, Portage, and Summit Counties*

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## Let's Talk High School Transition

Transition is about making sure that a child leaves school ready for life as an adult. It is backward planning – let's start with the end in mind. We need to consider where he will live and what skills he needs to be as independent as possible. Where he will work and what type of work might he do? Will he continue on with his education after high school? IEP teams need to consider transition by the time a child will turn 14 years old.

### **Vision – IEP section 1:**

What are your hopes & dreams for your child? What will his/her life look like when he is 24 years old? This section helps provide broad guidance for the team. While we want to think big and dream, we also need to be realistic in setting goals that are attainable. Talk this over with your child and bring your thoughts to the IEP team meeting

### **Age Appropriate Transition Assessments – IEP section 4**

We need to understand the child's current abilities related to his or her plans for the future so we can determine how to help the child meet his or her long term goals. The Assessment section of the IEP summarizes the results of testing that has already been completed to help the team understand:

- If Long term goals are appropriate or need to be adjusted
- What services are needed to help the child reach his or her goals

### **Employment and Education Goals – IEP section 5**

Do we expect a 14 year old to have a clear idea what they want to do as an adult? Not really, but it is certainly not too early to start thinking about this, especially if a child will need some extra support along the way. So, by age 14, the IEP team should consider: What is the long term plan? What will the child do after high school related to both employment and education? Will he go on to college? Will she attend a vocational program for job specific training? Will the student enter the workforce and what type of job will the child hold? Our long term goals should be realistic and attainable, while also setting high expectations for a fulfilling life. The school district is not responsible to ensure that any child realizes his or her goals. Districts are responsible to provide services to help the child prepare for their future.

### **Independent Living Goal – IEP section 5**

We know that most middle and high school students are not ready to live on their own, but most will figure out the basics by the time they graduate from high school. Does your child need more education and support to live as an independent adult than a typical teenager might need? If so, the IEP team should identify a goal for independent living. If the IEP team feels the child will attain the skills on his or her own, the team may simply state that “The IEP team agrees that an independent living goal is not necessary at this time.”

### **Services – IEP section 5**

We know the goal and we have completed some assessments, so now the IEP team should identify services that will help the child progress toward the goal during this IEP period. The services might include more traditional instruction in specific content areas or might include things like vocational training or support to learn job interview and resume skills. The services may be assessments to see if goals need to be revised or may outline information the school will secure to help the child make decisions about the future. In any case, services should help move the child toward their education, employment or independent living goals.

### **Course of Study – IEP sections 4 & 5**

Do the classes the child is taking make sense based on the long term goals? Think about it. If John wants to go to college, he needs to take college prep coursework. If Sue wants to work right out of school, she might need some vocational training while in high school. While we want to encourage every child to participate in a rigorous curriculum to earn their high school diploma, the diploma is only part of the puzzle. The child should take the appropriate coursework to help him learn the skills that HE or SHE needs to meet HIS or HER personal goals.

### **To learn more about transition visit:**

National Alliance for Secondary Education and Transition (NASSET)  
[www.nasetalliance.org/index.htm](http://www.nasetalliance.org/index.htm)

National Center on Secondary Education and Transition [www.ncset.org](http://www.ncset.org)

Ohio Department of Education Website at <http://education.ohio.gov> keyword Transition

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