# Transition Services & Activities:
Making the Connection

We know that a student's strengths, preferences, interests, and needs, combined with their postsecondary goals in Employment, Education/Training, and Independent Living (when needed), form the foundation of the transition planning process. To build on that foundation, we use age-appropriate transition assessments and transition services and activities to give students and their families the insights, ideas, and experiences they will need to make informed decisions on each step of their journey.

The purpose of this document is to provide you with definitions of the areas related to transition services and activities, as well as with resources and examples that will support you in making your transition services and activities meaningful, intentional, and aligned to the student's

postsecondary goals. Armed with this information, you'll be able to look beyond the activity of *giving* transition assessments, and you'll discover ways to engage your students and help them make a connection to their goals and what they need to explore, do, understand, and commit to *in order to meet those goals.*

This document is in no way an exhaustive list of the potential transition services and activities for your students, but it can help you with the process of planning and individualizing transition services and activities to help the student make more informed decisions about their future.
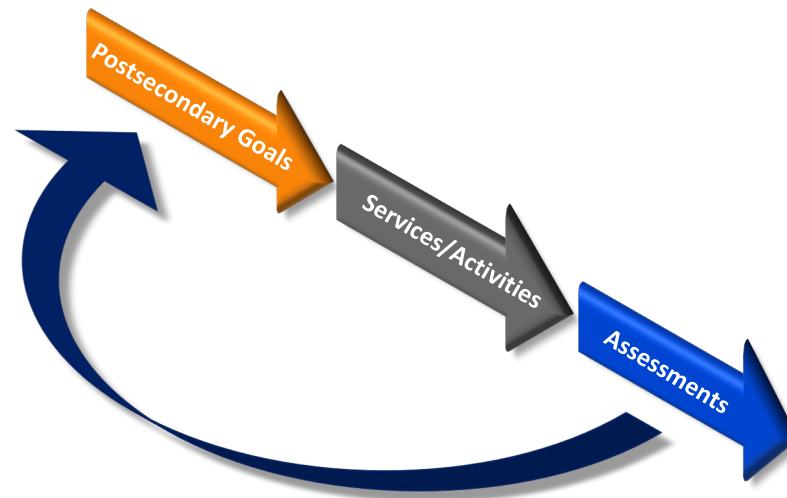
The graphic above depicts the path we need to follow with students after writing the initial Transition IEP. Once we have learned more about a student—their preferences, interests, and postsecondary goals—the Transition IEP should follow each individual student path (postsecondary goal statements)—not a series of pre-determined assessments.

What Are Transition Services?

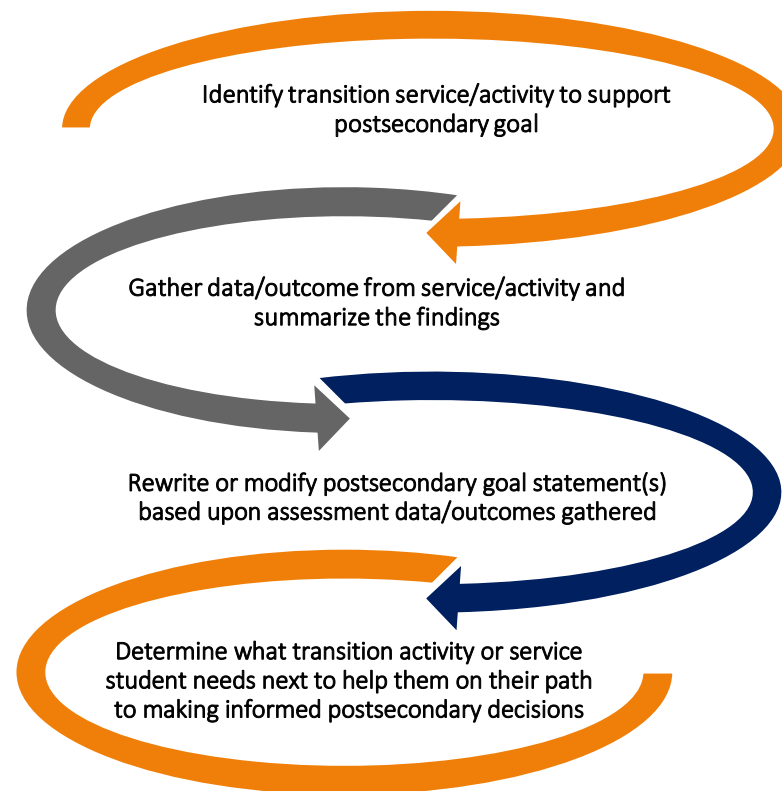**Transition services are a *coordinated set of activities* for a student with a disability that…**

- occur within *a results-oriented process* that facilitates 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.

- must be based on the individual student's needs, taking into account the student's *strengths*, *preferences,* and *interests.*

- must include:

  1. Instruction
  2. Related services
  3. Community experiences
  4. Development of employment and other postsecondary goals.
  5. The acquisition of daily living skills and provision of a functional vocational evaluation, when appropriate.

What Is a 'Coordinated Set of Activities'?

Coordinated means a systematic approach to transition planning and services. Each of the various transition activities must complement and be coordinated with each other. Coordination ensures that there is alignment between each of the other components of the Transition IEP (age-appropriate transition assessments, summary of findings, postsecondary goals) with the activities and services that support the student's development of, movement toward, or changing of their postsecondary goals.

The graphic here illustrates how transition services and activities serve to inform a student's age-appropriate transition assessments and postsecondary goals.

Identify transition service/activity to support postsecondary goal

Gather data/outcome from service/activity and summarize the findings

Rewrite or modify postsecondary goal statement(s) based upon assessment data/outcomes gathered

Determine what transition activity or service student needs next to help them on their path to making informed postsecondary decisions

INDIANA INSTITUTE ON DISABILITY AND COMMUNITY
CENTER ON COMMUNITY LIVING AND CAREERS
Indiana Secondary Transition Resource Center

As you can see from the graphic on the previous page, once a student has identified postsecondary goals in the areas of Employment, Education/Training and Independent Living (if needed), you will develop transition services and activities to support (align to) those postsecondary goals. After completing those activities, you then gather and summarize the assessment information, which will then support the student's understanding of one or more aspects of the path to their long-term goal. By making the direct connection between a student's postsecondary goals and the identified transition services and activities, the student is gathering meaningful information, which allows them to make a more informed decision.

How Do You Individualize and Align the Transition Services and Activities to Postsecondary Goals?

On the next several pages, you will find examples of ways to align the transition services and activities to a student's postsecondary goals. Each of the examples is preceded by a short description of the student's strengths, preferences, interests, and needs that were identified in the Summary of Findings from age-appropriate transition assessments.

The alignment seen in these examples is not about filling out the IEP "form," but rather, making sense of the process and needs of

This student-centered approach to identifying transition services and activities brings the student to the forefront of both the services/activities and the information gathering that follows.

the student BEFORE the IEP is populated. This student-centered approach to identifying transition services and activities brings the student to the forefront of both the services and activities and the information gathering that follows.

For each postsecondary goal statement example on the following pages, you'll see several transition service and activity examples. It is up to the Case Conference Committee, with student input, to determine what additional information the committee needs to inform the next set of decisions. The student and committee should identify transition services and activities that are relevant to the student's goals and age/grade level and that will inform the student's decisions regarding those goals.

◆ Example: Sid

Sid is a freshman in high school with a specific learning disability in reading and written language.

Summary of Findings from last year's (current IEP) age-appropriate transition assessments (abbreviated notes):

Sid is an outdoorsman who likes to hunt and fish. Sid has worked part time in the past on a friend's farm, baling hay. He does not really like farm work but likes to be outside to work. Sid thinks he might be interested in conservation or working for the Department of Natural Resources, but he isn't sure. Those are just the only jobs he can think of (besides farming) that would allow him to work outside most of the time.

Sid hasn't thought too much about college yet. He feels that if he finds a career he is interested in that requires some education after high school, he would be interested in going. He would prefer a two-year program rather than a four-year program. He is concerned his reading is not great, and he might have trouble in college.

Example of the thought process:

Sid completed general transition assessments between his 8th and 9th grade years. He has always identified with the outdoors and feels sure he wants a job that will allow him to work outdoors. Therefore, instead of giving more general transition surveys or assessments, the teacher of record (TOR) looks at services and activities that will help Sid look further into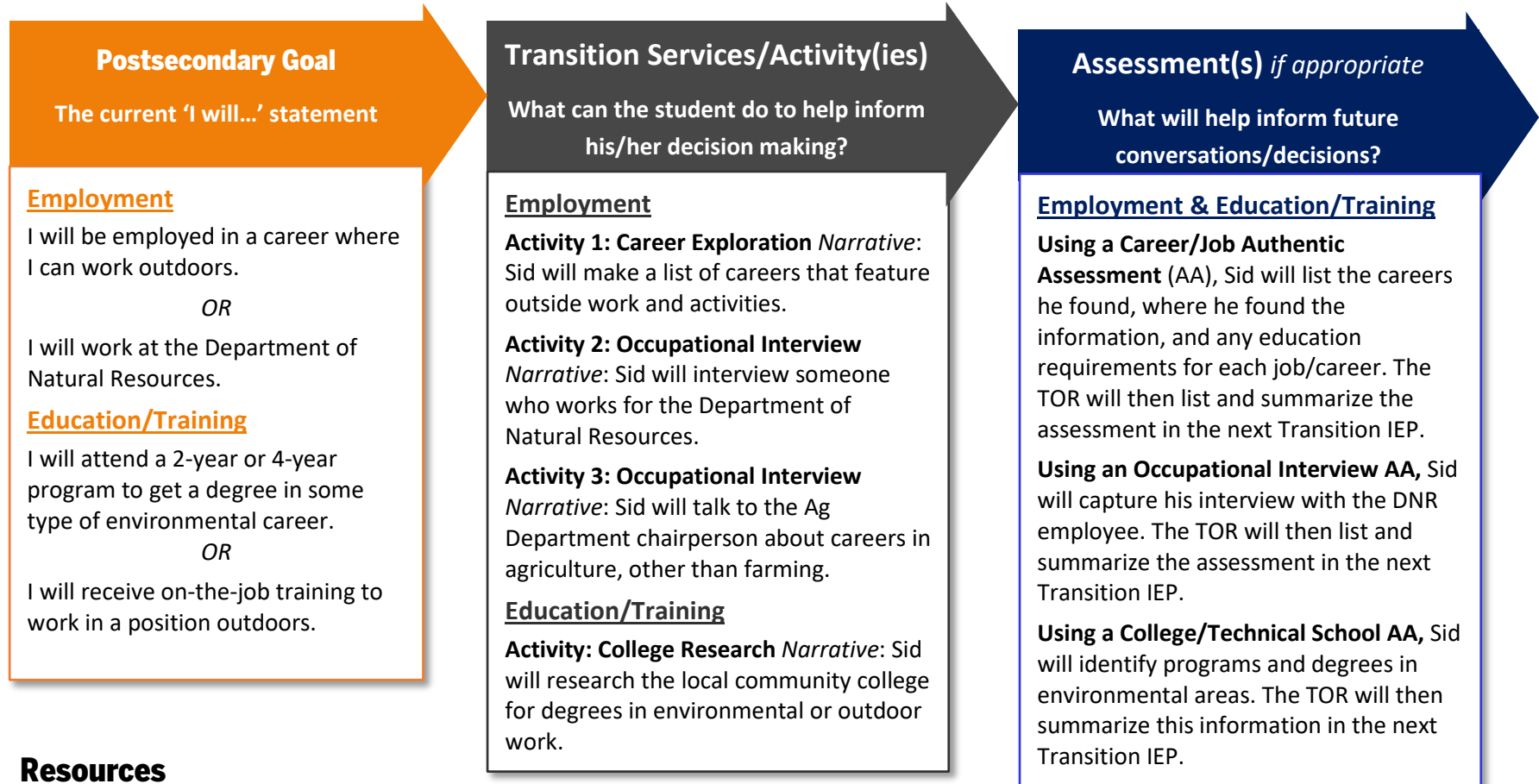 jobs that are more outdoorsy. Transition services and activities are not general things all students do; instead, they are things specific to the postsecondary goals that Sid has identified.

The transition services and activities identified in the chart on the next page provide opportunities for Sid to further explore his goals and inform his long-term decisions. Next year, Sid might explore programs at the local Career and Technical Education Center that are also based outdoors (landscape management, construction, etc.). Each transition service/activity is coordinated with previous activities to give Sid a full picture of what fields/careers might be in his preference/interest area.

In addition to aligning transition services and activities back to the postsecondary goal statements, it is a good idea to determine if there are any authentic assessments that will result from the transition service and activity. In this case, Sid and his TOR can then use the authentic assessments in the next IEP as age-appropriate transition assessments. Look at the chart below. If Sid interviews a person who works for the DNR, his TOR can provide him with a list of questions he can use. He can capture those answers and bring them back to his TOR. Doing so gives the TOR the opportunity to have a follow-up conversation with the student, and creates documented information (the assessment) that will help Sid on his decision-making path. **Whenever the process comes full circle, the connection between services/activities and goals becomes much stronger for students.**

INDIANA INSTITUTE ON DISABILITY AND COMMUNITY
CENTER ON COMMUNITY LIVING AND CAREERS
Indiana Secondary Transition Resource Center

Process & Alignment: Sid

Postsecondary Goal
The current 'I will…' statement

Employment

I will be employed in a career where I can work outdoors.

OR

I will work at the Department of Natural Resources.

Education/Training

I will attend a 2-year or 4-year program to get a degree in some type of environmental career.

OR

I will receive on-the-job training to work in a position outdoors.

Transition Services/Activity(ies)
What can the student do to help inform his/her decision making?

Employment

Activity 1: Career Exploration *Narrative*: Sid will make a list of careers that feature outside work and activities.

Activity 2: Occupational Interview *Narrative*: Sid will interview someone who works for the Department of Natural Resources.

Activity 3: Occupational Interview *Narrative*: Sid will talk to the Ag Department chairperson about careers in agriculture, other than farming.

Education/Training

Activity: College Research *Narrative*: Sid will research the local community college for degrees in environmental or outdoor work.

Assessment(s) *if appropriate*
What will help inform future conversations/decisions?

Employment & Education/Training

Using a Career/Job Authentic Assessment (AA), Sid will list the careers he found, where he found the information, and any education requirements for each job/career. The TOR will then list and summarize the assessment in the next Transition IEP.

Using an Occupational Interview AA, Sid will capture his interview with the DNR employee. The TOR will then list and summarize the assessment in the next Transition IEP.

Using a College/Technical School AA, Sid will identify programs and degrees in environmental areas. The TOR will then summarize this information in the next Transition IEP.

Resources

Career/Job Initial Review Authentic Assessment: http://go.iu.edu/255I

Occupational Interview Authentic Assessment: http://go.iu.edu/255J

College/Technical School Initial Review: http://go.iu.edu/255W

INDIANA INSTITUTE ON DISABILITY AND COMMUNITY
CENTER ON COMMUNITY LIVING AND CAREERS
Indiana Secondary Transition Resource Center

◆ Example: LaTasha

LaTasha is a high school junior with a moderate cognitive disability who also has some difficulty with fine motor skills.

Summary of Findings from last year's age-appropriate transition assessments (abbreviated):

During the last school year, LaTasha participated in two community work experiences. She was a teacher helper at the Head Start program two days a week for three hours each day. While there, LaTasha was responsible for setting up snack for students, wiping down tables, assisting with stations, and helping students get ready to go home. LaTasha loved this placement and was conscientious about working with the students. LaTasha also had a work experience at Pizza Hut one day per week. There, she was responsible for keeping the salad bar cleaned during lunch. LaTasha did not enjoy this work experience. It was too fast paced, and she got upset when she could not keep up or when things got messy.

LaTasha is working on being more independent at home and at school. She likes to have people do things for her. She counts on her mom or her grandma to get her food, water, etc. when she is at home. Her mom would like her to be more independent and contribute more to the household. LaTasha's mom would like her to stay in school for at least two more years before she exits.
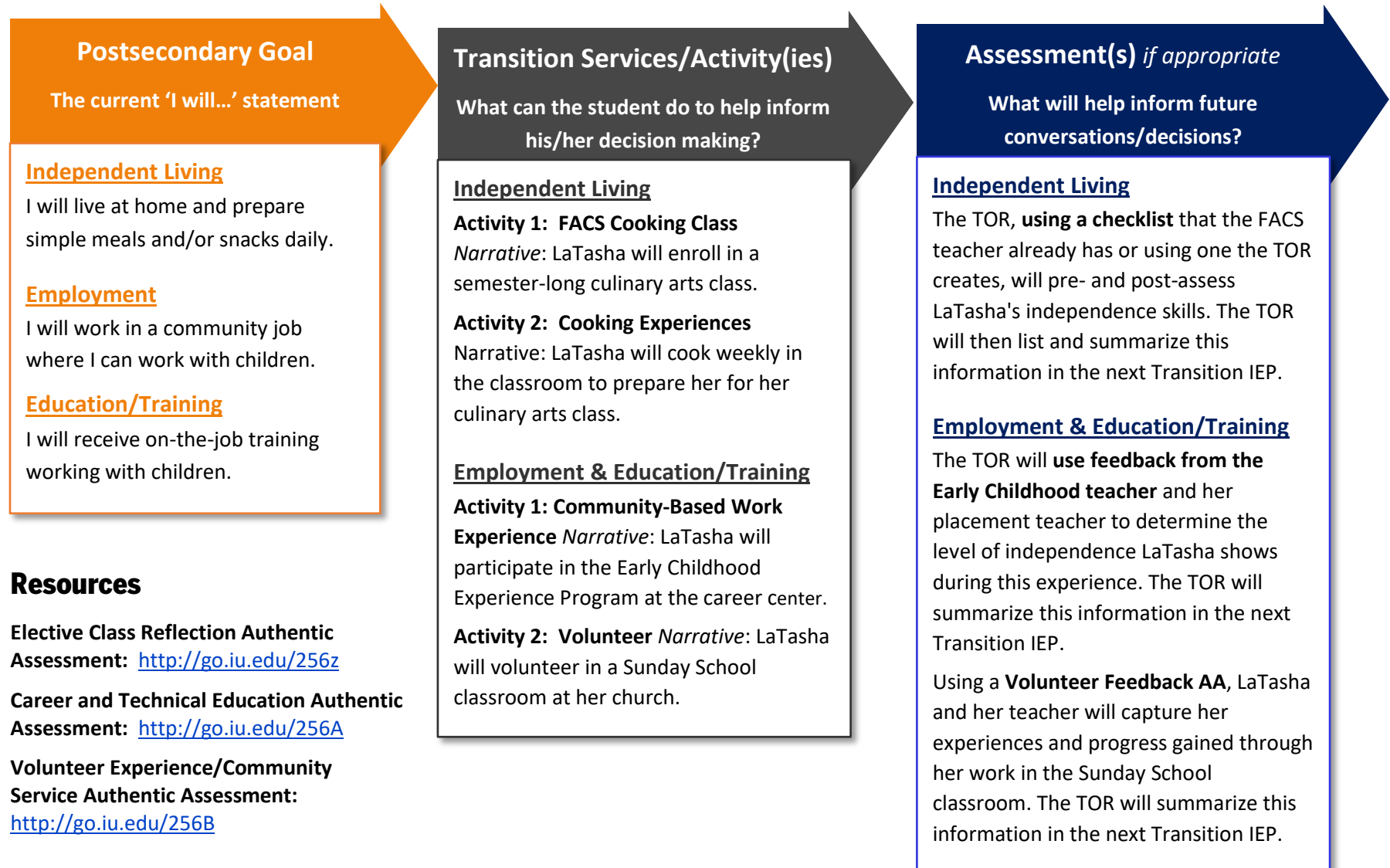
Example of the thought process:

LaTasha hopes to work with children as a career. To get to that stage, she needs continued experiences to determine her strengths and needs. In addition, LaTasha's mom would like to see her become more independent at home, even though at this time, she feels LaTasha will live at home when she exits high school.

There is an Early Childhood Experience Program at the local Career Center. The TOR has met with the career technical education (CTE) Early Childhood teacher to discuss the possibility of having LaTasha enroll in the class. She has learned that the first four weeks of class is all instruction. After that, students are assigned to shadow and support local daycares and preschool programs. If LaTasha has support with that initial class work, the Early Childhood teacher feels she will be fine in the community experience portion of the program. Therefore, LaTasha will enroll in class. The TOR will receive weekly reports from the CTE teacher and community provider (when that portion begins).

LaTasha will also have time in her schedule to take a beginning Family and Consumer Science (FACS) Culinary Arts class. She will have support from a peer during this class. LaTasha's would like to build a set of recipes (snacks and simple meals) she can replicate at home. Her dream is to work with children, and she would like to find a paid community work site by the time she is ready to exit high school.

INDIANA INSTITUTE ON DISABILITY AND COMMUNITY
CENTER ON COMMUNITY LIVING AND CAREERS
Indiana Secondary Transition Resource Center

Process & Alignment: LaTasha

Postsecondary Goal

The current 'I will…' statement

Independent Living
I will live at home and prepare simple meals and/or snacks daily.

Employment
I will work in a community job where I can work with children.

Education/Training
I will receive on-the-job training working with children.

Resources

Elective Class Reflection Authentic Assessment: http://go.iu.edu/256z

Career and Technical Education Authentic Assessment: http://go.iu.edu/256A

Volunteer Experience/Community Service Authentic Assessment: http://go.iu.edu/256B

Transition Services/Activity(ies)

What can the student do to help inform his/her decision making?

Independent Living
Activity 1: FACS Cooking Class
Narrative: LaTasha will enroll in a semester-long culinary arts class.

Activity 2: Cooking Experiences
Narrative: LaTasha will cook weekly in the classroom to prepare her for her culinary arts class.

Employment & Education/Training
Activity 1: Community-Based Work Experience *Narrative*: LaTasha will participate in the Early Childhood Experience Program at the career center.

Activity 2: Volunteer *Narrative*: LaTasha will volunteer in a Sunday School classroom at her church.

Assessment(s) *if appropriate*

What will help inform future conversations/decisions?

Independent Living
The TOR, **using a checklist** that the FACS teacher already has or using one the TOR creates, will pre- and post-assess LaTasha's independence skills. The TOR will then list and summarize this information in the next Transition IEP.

Employment & Education/Training
The TOR will **use feedback from the Early Childhood teacher** and her placement teacher to determine the level of independence LaTasha shows during this experience. The TOR will summarize this information in the next Transition IEP.

Using a **Volunteer Feedback AA**, LaTasha and her teacher will capture her experiences and progress gained through her work in the Sunday School classroom. The TOR will summarize this information in the next Transition IEP.

INDIANA INSTITUTE ON DISABILITY AND COMMUNITY
CENTER ON COMMUNITY LIVING AND CAREERS
Indiana Secondary Transition Resource Center

◆ Example: Damon

Damon, a student with autism spectrum disorder, is at the end of his sophomore year of high school. Damon comes from a family that is very involved in technology. His dad is a computer programmer, and his mom is a math teacher.

Summary of Findings from last year's age-appropriate transition assessments (abbreviated):

Damon has indicated for many years that he wants to work with computers when he gets out of high school. He has a wide variety of interests when it comes to technology. He likes programming, enjoys repairing equipment, and is also interested in web-based technology and design. During the summers, he has interned with his father, doing odd jobs for the company where his father works. Damon has stated that going to college is important to him, as long as he can live at home and go to school.

Example of the thought process:

Given Damon's strong experience and interest in the IT field, the Case Conference Committee has decided that he needs to explore beyond what his father does and where his father works.

Damon's father has offered to set up a few interviews with people who work in different parts of the IT field. Damon will be able to choose a minimum of tw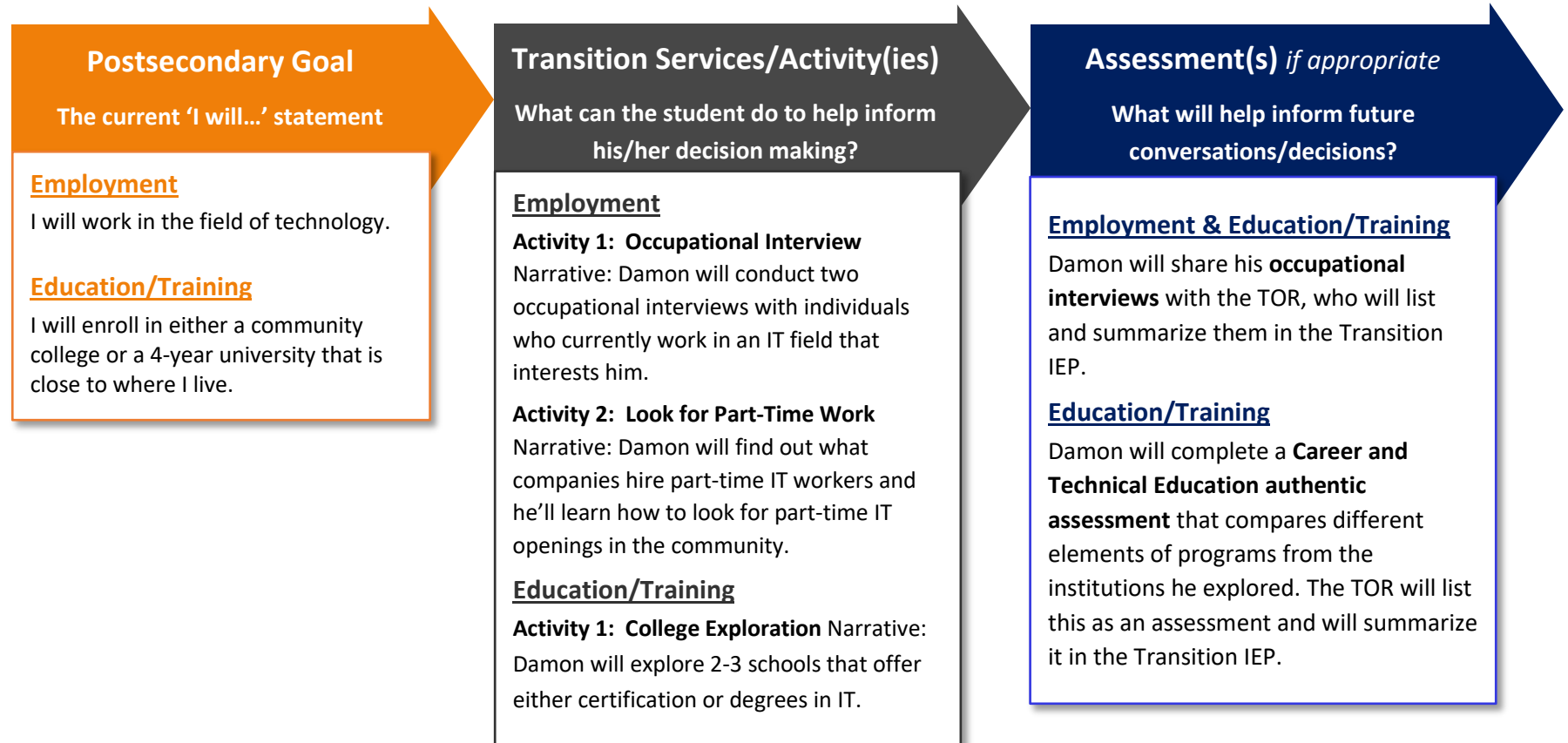o people he wants to interview. His TOR will give him a set of questions to ask each person, so his questions remain appropriate (he can sometimes get too personal).

Damon is also adamant that he does not want to live at a college or university. He will work with his TOR to explore what programs are offered in the IT field at the local community college and other institutions within a 45-mile radius.

Damon has not experienced a work environment other than working with his father. He will begin to look for part-time work in the community at small computer stores or repair shops. He is also interested in looking at data entry positions. His family and TOR will help him explore job opportunities. His TOR also recommended he visit the local WorkOne to see what job postings they might have.

Process & Alignment: Damon

Postsecondary Goal

The current 'I will...' statement

Employment
I will work in the field of technology.

Education/Training
I will enroll in either a community college or a 4-year university that is close to where I live.

Transition Services/Activity(ies)

What can the student do to help inform his/her decision making?

Employment

Activity 1: Occupational Interview
Narrative: Damon will conduct two occupational interviews with individuals who currently work in an IT field that interests him.

Activity 2: Look for Part-Time Work
Narrative: Damon will find out what companies hire part-time IT workers and he'll learn how to look for part-time IT openings in the community.

Education/Training

Activity 1: College Exploration Narrative: Damon will explore 2-3 schools that offer either certification or degrees in IT.

Assessment(s) *if appropriate*

What will help inform future conversations/decisions?

Employment & Education/Training
Damon will share his **occupational interviews** with the TOR, who will list and summarize them in the Transition IEP.

Education/Training
Damon will complete a **Career and Technical Education authentic assessment** that compares different elements of programs from the institutions he explored. The TOR will list this as an assessment and will summarize it in the Transition IEP.

Resources

Occupational Interview Authentic Assessment: http://go.iu.edu/255J

Postsecondary College/School Comparison Authentic Assessment: http://go.iu.edu/27LV

INDIANA INSTITUTE ON DISABILITY AND COMMUNITY
CENTER ON COMMUNITY LIVING AND CAREERS
Indiana Secondary Transition Resource Center

◆ Example: Jack

Jack is a student with an emotional disability who will be entering 8th grade in the fall. Jack is very aloof and not interested in school or anything related to school. He likes to hang with his friends and listen to music. He has several older siblings older who also live at home with Jack and his mom.

Summary of Findings from last year's age-appropriate transition assessments (abbreviated):

Jack completed his first series of age-appropriate transition assessments this year. His teacher administered an assessment to look at his preferred areas of interest, and she administered another assessment to determine his independent living skills. Jack is very street smart; he takes care of himself at home and knows how to navigate the community. Jack did not want to complete the inventories he was given, but did agree to talk with his TOR about the questions. Jack has no interest in going to school beyond high school. He indicated he is only staying in school because he has to. Jack has no idea what job he might like to have. He does currently do odd jobs for his grandmother and one of her neighbors. That includes mowing the lawn, cleaning out gutters, and doing simple things on cars. Jack prefers to work by himself or with people he likes. He doesn't like people telling him what to do. Jack knows he can do better in school, but often doesn't do his work. He likes science and social studies, but doesn't care for English or math.

When asked, Jack does not have an understanding of why he is in special education and why he needs support from other people.

Example of the thought process:

Jack is at the very beginning of the transition planning process. He is not able to think much beyond what is happening in his world right now. Career exploration and exposure is important for Jack. His teacher can do this within a class setting (careers class) or through additional interactive inventories or programs. The important thing is not necessarily to *make* Jack choose a career, but help him explore what he likes and doesn't like.

In Jack's case, he will have a 9-week College and Career Ready class during his 8th grade year. After talking to the instructor, the TOR learned that students will use Indiana Career Connect, listen to guest speakers, and do a project on one field of interest to the student. In addition, they will hear from their classmates about other careers. They will also visit the local career center and Ivy Tech to look at programs they offer.

By individualizing these activities for Jack, the TOR and instructor can ensure they are relevant for Jack and can help him start to move forward on his postsecondary path. In addition, the TOR believes it is important for Jack to begin to understand why he has an IEP and why he receives additional services at school.

INDIANA INSTITUTE ON DISABILITY AND COMMUNITY
CENTER ON COMMUNITY LIVING AND CAREERS
Indiana Secondary Transition Resource Center

Process & Alignment: Jack

Postsecondary Goal

The current 'I will...' statement

Employment

I will work full time in a field of my choice.

Education/Training

I will receive on-the-job training.

Resource

CTE/Vocational Program Overview Authentic Assessment:
http://go.iu.edu/27HR

College Campus Visit Authentic Assessment: http://go.iu.edu/27RZ

Disability Awareness Authentic Assessment: http://go.iu.edu/27HS

Transition Services/Activity(ies)

What can the student do to help inform his/her decision making?

Employment

Activity 1: Career Exploration *Narrative*: Jack will use Indiana Career Connect to explore jobs he is interested in and find which jobs are available in Indiana.

Activity 2: Career Research (Also covers **Education/Training**) *Narrative*: Jack will choose one career and do research on the basics of the job and requirements.

Education/Training

Activity 1: Career Program Visits *Narrative*: Jack will visit both the CTE Center and Ivy Tech to look at possible programs.

Activity 2: Disability Awareness *Narrative*: Jack will work with his TOR to gain a better understanding of what services help support him and how his disability impacts his performance.

Assessment(s) *if appropriate*

What will help inform future conversations/decisions?

Employment & Education/Training

Activity 1: The TOR can ask the Careers teacher for the **print-outs from the work Jack does in Indiana Career Connect**. Jack can discuss these at his case conference.

Activity 2: Jack will share his **research project** with his TOR, and they will use the information he gained as he continues on his decision-making path.

Education/Training

Activity 1: Using a **CTE/Vocational Program authentic assessment**, Jack will give an overview and rate what he saw at each program.

Activity 2: Jack will complete a **pre- and post-Disability Awareness authentic assessment** to determine his understanding of his disability and how to advocate for himself.

INDIANA INSTITUTE ON DISABILITY AND COMMUNITY
CENTER ON COMMUNITY LIVING AND CAREERS
Indiana Secondary Transition Resource Center

◆ Example: Bella

Bella is a 20-year-old student with multiple disabilities, including a severe cognitive disability. Bella uses a wheelchair and requires physical supports in all activities. Bella communicates using an eye gaze board.

Summary of Findings from last year's age-appropriate transition assessments (abbreviated):

Bella's family completes an interview annually regarding Bella's needs and the postsecondary path they feel will best fit Bella's strengths, preferences, interests, and needs. (Keep in mind that repeating the same assessment every year is not sufficient. The annual interview should also be accompanied by additional updated and relevant information.)

Bella continues to need support for all independent living activities. She does communicate choice using an eye gaze board, though not always consistently. At home, her family uses it so Bella can indicate her choices of recreation activities. Bella will usually choose to watch a movie over being read to or listening to music. Bella accesses the community with her family, but transportation can often be an issue for them; the family only has one vehicle that is appropriately adapted at this time. Bella's parents would like her to stay in school until she is 22. When she exits, they would like her to participate in the community at least 2-3 times per week. Bella has waiver services and works with a support person weekly during the school year and three times per week in the summer. Bella participates in community-based outings with her class two times per month. She enjoys outings to social places (e.g., Walmart, restaurants). With her class, Bella also volunteers at the local animal shelter and food bank.
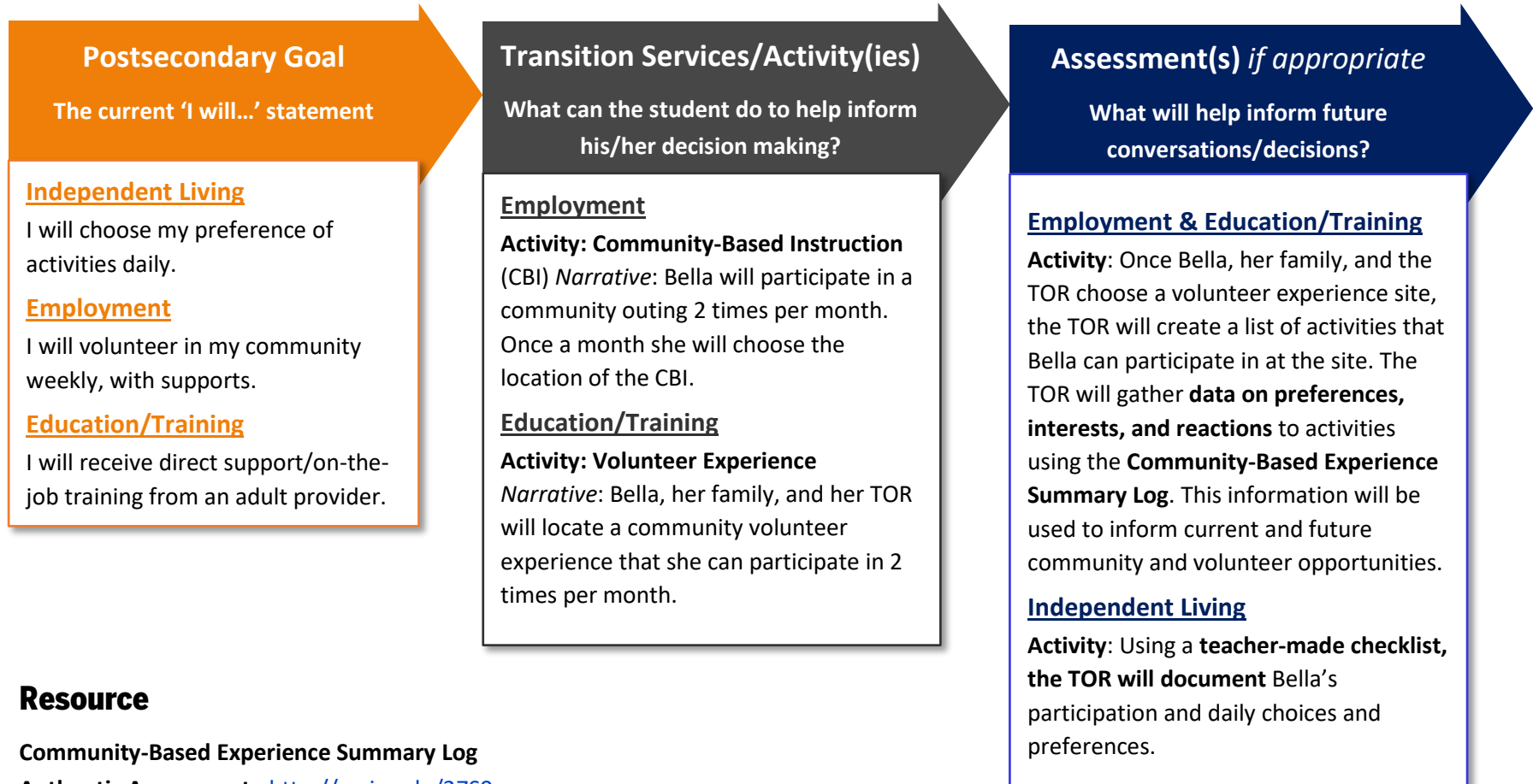
Example of the thought process:

Bella has very high support needs. Her family is good at articulating what they hope for Bella, and Bella shows some interest in certain things. The alignment of this Transition IEP is about not only the supports needed, but ensuring that Bella's preferences and interests are at the forefront as well.

It's important to note here that when working with a student with high support needs, it is important to avoid assumptions that the student will never be able to work. In these cases, it's even more important to use services and activities to help identify possibilities.

INDIANA INSTITUTE ON DISABILITY AND COMMUNITY
CENTER ON COMMUNITY LIVING AND CAREERS
Indiana Secondary Transition Resource Center

Process & Alignment: Bella

Postsecondary Goal

The current 'I will…' statement

Transition Services/Activity(ies)

What can the student do to help inform his/her decision making?

Assessment(s) *if appropriate*

What will help inform future conversations/decisions?

Independent Living
I will choose my preference of activities daily.

Employment
I will volunteer in my community weekly, with supports.

Education/Training
I will receive direct support/on-the-job training from an adult provider.

Employment
Activity: Community-Based Instruction
(CBI) *Narrative*: Bella will participate in a community outing 2 times per month. Once a month she will choose the location of the CBI.

Education/Training
Activity: Volunteer Experience
Narrative: Bella, her family, and her TOR will locate a community volunteer experience that she can participate in 2 times per month.

Employment & Education/Training
Activity: Once Bella, her family, and the TOR choose a volunteer experience site, the TOR will create a list of activities that Bella can participate in at the site. The TOR will gather **data on preferences, interests, and reactions** to activities using the **Community-Based Experience Summary Log**. This information will be used to inform current and future community and volunteer opportunities.

Independent Living
Activity: Using a **teacher-made checklist, the TOR will document** Bella's participation and daily choices and preferences.

Resource

Community-Based Experience Summary Log
Authentic Assessment: http://go.iu.edu/27S0

INDIANA INSTITUTE ON DISABILITY AND COMMUNITY
CENTER ON COMMUNITY LIVING AND CAREERS
Indiana Secondary Transition Resource Center

◆ Example: Jorge

Jorge is a senior with a mild cognitive disability who will be exiting school in the spring with a Certificate of Completion. This case conference is being held in the fall, which gives the committee time to make sure Jorge is prepared by the end of the year.

Summary of Findings from last year's age-appropriate transition assessments (abbreviated):

Jorge has participated in the Building Trades program the last two years. He had difficulty with the book portion of the course, but he excelled in preparation and cleanup, concrete mixing, and painting. Jorge says that he really likes concrete work and painting. His Building Trades instructor helped him get a part-time job last summer working with a small company that does concrete work. He did mostly prep and mixing work. Jorge wants to get a job where he can make enough money to move out into an apartment. He has demonstrated age-appropriate independent living skills since he entered high school. He manages his own money and has a savings account and a debit card. Jorge does not want to go to a vocational school or college. He is interested in getting more on-the-job training, so he can do work that is more involved. Jorge can be shy and does not think he could have gotten the job he did without the recommendation from his teacher.

Example of the thought process:

Jorge has chosen a path based upon strong transition services and activities. He knows what he likes and what he doesn't like. The committee should include all of this information in the Transition IEP.

Jorge and other committee members should think about what else Jorge needs in order to move forward beyond high school. This could include a community vocational program (e.g, a young adult Project SEARCH internship), an apprenticeship program, or job placement supports from WorkOne or other employment providers. It's important that Jorge exit school with a portfolio that includes detailed work experiences, recommendations, and other information relevant to employment and independent living.

Process & Alignment: Jorge

Postsecondary Goal

The current 'I will…' statement

Employment

I will get a full-time job working in the construction fields, specifically working with concrete.

Education/Training

I will receive on-the-job training.

Resource

CTE Program Feedback:
http://go.iu.edu/256A

Senior Exit Transition Review:
http://go.iu.edu/27Is

Transition Services/Activity(ies)

What can the student do to help inform his/her decision making?

Employment

Activity 1: Interview Skills *Narrative*: Jorge will work with his TOR and his Building Trades teacher to practice answering typical interview questions.

Activity 2: Employment Research Narrative: Jorge will explore opportunities for full-time employment in concrete work, including accessing the local WorkOne Center.

Education/Training

Building Trades Class *Narrative*: Jorge will continue in the Building Trades class with a focus on higher-level knowledge of concrete work.

Assessment(s) *if appropriate*

What will help inform future conversations/decisions?

Employment

Activity 1: Using an **authentic assessment interview checklist**, the TOR and Building Trades teachers will rate Jorge as he learns and practices his interviewing skills.

Activity 2: Jorge will **report to the Case Conference Committee** what he has found regarding work in the field of his choice.

Education/Training

Using an authentic assessment, Jorge and his TOR will record data and information about his practical work in his CTE program, which they can use as strong documentation for his learned skill set.

Senior Exit Transition Review: Jorge will complete this survey prior to his exit case conference as a way to wrap up his experiences and needs.

INDIANA INSTITUTE ON DISABILITY AND COMMUNITY
CENTER ON COMMUNITY LIVING AND CAREERS
Indiana Secondary Transition Resource Center

Conclusion: Coming Full Circle

We often talk about "coming full circle." In the field of transition planning and Transition IEPs, what exactly does that look like?

In this guide, you learned about the cyclical pattern that helping a student plan for the future can, and should, take. It is not about giving the same assessments to every student. It is not about having assessments pre-determined based upon grade level. It's not even about providing a menu of age-appropriate transition assessments and transition services and activities. It *is* all about using your resources to help your student follow her or his path, whether that path is straight, consistent, and determined or one that takes many twists and turns.

Transition is as much about helping students identify what they don't want to do as well as what they do want. Students need to be able to celebrate that self-exploration and discovery. By helping them see what they've learned from a transition service or activity, you can bring them full circle so they can look at their postsecondary goals with more awareness.

> *Students need to be able to celebrate self-exploration and discovery. By helping them see what they've learned from a transition service or activity, you can bring them full circle so they can look at their postsecondary goals with more awareness.*

We want a student's years in high school to prepare them for the first day of their life after they leave school—whatever their path may be. Staying student-centered and intentional in your transition assessments and transition services and activities will support that most valiant desire.

INDIANA INSTITUTE ON DISABILITY AND COMMUNITY
CENTER ON COMMUNITY LIVING AND CAREERS
Indiana Secondary Transition Resource Center

Additional Transition Resources

With these additional resources, you can build and add to your toolbox of age-appropriate transition assessments and transition services and activities. Just remember that not every tool works for every job.

Transition Assessment Matrix   Compiled by the Indiana Secondary Transition Resource Center, a search tool to help teachers find the right assessment for individual students. Allows users to select criteria and domains, such as employment, education/training, independent living, grade level, and disability. The Matrix also includes a number of authentic assessments. https://instrc.indiana.edu/transition-resources/transition-matrix.html

Virginia Career View   Age-appropriate assessments geared toward middle school and students with higher support needs. You'll also find resources to help students explore their strengths, preferences, and interests. https://www.vaview.vt.edu/

I'm Determined   From the Virginia Department of Education, training modules, videos, guides and other resources to teach and practice skills associated with self-determined behavior—important for independence and employability. https://www.imdetermined.org/

Zarrow Center   Educational materials supporting transition services and activities, assessments, and goal setting. This site includes the "Whose Future Is It Anyway?" curriculum (free to download). http://www.ou.edu/education/centers-and-partnerships/zarrow/transition-education-materials

Indiana Vocational Rehabilitation Fact Sheets   "Working with Indiana VR" fact sheets are designed to help teachers, students, and parents understand the VR process. You can use the "Information for Students and Families" fact sheet to facilitate discussion at case conferences.

Information for Teachers About Student Referrals: http://go.iu.edu/24Yr

Frequently Asked Questions from Teachers: http://go.iu.edu/24Yt

Information for Students and Families: Choosing a Career and Finding a Job: http://go.iu.edu/24Yp

IU INDIANA INSTITUTE ON DISABILITY AND COMMUNITY
CENTER ON COMMUNITY LIVING AND CAREERS
Indiana Secondary Transition Resource Center