

Key Component – Review and Revise



As part of the developing the IEP, a schedule for its monitoring and review of progress should be discussed and agreed upon by the IEP team. This includes monitoring and progress on the transition plan. However, for a transition plan to be effective, it cannot simply be written and then put on a shelf and forgotten, or only looked at during the yearly IEP meeting. Youth need more frequent opportunities to go through their transition plan to see that they are making progress towards their goals and review the need for additional or different supports in meeting them. Best practice suggests the transition plan be reviewed and updated quarterly, or in conjunction with the issuing of report cards. This frequent review reinforces to youth the purpose of the IEP and transition planning document, as well as the purpose of their school experiences. IEP teams should discuss the following questions when thinking about the review or monitoring of the transition plan:

- How often will the transition plan be reviewed?
- Who will be involved in the review? The youth should always be involved in the review of the transition plan. Other members may include the parents, case manager, guidance counselor, and friends.
- If the parents are not part of the review, how will they be informed of the review?
- What will happen if changes do need to be made to the transition plan and the IEP?

How many of us knew what we wanted to do for the rest of our lives when we were 14, 15 or even 18 years old? People change their minds, so do youth. New skills are developed, and new opportunities emerge. As youth are exposed to more through a broad-based, rigorous curriculum throughout high school, new interests develop.



Transition Planning Tips!!

- o If things have changed and the transition plan and IEP need to be adjusted, this presents a perfect opportunity for a youth to take an active role in the special education and transition planning process. Youth should be encouraged to take a role in the planning of and actual IEP meeting to discuss the changes that need to be made to their transition plan. For more information on youth involvement in the IEP and transition process, please see **Key Component - Give Youth an Opportunity to Get Involved.**

When reviewing the transition plan with youth, ask these questions:

- o Are these still your goals? Can we make them more specific or have you changed your mind?
- o How well do you feel you are doing towards achieving them?
- o How are your classes going – do we need to make adjustments?
- o Have you/we completed any of the transition activities/services?
- o Are we making progress on others?
- o Are there any new services that we need to add or consider?
- o Have you discovered any resources or interests that we should look into?
- o What help do you need moving forward?

See the next page for Ryan's example of How This Can Work.



HOW THIS CAN WORK— RYAN'S TRANSITION PLANNING STORY

Over the last year, after each report card came home, Ryan, his parents and case manager met to review his transition plan. They called these his Transition Progress Meetings. He picked the time and date and sent out invitations to the meeting. Before the first meeting, his case manager wrote his transition plan on chart paper. During each meeting she would hang it on the walls. Ryan began each meeting by reviewing his goals – were they still true? Then they would look at the classes he was taking and they talked about how they thought they were going. Then Ryan would cross off any transition activities he had completed and circled those he was working on. The first two meetings took a while because they were trying to figure out how to make it work and Ryan really was adamant that he wanted to be a state trooper. But the last meeting was a little different. Instead of waiting until after his last report card, it was held two weeks before the IEP team meeting to review and revise Ryan's IEP. This meeting started the same way, but when Ryan looked at his goals, he realized that they had changed – sort of. By this time, Ryan had completed many of his transition services, including a visit with the recruiter at the police academy. During this meeting the police academy recruiter told Ryan that he did not think that Ryan would be able to be a state trooper. He had explained to Ryan that his disability prevented him from passing the physical exam requirements necessary to be admitted to the police academy. Ryan was very upset and disappointed. However, the police recruiter said that there might still be some ways that Ryan could be involved in law enforcement. Ryan was already involved in the Police Athletic League and they were always looking for help. Also, the Police Dogs training center was looking for help. He said he would put Ryan in touch with some people at local police stations to see if they had some ideas.



Important Details!

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- o IDEA 2004 and the NH Rules require that the IEP, which includes the transition plan, is reviewed annually and revised as appropriate.
- o IDEA 2004 allows for changes to be made to the IEP, which includes the transition plan, without holding a full IEP team meeting. So, if it's determined at a progress monitoring meeting that changes need to be made AND a parent agrees, a formal IEP team meeting does not need to be held. If a meeting to make the changes isn't held, the school is not automatically required to provide parents with a copy of the amended IEP so parents must request a copy of the amended IEP with the changes incorporated. However, best practice suggests that the IEP team meet if changes are needed to the transition plan in the IEP.
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When reviewing the transition plan in the IEP, here are some questions the IEP team should discuss.

Refining Measurable Post-Secondary Goals

In reviewing Measurable Post-Secondary Goals, the first question to ask is – Are these current Measurable Post Secondary Goals still relevant or has the youth changed their mind? Also, is it now appropriate to develop Measurable Post-Secondary Goals in Independent Living Skills or another area where there were no goals before? In many cases the Measurable Post-Secondary Goals started out somewhat broad. If so, how can the current Post-Secondary Goals be made more specific?

Refining the Course of Study

Like with Measurable Post-Secondary Goals, the Course of Study may have started out broadly written to meet graduation or program completion requirements. Based on the Measurable Post-Secondary Goals, can we add classes or experiences that directly relate and will prepare youth to meet those goals? Based on their Measurable Post-Secondary Goals, is this Course of Study still relevant? Is the Course of Study rigorous enough to allow youth to meet graduation/completion requirements? Are there supports or services needed to support youth in those classes and experiences?



Transition Planning Tips!!

- o High School Credit Accumulation Checks - When reviewing the Course of Study in the IEP you should check to make sure that the appropriate credits towards graduation or completion of the youth’s program are being earned in the appropriate areas.

Refining the Transition Services

Based on the Measurable Post-Secondary Goals, are there additional Transition Services needed? Have new needs been discovered? Have outside agencies provided the service(s) they had said they would or does the IEP team need to develop an alternative plan to obtain that service? Have we completed the Transition Services we said we were going to?



Transition Planning Tips!!

- o Age of Majority, Guardianship & Transfer of Rights – Once a youth is 18 they are considered an adult and their own guardian regardless of whether they have graduated from high school. For more information on Age of Majority, Guardianship and Transfer of Rights, see **Key Component – What Else Do I Need to Know?**
- o Youth will be responsible to self-identify to any college or employer that they have a disability and require accommodations as well as to describe what they need for accommodations. Youth need to be taught the skills to do this. For more information, see **Key Component – What Else Do I Need to Know?**
- o Learning about their rights and responsibilities after high school is an important aspect of transition planning and should be included as a Transition Service in the IEP. For more information, see **Key Component – What Else Do I Need to Know?**
- o Documentation of Disability – In reviewing the transition services needed, the team should consider what information a youth will need in terms of documenting their disability to be used for future accommodations and services eligibility. For more information, see **Key Component – What Else Do I Need to Know?**