

The Individual Transition Plan

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The Purpose of the ITP

- ▶ “Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities.” (20 U.S.C. Section 1400(c))



The “What” of the ITP?

- ▶ Transition services are defined as a **coordinated set of activities** for a child with a disability that:
 - ▶ Have a “results oriented process;” and
 - ▶ Are based on the individual needs of the child; and
 - ▶ Are “focused on improving the academic **and** functional achievement of the child to facilitate the child’s movement from school to post-school activities”
 - ▶ Including post-secondary education
 - ▶ Vocational education
 - ▶ Integrated employment (including supported employment)
 - ▶ Continuing and adult education
 - ▶ Adult services
 - ▶ Independent living or
 - ▶ Community participation”

(20 U.S.C. Section 1401(34))

The “When” of the ITP

- ▶ Transition planning must begin by the first IEP held after the student reaches the age of 16.
- ▶ Transition planning may begin earlier, if “appropriate for the student.”



The “Who” of the ITP

- ▶ The student must be *invited*.
- ▶ Representative of any agency that is likely to provide transition services must be *invited* (e.g., Regional Center, vocational rehabilitation agency, Department of Rehabilitation, community college).
- ▶ Required IEP participants

Required ITP Areas

- ▶ The ITP must contain the following areas:
 - ▶ Instruction
 - ▶ Related Services
 - ▶ Community experiences
 - ▶ Development of employment and post-school adult living objectives
 - ▶ Acquisition of daily living skills and functional vocational evaluation (when appropriate)

Instruction

- ▶ Specific classes in high school curriculum
- ▶ Instruction to gain needed skills (e.g., writing, study skills, organizational skills)
- ▶ Continuation of learning beyond age 18

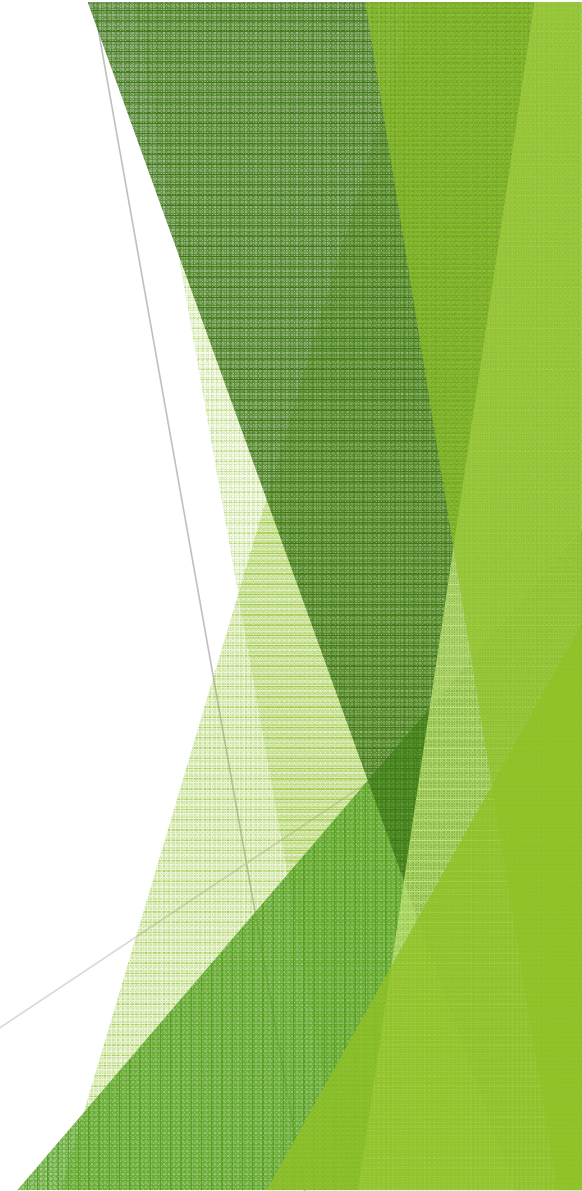


Related Services

- ▶ Defined to include
 - ▶ Transportation
 - ▶ Developmental, corrective and other supportive services as may be required to assist a child with a disability to benefit from special education including
 - ▶ Speech-language pathology
 - ▶ Psychological services
 - ▶ Physical and occupational therapy
 - ▶ Recreation
 - ▶ Social work services
 - ▶ Counseling services

Community Experiences

- ▶ Include services that take place in a “natural environment” such as
 - ▶ Social skills
 - ▶ Domestic skills
 - ▶ Accessing public transportation
 - ▶ On-the-job training



Employment Objectives

- ▶ Vocational education is broadly defined as a transitional service in the ITP. (34 C.F.R. Section 300.43)
- ▶ Vocational education includes
 - ▶ Assessing work-related skills, interests, aptitudes, and attitudes
 - ▶ Coordinating and modifying the regular vocational education program
 - ▶ Assisting individuals in developing attitudes, self-confidence and vocational competencies to locate, secure, and retain employment in the community
 - ▶ Establishing work training programs within the school and community

Daily Living Skills and Functional Vocational Evaluation

- ▶ Consider
 - ▶ Financial literacy
 - ▶ Citizenship (voting, volunteering, local laws, etc.)
 - ▶ Food skills
 - ▶ Personal appearance skills
 - ▶ Health and wellness
 - ▶ Transportation
 - ▶ Social/recreation
 - ▶ Employability skills
 - ▶ At-home skills

ITP Assessments

- ▶ ITP goals must be based on age appropriate transition assessments.
- ▶ Assessments should clarify child's interests, strengths, preferences, and priorities for adult living.
- ▶ Assessments should be revisited each year.
 - ▶ Need for ongoing updated assessments.
- ▶ **Consider**
 - ▶ Career awareness
 - ▶ Workplace readiness
 - ▶ College and continuing education
 - ▶ Daily living skills
 - ▶ Social skills
 - ▶ Communication skills
 - ▶ Self-advocacy

ITP Assessments (cont.)

- ▶ Types of assessments
 - ▶ Career exploration measure
 - ▶ Interest inventory
 - ▶ Vocational skills assessment
 - ▶ Academic skills testing
 - ▶ Readiness for transition evaluation
 - ▶ Life skills
 - ▶ Eligibility for support systems
 - ▶ Observational
 - ▶ interviews



ITP Assessments (cont.)

- ▶ Students receiving a high school diploma
 - ▶ Must receive a “summary of academic achievement and functional performance”
 - ▶ Summary must be based on child’s unique need and goals after graduating from high school
 - ▶ The Summary of Performance must include information on the student’s academic achievement and functional performance; it must also recommend ways to help the student meet his postsecondary goals.

Measurable ITP Goals

- ▶ Must be “appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills.”
- ▶ Must be unique to the individual
- ▶ Must be stated in terms of what will or will not occur; words like “hopes to” or plans to” are not measurable
- ▶ Example: “After high school, I will [behavior] [when/how].”
- ▶ Remember the SMART formula:
 - ▶ Specific Measurable Action Realistic/Relevant Time Limited

Sample ITP Goals

▶ Employment bound

- ▶ After graduation, Paulo will work 20 plus hours a week at the local grocery store and provided temporary supports through Vocational Rehabilitation.
- ▶ Given a whole task instruction and a task analysis for bagging groceries, Paulo will demonstrate the steps in the task analysis with 100% accuracy and no more than one verbal prompt weekly by (specific date).

▶ College bound

- ▶ After graduation from high school, Alex will enroll at Kings College (a technical school) and take a business math class to improve his work related math skills and to advance his career in business.
- ▶ Given direct instruction in the high school Business Math course and guided practice, Alex will (a) use an adding machine, and (b) create spreadsheets using money management software with 85% accuracy throughout the Spring semester of this IEP.

Transfer of Rights at Age 18

- ▶ Educational decision-making rights transfer from the parent to the child at the “age of majority.”
- ▶ California defines the “age of majority” as 18.
- ▶ At least one year before child reaches the age of majority, IEP must include a statement that the child was informed that rights will transfer.
- ▶ Child may write a statement appointing parent to represent his/her educational interests.
- ▶ Parent may also obtain an “educational power of attorney.”

Sample Transition Checklist

- ▶ Is there a measurable postsecondary goal or goals for the student?
- ▶ Can the goal(s) be counted?
- ▶ Does the goal(s) occur after the student graduates from school?
- ▶ Are the postsecondary goals based on an age-appropriate transition assessment?
- ▶ Are there annual IEP goals that reasonably enable the child to meet the postsecondary goal(s) or make progress toward meeting the goal(s)?
- ▶ Are there transition services (including courses of study) in the IEP that focus on improving the academic and functional achievement of the child to facilitate his or her movement from school to post-school?
- ▶ Do the transition services listed in the IEP relate to a type of instruction, related service, community experience, development of employment and other post-school adult living objectives (and, if appropriate, acquisition of daily living skills), and provision of a functional vocational evaluation?
- ▶ Are representatives of other agencies invited (with parent consent or the student's) to IEP meetings when transition services are being discussed that are likely to be provided or paid for by these other agencies?

Thank you!

