



Addressing Secondary Transition in the IEP During Middle School

When doing either an initial evaluation or a re-evaluation for special education services in 7th or 8th grade, we strongly recommend including Secondary Transition as a part of that. Once students with a disability enter 9th grade, it is **required** to have a transition evaluation completed and a secondary transition IEP in place.

The good news: You no longer need to do a formal and an informal assessment! It is okay to do two informal assessments. However, keep in mind that in the IEP present levels of performance, all 5 areas of transition still need to be addressed (employment, postsecondary education, community participation, home living, recreation & leisure), therefore you want to make sure you are collecting information from student, parents, staff, etc that can address those areas.

Make sure to identify needs in the evaluation with regard to the area of secondary transition. Some examples could be self-advocacy, organization, disability disclosure, academic skills, behavioral, which all relate to skills for life after high school - yet can still be tied to the need that you typically identify*. Here are some examples of [Transition Assessments](#) you can use.

IEP:

Once transition has been assessed and needs identified, the transition sections of the IEP **must** be completed. On the 7th and/or 8th grade IEP, include a transition PLAAFP and needs as identified in the evaluation report. Don't make things too complicated for yourself when thinking about transition at this grade level. *For junior high students, academic, social skills, behavioral, organizational improvement can still be their major transition needs. Other areas of transition that are typical for this age group are understanding their disability, understanding their IEP, and self-advocacy.

Measurable Postsecondary Goals:

A. Measurable Postsecondary Goals
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Post Secondary Education & Training:

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Employment:

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Independent Living:

(where appropriate, and may include recreation and leisure, community participation and home living.)

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The IEP must include Measurable Postsecondary Goals which are based off of the transition assessments in the area of Employment, Post-Secondary Education/Training, and where appropriate Independent Living (community participation, home living, and rec. & leisure). Examples:

- What does the student want to do for a career after high school (Employment)?
 - Following high school graduation, student will work as a self-employed daycare provider.
 - Following high school graduation, student will work as a welder.
- What does the student want to do for further education or training after high school (Postsecondary Education/Training)?

- Following high school graduation, student will attend a technical college (WITC) for the early childhood assistant program.
- Following high school graduation, student will participate in a union apprenticeship program.
- If appropriate/needed, what is it the student sees themselves doing in in the area of independent living following high school graduation?
 - After high school graduation, student will access community services using Arrowhead Transit on a weekly basis.
 - After high school graduation, student will join the YMCA to access recreational activities.
 - After high school graduation, student will live full-time in an apartment with a friend.

Courses of Study:

B: Courses of Study			
School Year	Grade Level	Courses	Remove
---Select --- ▼	---Select --- ▼	Type below or select from this list--- ▼ <input type="text"/>	(Add)
---Select --- ▼	---Select --- ▼	Type below or select from this list--- ▼ <input type="text"/>	(Add)

This is simply just a list of what classes the student is currently participating in and a projection out 1 year of what they may be taking. *(Please note that you need to list specific names of classes and cannot just put "electives.")* It is understood that this is not a guarantee and may change depending on class offerings.

Transition Service:

C. Transition Services	
Instruction (i.e. specialized instruction, regular instruction, career and technical education):	
Activity	Agency Providing Service on the IIIP Add service
Related services:	
Activity	Agency Providing Service on the IIIP Add service
Community participation:	
Activity	Agency Providing Service on the IIIP Add service
The development of employment and other post-school adult living objectives:	
Activity	Agency Providing Service on the IIIP Add service
If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation:	
Activity	Agency Providing Service on the IIIP Add service

These are a coordinated set of activities determined by the IEP team that are based on student's needs and

focus on improving academic and functional achievement. It is not necessary to address activities in each area, you can include a statement, “based on IEP team decision, no needs are identified in this area.” Some examples:

- Instruction: Student will participate in the following classes....(can include both gen. Ed and sped classes, along with related services). You can include goals student is working on, such as, improve math calculation skills, improve self advocacy skills, improve emotional self-regulation skills.
- Related Services: Student will continue to receive “x” services with the... (related services).
- Community Experience: participate in extracurricular activities, strengthen friendships, social skills, learning about self-advocacy, etc.
- Development of employment and other post-school adult living: No needs in this area.
- Acquisition of daily living skills...: No needs in this area.

Use [“Transition Services”](#) document to get more ideas to fill in this page of the IEP.

When entering in the agency responsible for each of the identified transition activities, make sure to include “x” school district. You may also include parent or outside agencies, but make sure those activities are occurring.

In relation to annual goals, you do not need to create a separate goal related to a specific transition area. This can be integrated into any other goal for that given student. You can easily make a case that any academic, behavioral, social, functional, etc goal relates to transition/life after high school. However, if the team feels the student needs a specific transition related goal, you are free to do that as well.

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