**NATIONAL TOOLS TO ENHANCE QUALITY OF TRANSITION IEP’s**

Case Studies with Application to Transition Components

The training examples introduced below will assist IEP Teams to develop IEP’s that are in compliance with State and Federal regulations. The examples will follow these students from their Present Levels of Academic Achievement and Functional Performance (PLAAFP), through the development of their transition plans and finally end with the Summary of Performance for each of these students. These materials were adapted from resources on the National Secondary Transition Technical Assistance Center (NSTTAC) website[[1]](#footnote-1). ODE has selected components of the NSTTAC student examples and changed the language to reflect Oregon-based terminology.

The Transition Planning tools capture the essence of the Case Study information into a variety of summary documents that model the IEP process of deriving information from the student’s history, PLAAFP, and Age Appropriate Transition Assessments in the development process. The transition IEPs include the individual student’s:

* Preferences, Interests, Needs, and Strengths
* Postsecondary Goal for Education, Training
* Postsecondary Goal for Employment
* Postsecondary goal for Independent Living, if appropriate
* Transition Services
* Course of Study
* Annual IEP Goals
* Other Agency Involvement

![C:\Users\Jackie\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\62OYZRFJ\MP900448444[1].jpg]()This booklet includes Case Study information which is used to complete other transition related forms and planning tools. The students included in the booklet are:

 **Alex**, a 17 year old student with autism who will be going to a Technical School and receiving services from Vocational Rehabilitation;

**Rolanda**, an 18 year old student with a profound cognitive disability who will be entering technologically supported self-employment or volunteer work and will be receiving assistance from Vocational Rehabilitation and Social Security Administration; and,

**Allison,** an 18 year old student with a specific learning disability in reading comprehension and written expression and will attend Eastern Oregon University and will access EOU Disability Services.

Case Studies and Transition Planning Summaries for**, Jamarreo, John, and Lilly** containing detailed information on student examples with a wider range of circumstances and goals will be on the Transition Community Network <http://www.tcntransition.org/> and the ODE Secondary Transition Internet site <http://www.ode.state.or.us/search/results/?id=266>

1. National Secondary Transition Technical Assistance Center, <http://www.nsttac.org/> , September 2013. [↑](#footnote-ref-1)