SECONDARY TRANSITION

The IEP team must address transition services for the IEP that will be in effect when the student is 141/2. Transition services should include appropriate, measurable post-secondary goals that are based on age-appropriate transition assessments. The IEP team may address a particular section(s) before the age listed, if the team has determined that transition assessments, goals, supports, or services should be addressed. Any area addressed should be based on the student’s needs, taking into account the student’s strengths, preferences and interests.

Transition Assessments
Identify as appropriate the type of assessment(s) with the responsible person, date conducted.

Post-secondary Outcomes/Goals
Identify the student’s post-secondary goals in the areas of:

• employment (e.g. competitive, supported, after finishing post-secondary education, military),
• education/training (e.g. four-year university, community college, technical/trade school, apprenticeship/on-the-job training, adult education, developmental training), and,
• adult living, (e.g. living arrangements including own residence, with family, CILA or group home; health/safety; self- advocacy/future planning; financial/income needs; transportation/mobility; social relationships; recreation/leisure).

Course of Study
Identify a course of study that is a long-range educational plan or multi-year description of the educational program that directly relates to the student’s anticipated post-school goals, preferences and interests. Course of study includes required, elective, advanced placement or specially designed instruction and could include educational experiences in the community. Therefore, this planning includes courses leading to graduation or completion of a secondary school program with the addition of courses and other educational experiences that move the student toward his/her post-school goals, i.e., post-secondary education or training, employment or adult living.

Transition Services
Identify any supports and/or services needed in the areas of instruction, related services, community experiences, the 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. This section should also indicate the agency and position responsible for providing the supports/services and, if appropriate, the corresponding annual IEP goal number.

Also indicate linkages to after graduation supports/services. If none, indicate "none." Examples for this section include counseling and guidance, vocational and other training services, transportation, services to family members, deaf/hard of hearing services, assistive technology, etc.

(Examples are from the ISBE Funding and Child Tracking System (FACTS). See the FACTS procedures and codes document for a complete listing and instructions regarding the Transition Services Needed upon High School Graduation section.)
Home-Based Support Services

Complete this section only for students who may fall under the category of developmentally disabled and who may become eligible for the Home-Based Support Services Program after they reach age 18 and no longer receive special education services.

The Home-based Support Services Program allows adults (age 18 and older) to purchase goods and services related to their disability. The cost of these goods and services may total up to 300 percent of the individual’s federal Supplemental Security Income (SSI) payment level. Participants are linked to a local community agency that helps them select the goods and services they need. To participate, the individual must be eligible for federal Supplemental Security Income (SSI) or Social Security Disability Income (SSDI).

Because the money for these programs is limited, only some of the eligible persons who apply will be selected to participate when funds become available. To become eligible, families or individuals must work with their local “Pre-Admission Screening (PAS)” Agency to first complete the “PUNS” Survey and then submit an admissions “packet” to the Division of Developmental Disabilities for review. You can identify your local PAS agency on line at http://www.dd.illinois.gov/LocalAgency.cfm. You may also call 1-888-DD-PLANS or 1-866-376-8446 (TTY).

DHS 24-Hour Telephone Hotline
1 800 843-6154 English or Español
1 800 447-6404 TTY for callers who are deaf or hard of hearing TTY: (312) 793-2354

http://www.dhs.state.il.us/page.aspx?item=32253