



Teens on IEPs: Making My “Transition” Services Work for Me

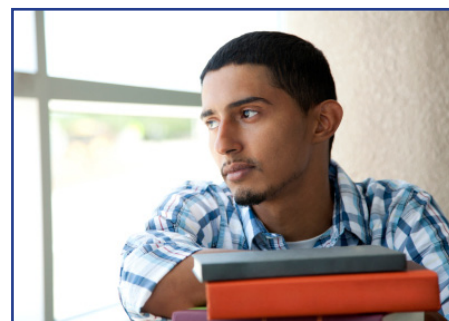
Tools for School - Tip Sheet 4 Revised

Transitions RTC

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What is an Individualized Education Program (IEP) and “Transition” Services?

An IEP is an individual education plan written in public school for children ages 3 to 21 that by law, describes the special education services and goals for a student with an identified disability. Special ed services involve different techniques that help the student in a way that typical instruction cannot. Transition services are plans within the IEP that address your specific needs in relation to life after high school.



What are my school's responsibilities?

- Determine eligibility for special ed services (If you think you should be getting these services and aren't, ask for help)*
- To conduct an annual review of my IEP to identify my strengths, interests and needs (You can request meeting more often to review goals)
- Summarize my academic and functional levels
- Deliver accommodations, modifications and related services i.e., counseling, occupational and physical therapy, speech-language pathology, and psychological services decided by my IEP team
- At age 16, discuss with me my plans for after high school including “transition” services
- My attendance at IEP meetings on “transition” services or goals

What should my IEP “transition” services include?

- Identification of your interests and ideas for work or school after high school
- Measurable goals related to education, training, jobs and independent living
- Related services or courses needed to reach goals
- Referrals or activities to link me up to adult services to meet my goals; i.e., vocational programs, supported employment or education and adult mental health services
- A specific transition planning form; requirements as described in IDEA, state requirements may vary. *See NSTTAC Indicator 13 Checklist link below for minimum requirements.

*For more information please visit: <http://ed.gov/parents/needs/speced/iepguide/index.html#process> & <http://fcsn.org/parentguide/pguide1.html>

*National Secondary Transition Technical Assistance Center (NSTTAC) Indicator 13 Checklist Form A: <http://www.nsttac.org/content/nsttac-i-13-checklist>

What are my rights on an IEP?

- To ask as many questions as I would like during the IEP meeting
- When my parent signs off or consents to the initial IEP, services and goals will begin
- To request/refuse certain services on my IEP or request goals to be added/changed
- To ask for a team meeting if I want to make changes after the IEP is signed
- To reject any/all of my IEP (The school contacts the Bureau of Special Education Appeals)
- To withdraw from my IEP with documentation in two ways: 1) If I demonstrate during a reevaluation, that the services are no longer needed, or 2) My parent elects to take me out of the special ed program
- Being informed of my rights and responsibilities one year before reaching the age of majority (in some states age 18)

Who can attend my IEP meeting?

- When transition planning starts, I must be invited to the meetings; according to federal law transition planning starts at 16, though for some states it could be earlier (I have the right to attend my annual IEP meeting at any age, but some parents do not want their young children present)
- Special ed coordinator, teacher/s, parent/s or guardian, counselor, special ed advocate, friends, relatives, or community members (A Special Education Advocate is a representative that informs you of your educational rights and assists in negotiating and resolving disputes with the school district, also, there may be a cost involved in getting a Special Education Advocate) For information please visit: <http://www.ed-center.com/specialeducationadvocate>
- Other people or agencies that have special expertise or knowledge about me

Sources

U.S. Department of Education: <http://ed.gov/parents/needs/spced/iepguide/index.html#process>
eHow family: http://www.ehow.com/way_5530520_can-withdraw-child-iep-program.html
UnderstandingSpecialEducation.com: <http://www.understandingspecialeducation.com/IEP-meeting.html>
LD.Org: <https://www.understood.org/en/school-learning/choosing-changing-schools/leaving-high-school/planning-for-college-a-4-year-guide-for-high-school-students>
Federation for Children With Special Needs: <http://fcsn.org/peer/ess/accomodationsfs.html>
Federation for Children With Special Needs: http://fcsn.org/pti/topics/iep/tools/iep_faq.pdf
Maryland Developmental Disabilities Council /Youth Empowerment Alliance “Taking Control of Your Life”:
<http://www.md-council.org/resources/resources-council-grantees/>
National Dissemination Center for Children with Disabilities: <http://nichcy.org/schoolage/iep/team>
State of Washington Office of Superintendent of Public Instruction: <http://www.k12.wa.us/SpecialEd/Families/default.aspx>
Iowa Department of Education:
<https://www.educateiowa.gov/pk-12/special-education/iowas-guidance-quality-individualized-education-programs-ieps>



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