



Roles in Transition Planning

2004 Edition

For IEP Meeting Participants

The following describes the role each invited team member will play in the IEP meeting to come:

Student:

- Participate actively in all discussions and decisions.
- Communicate his or her preferences and interests (e.g., what he or she wants to do after completing school).
- Communicate his or her strengths; areas where help is needed; how she or he is doing in classes and community experiences; what accommodations, modifications and supports are needed for the student's success in school and in the community.
- Take part in his or her IEP development; some students may lead their own IEP meetings. This participation will likely require coaching, training and practice.

Parent (and if desired, the family):

- Support the student.
- Reinforce the value of an individually appropriate educational program.
- Provide information about the student's strengths, interests and areas where assistance is needed.
- Provide information about the student's independent living skills and the help the student may need in order to achieve the desired post-school goals.
- Be actively engaged as equal partners in all aspects of the IEP planning, discussion and decision-making.

At least one of the student's Special Education Teachers (or, if appropriate, Related Services Providers):

- Provide information on the student's strengths, past achievements and progress on the current IEP.
- Provide strategies for effectively teaching the student, including appropriate accommodations and/or modifications so the student can successfully access the general curriculum.
- Suggest courses of study and educational experiences that relate to the student's preferences and interests and that provide a foundation and skills to help the student achieve his or her desired post-school goals.
- Identify needed related services.
- Provide appropriate input into transition service needs and post-school agencies, services and/or supports and incorporate those into the IEP (the statement of transition service needs and the statement of needed transition services).
- Link students and parents to the appropriate post-school services, supports or agencies before the student leaves high school.
- Coordinate all the people, agencies, services or programs in the transition planning.

LEA Representative:

- Support the special and general education staff.
- Allocate the necessary resources to ensure that the IEP is implemented.

At least one of the student's Regular Education Teachers (if the student is, or may be, participating in the regular education environment):

- Assist in planning the courses of study in the general curriculum that will assist the student in achieving his or her desired post-school goals.
- Assist in identifying and providing needed modifications, adaptations and support for school personnel to assist the student in the regular education setting and on state- and district-wide assessments.
- Assist in identifying and providing needed positive behavioral strategies or interventions to assist the student in regular education setting.

Other Appropriate Agency Personnel (if determined by the agency or the parent to have special knowledge or expertise):

- Provide information about services and eligibility criteria for community or adult services and supports (e.g., college support services and financial aid, vocational rehabilitation services, family services, social security work incentives).
- Help explain the differences between the entitlement of school programs and eligibility of adult services.
- Assist in identifying community or adult services that may assist the student in achieving his or her post-school goals.
- Assist the student and his or her family in application processes for supports and services at colleges, training institutions, or adult services, as appropriate.
- Alert families and the school to potential waiting lists for services.
- As appropriate, provide services to the student prior to exiting the school system.

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