



NLSEC Secondary Transition IEP Meeting

General Education Teacher Companion Guide

Employment	Postsecondary Education & Training
<p>Student/Family Vision for after high school: <i>(Student/Family Input in this area):</i> <i>Where do they see themselves after high school or their parents' vision? You can offer input in this area based on your observations and knowledge of the student.</i></p>	<p>Student/Family Vision for after high school: <i>(Student/Family Input in the area):</i> <i>Where do they see themselves after high school or their parents' vision? This does not just mean college, think "training." What training will the student need in order to meet their employment goal? You can offer input in this area based on your observations/knowledge of training options or suggestions.</i></p>
<p>Personal Strengths & Assets -current observable skills/abilities related to employment vision that student demonstrates (acad, funct...): <i>What do you see as strengths (academic, behavioral, functional, social, etc) in your classroom or other settings you observe the student in? Do any of these strengths relate to the student's chosen career goal?</i></p>	<p>Personal Strengths & Assets -current observable skills/abilities related to postsecondary education/training vision that student demonstrates (acad, funct...): <i>What do you see as strengths (academic, behavioral, functional, social, etc) in your classroom? Do any of these strengths relate to the student's chosen postsecondary education and /or training goal? What attributes do you see that would demonstrate success of the student functioning in postsecondary or receiving training for their specific career?</i></p>
<p>Skills to build on (current and future goals/objectives/needs): <i>Discussion of student's progress on annual goals. What do you see as skills the student needs to increase within your classroom (academic, function, SEL, soft skills, etc)? Could any of these skill deficits have an impact on the student's chosen career goal? Reflecting on your content area, what do you see as needs the student should improve upon that will assist them in reaching their goal (academic, functional, social, emotional, behavioral, soft skills, etc)? Where is the student functioning when compared to soft skills (leadership, teamwork, communication, problem solving, work ethic, flexibility, interpersonal)? If the student has an IEP goal related to your content area, what standard or benchmark do you see the student realistically needing to be at to reach their goal?</i></p>	<p>Skills to build on (current and future goals/objectives/needs): <i>Discussion of student's progress on annual goals. What do you see as skills the student needs to increase within your classroom? (academic, function, SEL, soft skills, etc). Could any of these skill deficits have an impact on the student's chosen or needed postsecondary/training path? Reflecting on your content area, what do you see as needs the student should improve upon that will assist them in reaching their goal (academic, functional, social, emotional, behavioral, soft skills, etc)? If the student has an IEP goal related to your content area, what standard or benchmark do you see the student realistically needing to be at to reach their goal?</i></p>
<p>Who/What will help the student? How? -Programming/Supports (courses, specialized instruction, WBL, outside agency involvement, important people in their life and community, family, friends, acquaintances...): <i>Do you have any recommendations for classes that can support the student in attaining their career goal? Do you have any connections with colleagues or community members that the student and/or support staff could reach out to that could help with attaining work experience, job shadow, interviews, etc? How can you support the student in attaining their career goal?</i></p>	<p>Who/What will help the student? How?-Programming/Supports (courses, specialized instruction, WBL, outside agency involvement, important people in their life and community, family, friends, acquaintances ...): <i>Do you have any recommendations for classes that can support the student in successfully functioning in the needed postsecondary/training program? Do you have any connections with colleagues or community members that the student and/or support staff could reach out to that could help with attaining work experience, job shadow, interviews, etc? How can you support the student?</i></p>
<p>Other Items: <i>(Anticipated Graduation date, ESY, AT, Special Transportation, accommodations/modifications, etc...)</i> <i>Do you notice a need for assistive technology that may help the student perform better academically or functionally in your classroom?</i> <i>What accommodations and/or modifications is the student using consistently in your classroom? How do you adapt your curriculum, if appropriate, to meet the needs of the student?</i> <i>Do you have any concerns with the students current use or non-use of accommodations/modifications listed on the IEP?</i> <i>If the student utilizes additional adult assistance, what does that look like in your classroom? How much support is the student using? Does the student advocate their needs to you or more so the para?</i></p>	

Home Living Skills	Recreation & Leisure	Community Participation
<p>Student Vision on where they will live, type of housing, level of independence? <i>(Student/Family Input in this area):</i> <i>Live independently, semi-independently, etc. Home, apartment, alone, with relatives, friends, etc. What city or state do they envision living in? In an urban or rural setting?</i></p>	<p>Student Vision for after high school. Student Interests, Preferences, Likes, Skills, Abilities... <i>(Student/Family Input in this area):</i> <i>Leisure is defined as time free from obligations, work and tasks required for existing (sleeping, eating). Examples-watching tv, reading, computer time, sports, exercise, hanging with friends, biking... Recreation is defined as an activity people engage in during their free time that they enjoy and have socially redeeming qualities. Examples-shopping, gaming, sports, fitness, entertainment, Special Olympics, volunteering... Will these activities be enough to fill time as an adult?</i></p> <p><i>Suggestions you have to support the student being socially integrated as an adult.</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Transportation/Accessibility to the Community <i>think of and share activities/programs the student/family will need to do or learn about in order to make progress in attaining or access transportation as an adult.</i> <input type="checkbox"/> Self Determination Skills (Ability in Making Decisions Independently) <ul style="list-style-type: none"> <input type="checkbox"/> How can student have control of their life to the greatest extent <input type="checkbox"/> Supportive Decision Making/Guardianship <i>From your experience with the student, do you have any concerns with them being able to make safe decisions for themselves? What is the level of independence you see in your classroom or within the school?</i> <input type="checkbox"/> Documentation for work (State ID Card/SS Card)
<p>Personal Strengths & Assets -current observable skills/abilities demonstrated by student related to their future vision (acad, funct...): <i>What do you see as strengths (academic, behavioral, functional, social, etc) in your classroom? Do any of these strengths relate to the student's vision of where they see themselves living?</i></p>	<p>Skills to build on (current and future goals/objectives/needs): <i>Discussion of student's progress on annual goals. What do you see as skills the student needs to increase within your classroom (academic, function, SEL, soft skills, etc)? Could any of these skill deficits have an impact on the student's vision? Reflecting on your content area, what do you see as needs the student should improve upon that will assist them in reaching their goal (academic, functional, social, emotional, behavioral, soft skills, etc)? Where is the student functioning when compared to soft skills (leadership, teamwork, communication, problem solving, work ethic, flexibility, interpersonal)? If the student has an IEP goal related to your content area, what standard or benchmark do you see the student realistically needing to be at to reach their goal?</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Safety and Security <ul style="list-style-type: none"> <input type="checkbox"/> Financial <input type="checkbox"/> emotional <input type="checkbox"/> physical <i>Does the student demonstrate financial literacy, budgeting skills, money management, handling cash responsibility, checking, savings account. Does the student understand boundaries, what is and isn't appropriate in the community and various settings? Does the student demonstrate emotional maturity?</i> <input type="checkbox"/> Self-Advocacy Skills <i>Does the student know and can articulate their disability and needed accommodations? Do they ask for help from you? Do they set goals for themselves?</i> <input type="checkbox"/> Social Relationships <ul style="list-style-type: none"> <input type="checkbox"/> Healthy friendships <input type="checkbox"/> Adult relationships <i>Observations of student's interpersonal skills in class? Do they work with and socialize with their peers in class?</i> <input type="checkbox"/> Healthcare <ul style="list-style-type: none"> <input type="checkbox"/> Lifestyle <input type="checkbox"/> Managing healthcare supports <i>Observations/concerns/strengths with student regarding mental health, missing class for medical appointments, etc.</i>
<p>Who/What will help the student? How? Programming/Supports (courses, specialized instruction, outside agency involvement, important people in their life and community, family, friends, acquaintances...): <i>Are there classes, programs, support within the school that you could suggest the student participate in or look into more? Any community resources you are aware of that you can share with the team to support the student?</i></p>	<p>Who/What will help the student? How? Programming/Supports (courses, specialized instruction, outside agency involvement, important people in their life and community, family, friends, acquaintances...): <i>Are there classes, programs, support within the school that you could suggest the student participate in or look into more? Any community resources you are aware of that you can share with the team to support the student?</i></p>	