



## How to Use the Utah Transition Elevated App to Prepare for Your Transition IEP

- Complete the Transition Elevated app and have information for your Transition Plan ready!
- Print and sign the app report to use for your upcoming transition IEP meeting. Share this plan with your family and teachers before your meeting.
- Invite anyone to your transition IEP meeting who you think can help you explain what supports you need to be successful.
- Attend your transition IEP meeting to share your goals and what you need to reach them. Bring your plan so that you can lead your meeting!
- Changed your mind? Just use the app again. Print the new report and share your new plan with your family and teacher.

### **Tips to Make Your Transition IEP Meeting Successful:**

- Your plan is a tool for you to think about and plan your future.
- Ask for a copy of your Transition IEP.
- Review your goals from last year.
- Make notes about the things you want to keep and things you want to change.
- Write down any questions you have about your plan.
- Your IEP meeting is about you! Using this app will help you prepare to talk about your:
  - Goals
  - Disability
  - Strengths
  - Interests
  - Best learning style
  - Accommodations and modifications
- Be a part of the team! Ask questions, know the people on your team, and know what they can do for you. Be prepared to express your opinions, and listen to the opinions of others.



This app is designed to help Utah students and family members participate in the transition planning process. The questions in the app match requirements of the state and the Individuals with Disabilities Education Act (IDEA). Individuals residing outside of Utah may use this free app, but it is recommended that you first check your state laws to ensure the information is applicable. The information contained in the app is not legal advice. Please contact an attorney in your state if you need specific advice for your Transition Plan. For more information on the Transition Plan and other related transition content, please visit Utah State Board of Education website.

## **Transition Planning Student Report**

Student Name: Tommy

Current Grade: 10th grade

Date: April 21, 2020

This report outlines my interests, hopes, needs, and future plans that I would like to discuss at my IEP meeting regarding my Transition Plan.

I am 14 years or older. I'm attending my IEP team meeting to provide input and develop a statement of required services and supports to help me prepare for and transition to adult life. This plan will be updated each year until I graduate. In Utah, before I turn 17 years, I will need to be told how my rights will change once I turn 18 and am officially considered an adult.

### **About Me!**

To help me figure out where I'm going, let's talk about what I'm currently doing in life or interested in.

My hobbies are: drawing, riding horses

At school, I'm currently involved in: FBLA, Interact club

I'd like to learn more about these extracurricular activities and or sports so I can get more involved in school: FFA and the state fair

The clubs and/or organizations in the community that I'm currently involved with are: FBLA

I currently volunteer at: food bank

I am interested in volunteering at: food bank and local soup kitchen

### **My goals after high school:**

Education and/or Training:

- Attend a 2-year university/college

Employment - The job I would like to have is:

- hotel manager

Independent Living - I would like to:

- Live in an apartment or house with a roommate or friends I want to drive

## Transition and Related Assessments

Let's talk about the results of my age-appropriate transition assessment(s). How do they relate to my answers from this app. Are there any other assessments I need to write my goals?

**\*Transition Planning Tip:** An Age-Appropriate Transition Assessment(s) drives the transition process.

### 1. My Employment Goal

I would like my IEP team to discuss the following options so I can reach my measurable postsecondary goal(s) for employment goal.

I am interested in jobs in the following career clusters:

- Hospitality & Tourism Human Services
- Human Services

I request that my IEP team explain the different types of jobs available within each career cluster listed above.

More information can be found at Utah Futures. [www.utahfutures.org](http://www.utahfutures.org)

Skills I am good at are: I like working with and helping people

I do have some prior work experiences I would like you to know about. This will help my IEP team in planning for my future employment goals.

They are:

- baby sitting
- volunteered at the food bank

The Pre-Employment Transition Services (Pre-ETS Providers) for career exploration, workplace readiness, counseling on post-secondary education, self-advocacy, and work-based learning experiences that I feel need to be discussed and possibly included in my plan are:

- Support to explore career interests and determine student's skills and strengths related to work
- Help with resume, job applications, cover letters (can include visual resume)
- Writing a resume
- Teach interviewing skills
- Share career fair opportunities and support to attend

I would also like to work while I'm in high school.

The type of high school job I think I want is: hotel worker

I might need help on the job to be most successful due to my disability. I think I will need the following accommodations:

- frequent breaks
- bigger computer screen assistive technology
- ability to sit and stand as needed job coach
- additional time to learn new tasks

**\*Transition Planning Tip:** Some students will need support obtaining, maintaining, and increasing employment outcomes. Please take time during this transition planning meeting to talk about the services that Vocational Rehabilitation provides and if it's appropriate to pursue for student and family.

## 2. My Postsecondary Goal for Education and/or Training

I would like my IEP team to discuss the following options so I can reach my measurable postsecondary goal for education and/or training.

I want to continue my education and/or training by attending:

Attend a 2-year university/college -

I want to study: hotel and travel management

The Pre-Employment Transition Services for postsecondary and higher education services that I feel need to be discussed and possibly included in my plan are:

- Review Section 504 of the Rehabilitation Act and Americans with Disability Act with family to help them prepare for college
- Provide opportunities to take college level courses in high school and receive college credit Plan one or more college tours
- Provide opportunities to practice taking the college entrance exams (ACT, Compass)
- Meet with school counselor to learn more about applying for financial aid for college

I think I will need the following accommodations and/or modifications to reach my full potential:

- Extended time for tests
- Extended time for assignments
- Study skills support

We should discuss which accommodations I am currently getting in high school and what is available to me after high school based on my needs.

### **3. My Postsecondary Goal for Independent Living**

I would like my IEP team to discuss the following options so I can reach my measurable postsecondary goals for independent living. After high school, I want to: Live in an apartment or house with a roommate or friends

Something else I would like to talk about: I want to drive

The Independent Living Skills that I am good at are: I can do my own laundry, dishes and cook breakfast

The Pre-Employment Transition Services for social and independent living skills training for home and community that I feel need to be discussed and possibly included in my plan are:

- Teach how to make medical appointments and about any medications she/he is taking
- Teach money skills including setting up a home budget, open a bank account, pay bills, file taxes
- Support to explore places to live after graduation; include family

**\*Transition Planning Tip:** Providing opportunities for students to practice self-advocacy skills within school, home and their community is an important part of transition services.

## 4. Goals for Self-Advocacy

Being a strong self-advocate and understanding my disability is important for me to be successful in college, employment, and day to day life.

I want help with these self-advocacy skills over the course of middle and high school (insert answers from various Pre-ETS):

**\*Transition Planning Tip:** Self-advocacy is one of the predictors of post school success for a student planning their future. Make sure to consider activities and/or instruction that include self-advocacy skill building for each student.

## 5. Course of Study

A well-developed and thought out course of study will help me reach my goals. I'd like to discuss the classes I'm interested in taking as they relate to my postsecondary goals.

Classes that I'm good at or would like to take are:

- Psychology
- Health Science
- Foods

## 6. Community Agency and Adult Services

I would like my IEP team to talk about any referrals that need to be included in my Transition Plan to help me connect with adult services.

Some examples of these include:

- Division of Services for People with Disabilities (DSPD)
- Vocational Rehabilitation (USOR)
- Utah Independent Living Centers (UILC)

## 7. My Summary of Performance

Before we end the meeting, I'd like to talk about a graduation requirement called the Summary of Performance. It is a summary of my academic achievement and functional performance. I will need to share this with adult service providers and postsecondary education. I'd like to talk about how I can be involved in the creation of this document so I can better understand how to share it and advocate when transitioning from high school to the adult world.

**\*Transition Planning Tip:** The Summary of Performance is required upon graduation. It is a good idea to begin the discussion of what a Summary of Performance entails to provide self-advocacy skills in preparing for life after high school.

Student's Digital Signature: Tommy

Signature of Student

Name of Parent

Signature of Parent