

## **NSTTAC What Secondary Special Education Teachers Need to Know:**

### **Within the 1<sup>st</sup> month:**

1. Write IEPs that includes the required transition components
  - IDEA 2004
  - Beginning not later than the first IEP to be in effect when the child is 16, and updated annually thereafter:
  - appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and where appropriate independent living skills
  - the transition services (including courses of study) needed to assist the child in reaching those goals
  - beginning not later than 1 year before the child reaches the age of majority under state law, a statement that the child has been informed of the child's rights under this title, if any, that will transfer to the child on reaching the age of majority Age 16 (Indicator 13)
  - Current Measurement Language for Indicator 13 "Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition service's needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority." (20 U.S.C. 1416(a)(3)(B))
2. Have knowledge of transition-related legislation in fields of special and vocational education, rehabilitation, labor, and civil rights.
3. Administer formal and informal transition assessment (i.e., self-determination, academic, career and vocational, independent living).
4. Utilize formal and informal approaches for identifying students' interest and preferences and related to post school goals and educational experiences.
5. Use interest preferences of the individual with exceptional needs to develop post-school goals and educational objectives.
6. Have knowledge of how to participate with a multi-disciplinary team.

### **Within 3-6 months**

1. Identify job seeking and retention skills identified by employers as essential for successful employment
2. Collaborate with general education teachers to identify transition-focused instruction within academic content instruction
3. Evaluate students' educational program with respect to measurable post-school goals and alignment of those goals with instructional activities.
4. Utilize methods for providing work-based instruction by setting up job site in the community.
5. Provide community-based education for individuals with exceptional learning needs.
6. Have knowledge of how to participate with a multi-disciplinary team.
7. Match skills and interest of the student to skills and demands required by postsecondary education settings, vocational employment settings, community residential situation, and other community participation options.
8. Encourage a student-centered transition planning process
9. Interpret results of transition assessment for individuals, families and professionals.
10. Engage families in the transition planning process.

### **Within 1 year:**

1. Utilize methods for providing work-based instruction by setting up job site in the community.
2. Provide community-based education for individuals with exceptional learning needs.
3. Provide career education and exploration
4. Have knowledge of instruction for:
  - Identifying job skills
  - Teaching job seeking skills
  - Matching students skills to jobs
  - Identifying vocational preferences
  - Identifying social skills
5. Have knowledge of resources for individuals with disabilities in the community.

6. Facilitate access to community services.
7. Engage families in the transition planning process.
8. Encourage a student-centered transition planning process.

[http://www.nsttac.org/sites/default/files/JiT.Secondary\\_Special\\_Education\\_Teachers.FINAL.pdf](http://www.nsttac.org/sites/default/files/JiT.Secondary_Special_Education_Teachers.FINAL.pdf)