

Transition to Adult Living Service Provider Training Agenda

Option I: 1–2 hours information only

Option II: 2–3 hours with an interactive activity on the IEP process

Option III: 4–6 hours with an interactive activity writing transition service language

<u>Topic</u>	<u>Transition to Adult Living Guide</u>
Why are transition services language required in the IEP?	Introduction, pages iii–v
Overview of the guide	Table of Contents, page i
How will transition services and outcomes be measured?	PowerPoint
What are the new transition requirements in the IDEA '04?	Section 1, pages 1–9
Postsecondary goals	Section 1, pages 1–9 Section 2, pages 25–28
Age-appropriate assessments that support postsecondary goals	Section 1, pages 1–9 Section 2, pages 29–31 Appendix E, page 129
Annual IEP goals that support postsecondary goals	Section 1, pages 1–9 Section 2, pages 32–39 Appendix F, page 140
Transition services that support postsecondary goals	Section 1, pages 1–9 Section 2, pages 40–44
Summary of Performance	Section 1, pages 1–9 Section 2, page 45–46

Option II: A process for developing a secondary IEP

Activity: Groups of four will jigsaw read and share the four-step IEP process (pages 24–44). Small groups then develop one question/concern/comment about the process to share with the whole group for discussion.

Option III: Writing sample transition services language in the IEP

Activity: Small groups write sample transition service language in the IEP and share with the whole group.

Resources to support transition:

Transition to Adult Living: An Information and Resource Guide, Appendices A–L

Career Zone, www.cacareerzone.info

California Services for Technical Assistance and Training (CalSTAT), www.calstat.org