

## HOW CAREER AND TECHNICAL EDUCATION PARTICIPATES IN THE TRANSITION IEP PROCESS NATURALLY!

What SPED teachers would tell you, if they knew how...



## THE SECRET FOR CTE TEACHERS... TO PARTICIPATE IN THE IEP MEANINGFULLY!

Understand the vocabulary of the Transition Planning Process so that you have an informed voice in the process and can add input in these areas:

	<p><b>Age Appropriate Transition Assessment Data</b>            Interest: I like it            Preference: I am taking time &amp; effort to show it            Strength: I have demonstrated skills in this area</p>
	<p><b>Measurable Post Secondary Goals MPG's</b>            Think: Employment, Education/Training and Independent Living</p>
	<p><b>Transition Activities</b>            What one-and-done task(s) can they do to prepare to work as a...            Consider LRE-least restrictive environment on activities: Classroom, Campus, Community</p>
	<p><b>Annual IEP Goals</b>            Based on real barriers to MPG's...            Ask yourself, what skill would impede them in the workforce and require specialized instruction over time to work as a...?</p>

## TIPS FOR EQUAL PARTNERSHIPS & COLLABORATION

ALL STUDENTS WHO HAVE AN IEP AND WHO ARE 16 YEARS OLD OR OLDER, *MUST* HAVE MEASURABLE POSTSECONDARY GOALS BASED ON...

### Age Appropriate Transition Assessments



### Specific CTE Teacher observations on:

- Student's ability to complete the task(s) of the job without assistance
- Student's current real barriers to employment
- CTSO Competition results
- Test data or individual skill attainment data
- Results from 'preference' activities
- Observations on Professional Skills

What you have is the data we need to make good decisions...

Let's work together to make decisions based on all three—Interests, Preferences, Skills!

## TIPS FOR EQUAL PARTNERSHIPS & COLLABORATION

CTE Teachers can come to the table with JAN recommendations that are industry and need-based specific.



- These are actual barriers that have been identified in the student, not random, "Just-in-Case" accommodations and modifications
- Call "askJAN.org" together. Then provide input on accommodations for CTE based on the call.



When appropriate give ideas on alternative pathways which have different skill levels and requirements and room for using supports.