

Matrix for Including Health in the IEP and Transition IEP

The Transition IEP generally includes all the parts of a regular IEP, but with some additions that provide specific preparations for what the student wants to do AFTER high school. This chart includes both the parts of the regular IEP and the Transition IEP. The additional parts included in the Transition IEP are highlighted in *italics* to set them apart.

IEP Components (<i>Transition in Italics</i>)	How Health Can Be Included
<p>Present Levels of Academic Achievement and Functional Performance (PLAAFP)</p> <ul style="list-style-type: none"> • Academic • Functional • Effect of disability on student's involvement and progress in general education curriculum 	<p>Functional Performance section should include information on how the student is doing in terms of self-care and awareness of their disability/condition and its treatment or effects. Examples include recognizing onset of asthma symptoms, remembering to come to office for meds, learning to self-administer insulin or test blood sugars, indicate need to change position in chair. The Present Level should also address whether the student is able to self-advocate with their health care provider.</p>
<p>Consideration of Special Factors:</p> <ul style="list-style-type: none"> • Special transportation • Extended School Year • Behavior (need for positive behavioral supports, interventions, a functional behavioral assessment, behavioral intervention plan) • Aversive interventions • Other (medical concerns, other issues) 	<p>Nurse can note special health or medical factors that should be considered, such as risk for status epilepticus, severe allergies, need for break in middle of day to relieve stress, or other health factors that may affect school day or plans for post-school activities.</p>
<p><i>Age Appropriate Transition Assessments</i></p>	<p><i>Transition assessments are both formal and informal and should address the student's strengths, needs and preferences. It is important to include any health information that is relevant to plans for the student's life after high-school. If there is a genetic diagnosis that could shed light on behaviors or future developments, that should be included. Assessment could include information from the student's parents or physician, results of a health skills checklist, or school nurse</i></p>

	<p><i>observations of the student’s function in regard to health behaviors. It should also address whether the student has identified adult health care providers for primary care and any needed specialty care.</i></p>
<p><i>Measurable Postsecondary Goals and Transition Services related to Education/Training (all students)</i></p>	<p><i>Postsecondary goals for Education/Training may have implications for health or be affected by health. For example, time required for travel and classes, exposure to large numbers of people, need for assistance with personal hygiene, accessible toilet facilities, effects of emotional or physical stress, visual and hearing acuity in a classroom environment, are all factors that might be relevant and require annual goals to address.</i></p>
<p><i>Measurable Postsecondary Goals and Transition Services related to Employment (all students)</i></p>	<p><i>Postsecondary goals for Employment should take into account considerations such as any environmental hazards of the workplace, effects of medications on safety in a work environment, ability of youth to get to and from work safely, how need for treatments or medications during work hours would be handled, need to miss work for medical or therapy appointments, how any emergency health conditions would be handled, how much disclosure would be needed or appropriate. For some students, the Postsecondary Employment goal might be health-related, especially if the student has a significant health condition that is a barrier to employment. Even if the goal is not specifically health-related, there are many health factors that might alter the plan for how the student might be best prepared to achieve the goal.</i></p>
<p><i>Measurable Postsecondary Goals and Transition Services related to Independent Living Skills (only if determined appropriate by the IEP Team)</i></p>	<p><i>Postsecondary goals for Independent Living are not required for all students. It is left up to the IEP team to determine if these should be included. Students with lifelong health conditions are highly likely to have needs in this area. A checklist for daily</i></p>

	<p><i>living skills and/or a health skills checklist will be useful in making this decision. Skills for choosing a healthy diet and level of activity; finding and working with adult health care providers; scheduling, calendaring and keeping appointments; arranging and safely negotiating transportation; obtaining and managing prescription medications; knowing when and how to seek medical help; knowing how to manage in emergencies; and many more should be considered.</i></p>
<p>Measurable Annual Goals</p>	<p>Annual goals are ones that address not only recommendations for specially designed instruction related to the general education curriculum, but also education needs that result from the student's disability. It is here that health issues related to achievement of the Postsecondary Goals may be addressed. For example, if the student has a Postsecondary Goal related to attending an all-day training program after high school, an annual goal may be to become independent in self administration of medications, or self catheterization, or learn to prepare a brown bag lunch that fits a diabetic diet plan.</p>
<p>Measurable Annual Short-Term Objectives/benchmarks for each goal for students taking alternate assessments.</p>	<p>These detailed short-term objectives are only required for students who require alternate assessments. This may include students with more significant disabilities and would break the annual goals down into manageable steps.</p>
<p><i>Course of Study (needed to assist student in reaching postsecondary goals)</i></p>	<p><i>The Course of Study refers to classes in the school curriculum that the student will take. This will vary from student to student, depending on the type and severity of disability. Courses that might be relevant to health might include the basic health class, sex education, physical education, life skills, cooking or nutrition.</i></p>

<p>Accommodations, modifications, assistive technology.</p>	<p>The student will require the same accommodations, modifications, and assistive technology for health-related instruction that are required for other instruction. There might be additional health-related accommodations and modifications, such as schedule modifications, or allowing breaks during the day. There might also be assistive technologies that would make it easier for the student to manage health issues, such as a PDA, smart phone or iPad to help with remembering to take medications or make position changes.</p>
<p>Programs and services</p> <ul style="list-style-type: none"> • specially designed instruction, • related services, • supplementary aids and services, • program modifications or support for school personnel 	<p>Specially designed instruction is the special education required by the student. Related services assist a student to benefit from their IEP and include school health services and school nurse services, along with many others. School nurse services are provided by a qualified school nurse, while school health services may be provided by a qualified school nurse or other qualified person. The services may be direct health services which the nurse provides or delegates to unlicensed personnel such as office staff. Remember that transition services can focus more on future needs as compared to only current needs to access FAPE.</p>