

TeachME Professional Development

Future-Ready Transition Practices in Special Education

1. Why is early and intentional transition planning important?

- A. It allows schools to limit student involvement in planning
 - B. It ensures students receive fewer services and accommodations after graduation
 - C. It focuses on short-term academic and social-emotional goals
 - D. It helps address barriers and build skills before students exit the school system
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2. Under IDEA, what must occur annually once transition planning begins?

- A. Transition plans must be reviewed and updated
 - B. Transition services must be implemented and monitored
 - C. Transition goals must continue to align with academic goals
 - D. Transition planning must be conducted outside the IEP
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3. Which IEP component is this?"

- A. Operational benchmark goals
 - B. Transition assessments
 - C. Annual IEP goals
 - D. Linkages to after-graduation services
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4. Which of the following best demonstrates alignment in a transition IEP?

- A. Academic abilities guide transition decisions
 - B. Services, goals, and courses are primarily selected based on availability in order to be realistic
 - C. Assessments are used independently of goal development
 - D. Goals, services, and courses all support the student's long-term outcomes
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5. Which statement best describes the primary purpose of transition planning in special education?

- A. To ensure students ability to have resources in place
 - B. To prepare students with disabilities for life after high school
 - C. To assure that legal complaince occurs after the student's exit
 - D. To reduce the need for accommodations in career and higher education settings
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6. Under IDEA, transition services are best described as:

- A. a checklist of services provided to measure student's ongoing behavioral and social needs
 - B. a set of academic requirements required for graduation
 - C. a results-oriented process that supports movement to post-school activities
 - D. a program designed only for students pursuing college
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7. A student receives ongoing assistance from a job coach who helps them learn tasks and adjust to the workplace. Which employment pathway does this describe?

- A. Competitive integrated employ
 - B. Supported employment
 - C. Self-employment
 - D. Customized employment
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8. What is the purpose of linking students to after-graduation supports and services?

- A. To reduce the need for school-based instruction
 - B. To ensure continuity of support after exiting high school
 - C. To replace the need for postsecondary goals
 - D. To limit involvement from outside agencies
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9. A student's plan states they will enroll in a culinary arts program within six months after graduation. Which IEP component does this represent?

- A. Coordinated transition services and activities
 - B. Courses of study
 - C. Measurable postsecondary goals
 - D. Annual IEP goals
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10. How does transition planning impact students after they leave high school?

- A. It increases the likelihood of successful employment and independent living outcomes
 - B. It helps students develop skills that may support their success in postsecondary education and adult life
 - C. It ensures students will achieve independence without needing additional supports
 - D. It primarily focuses on preparing students to meet graduation requirements before exiting school
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11. A student works with an employer to design a role that focuses on their strengths, such as organizing materials and managing inventory, rather than performing all standard job duties. Which pathway is this?

- A. Competitive integrated employment
 - B. Supported employment
 - C. Customized employment
 - D. Self-employment
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12. Which of the following is a key goal of transition planning related to quality of life for students with ESN?

- A. Limiting community participation to ensure safety at all times
 - B. Prioritizing competitive integrated employment outcomes over all other areas
 - C. Supporting meaningful participation, independence, and personal choice
 - D. Focusing primarily on academic performance in school settings
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13. A student participates in job shadowing, receives instruction in budgeting, and attends college visits as part of their transition plan. Which IEP component is this?

- A. Measurable postsecondary goals
 - B. Course of study
 - C. Coordinated transition services and activities
 - D. Linkages to services
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14. Which of the following is required when developing transition services under IDEA?

- A. Services must be based on standardized test results, formal assessments, and student interviews
 - B. Services must reflect the student's strengths, preferences, and interests
 - C. Services must follow the same structure for all students
 - D. Services must focus on employability after high school
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15. Which employment pathway involves a student starting their own business, often with support such as training or financial planning assistance?

- A. Competitive integrated employment
 - B. Supported employment
 - C. Customized employment
 - D. Self-employment
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16. A student's schedule includes career and technical education courses aligned to their goal of working in automotive repair. Which component is being demonstrated?

- A. Course of study
 - B. Transition assessments
 - C. Annual IEP goals
 - D. Related services
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17. IDEA requires that transition services be included in a student's IEP by what age?

- A. Age 12
- B. Age 14

- C. Age 16
 - D. Age 18
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18. Which factor best explains the importance of transition planning for students with disabilities?

- A. Students with disabilities typically require fewer supports after graduation
 - B. Students with disabilities are more likely to attend college without support
 - C. Students with disabilities often experience lower rates of employment
 - D. Students with disabilities have the same outcomes as their peers without disabilities
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19. A plan includes connecting a student with vocational rehabilitation services and a local employment agency before graduation. Which IEP component is this?

- A. Course of study
 - B. Annual IEP goals
 - C. Coordinated transition services and activities
 - D. Linkages to after-graduation supports and services
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20. A student works in a typical workplace with coworkers without disabilities, earns the same hourly wage as peers, and has opportunities for advancement. Which pathway best fits this situation?

- A. Competitive integrated employment
 - B. Supported employment
 - C. Customized employment
 - D. Self-employment
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