



Preparing for the IEP Meeting: Related Services

As a physical, speech, or occupational therapist, you have a valuable perspective to offer the IEP team when discussing transition topics. This planning sheet will help you know what to expect at the IEP meeting and how you can contribute.

What Should I Know About a Transition-Focused IEP Meeting?

- Once the student turns 14, the IEP will shift to focus on the student's goals for after high school in education/training, employment, independent living, and community involvement. If the student will turn 14 before the next IEP meeting, you will include these transition components in the current IEP.
- IEP teams must include:
 - A family member
 - At least one special education teacher
 - At least one general education teacher
 - A school district representative
 - An individual who can interpret the instructional implications of evaluation results
 - Once a student turns 14, they must be invited to the IEP meeting. However, it is recommended they are invited earlier and that they attend the meeting.
- Other team members might include:
 - A CTE instructor
 - School counselor
 - Speech/occupational/physical therapist
 - Social worker
 - Adult services agency representatives
 - Anyone else the student or family chooses to invite
- Members of the team will vary depending on the individual student's needs.
- The team will identify goals and services that will help the student achieve their post-school goals and keep track of the student's progress on their goals.
- Each team member will have individual responsibilities and contributions.
- CTE instructors can fill the role of general education teacher, but it is best to involve both a CTE instructor and another general education teacher.
- Once a student turns 18, they have the right to represent themselves and do not have to invite a family member to the meeting unless they have a conservatorship, Power of Attorney, or other rights-granting authority.



How Can I Help?

As a **physical therapist**, you can:

- Evaluate the student's functional mobility to help inform postsecondary goals related to:
 - Accessing education, such as using a powered mobility device to get around campus
 - Transfers and mobility required for independent living
 - Physical skills required for job placement
- Assess for durable medical equipment to maximize student mobility and positioning.
- Share about the student's:
 - Diagnosis and how it impacts their mobility
 - Equipment needs and how the student can manage them
 - Accessibility rights guaranteed by IDEA and ADA
 - Mobility in the community, including using public transportation
 - Recreational areas of interest to promote a healthy life

As a **speech therapist**, you can:

- Share information about the student's speech and language strengths and needs.
- Identify specific environmental factors that impact communication for the student.
- Share ways to maximize the student's speech, language, and communication.
- Recommend augmentative communication devices, when applicable.
- Help craft measurable annual goals related to the student's speech and language development.

As an **occupational therapist**, you can:

- Evaluate a student's fine motor, visual motor, and executive functioning skills impacting activities of daily living.
- Facilitate skills needed for employment, further education, and independent living.
- Work with youth to encourage their self-determination skills for community participation.
- Recommend student positioning procedures and assistive technology to increase independence.
- Enhance skills needed for leisure and social participation in the community.
- Identify and provide training on environmental control accommodations or modifications that will support the student's future work, study, or independent living.

All related services providers should:

- Be prepared to discuss what you have been working on with the student, and the progress the student has made over the past year.
- Ask the IEP team how you can incorporate the student's transition goals into your work with the student.



- Help collect transition assessment data relevant to the student's post-school goals.
- Make recommendations for transition services and goals related to your area of expertise that will help the students reach their measurable postsecondary goals.

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