



Preparing for the IEP Meeting: Vocational Rehabilitation Counselors

As a vocational rehabilitation counselor, 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?

- Explain local adult disability services, including how and when those services can be accessed.
- Facilitate VR referrals.
- Share VR policies and procedures, including student roles and responsibilities.
- Share examples of success stories from individuals who have used VR services so students and families can see what's possible.
- Arrange for Pre-Employment Transition Services for students with disabilities, including:
 - Job exploration counseling
 - Work-based learning experiences
 - Workplace readiness training focused on developing social skills and independent living skills
 - Counseling on postsecondary opportunities
 - Self-advocacy instruction

Last Updated August 6, 2021