



Checklist for Writing Culturally Responsive Transition IEPs and SOPs

- ___ All special education and transition personnel involved in writing transition IEPs and SOPs have been administered the CLD Transition Knowledge and Skill Evaluation Instrument.
- ___ All special education and transition personnel involved in writing transition IEPs and SOPs possess *good* to *excellent* CLD transition knowledge and skills.
- ___ A variety of culturally responsive transition assessments and methods have been used to gather transition information about the CLD youth with a disability.
- ___ A variety of people have participated in the transition assessment process, including the CLD family and youth with a disability.
- ___ The transition assessment process has looked at a variety of future transition environments for the CLD youth with a disability.
- ___ The Pathways to Successful Transition Model has been shared and discussed with the CLD family and youth with a disability.
- ___ The IEP team has utilized the transition assessment data to engage in person-centered transition planning with the CLD youth with a disability and his or her family.
- ___ The transition IEP or SOP contains all of the following sections and relevant transition information about the CLD youth with a disability:
 - a. Present levels of performance
 - b. Interests, needs, and preferences related to the transition services language requirements of IDEA 2004
 - c. Postsecondary goals corresponding to the transition language service requirements of IDEA 2004
 - d. Designation of transition personnel, programs, or agencies that will provide the needed transition services to meet the transition IEP goals
 - e. Action steps and dates of expected completion of the transition IEP goals (see IEP page)
 - f. Signatures of all individuals who participated in the transition IEP meeting and agreed or disagreed with the transition IEP goals (see IEP page)

Transition Planning for Culturally and Linguistically Diverse Youth by Gary Greene
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Figure 3.5. Checklist for writing culturally responsive transition IEPs and SOPs. (Key: CLD, culturally and linguistically diverse; IEP, individualized education program; IDEA, Individuals with Disabilities Education Act.)