



## [LOCAL SCHOOL SYSTEM INFORMATION] Transition of Service Plan

### **Purpose:**

The purpose of a Transition Service Plan is to assist children, with their IEP team and other natural supports, to build the skills and support they need to reach their post-school goals. The successful transition of children with disabilities from school to post school environments should be a priority of every IEP team. The purpose of the Individuals with Disabilities Act (1997) was “to ensure that all children with disabilities have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for employment and independent living,” (20 U.S.C. ~ 140 (d) (1) (A)).

The 2004 reauthorization of IDEA changed transition services to a “results-oriented process” that is focused on improving the academic and functional achievement of the child” (20 U.S.C. ~ 1414 (c) (5) (B) (ii)). The Individual with Disabilities Education Improvement Act of 2004 (IDEA 2004) also requires the IEP team to include “appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate independent living.” Transition should be completed at the beginning of the Individualized Education Program meeting of all children by eighth grade. It should drive all contents of the Individualized Education Program. There should be a relationship between a child’s IEP goals and objective and Transition. This document should be based on the child’s present level of performance. It should be “user friendly,” it should include input from school personnel, outside agency personnel, family, and above all the child.

**Preferences, Strengths, Interests and Course of Study based on Present Levels of Performance and Age Appropriate Transition Assessments** – An assessment of the skills and interests related to education, employment, training, independent living skills (as appropriate) should be conducted in conjunction with the development of the transition components. The initial transition assessment may be prior to the eighth grade and could occur when a re-evaluation consideration is conducted. It should also be ongoing and fluid. Assessment tools that clearly describe a child’s strengths and weaknesses and document a child’s interests and perceptions about their skills should be utilized. Surveys and interviews work well for this type of assessment. Also, there are six characteristics that should be considered when conducting a transition assessment; the assessment should be child centered, continuous, and occurring in many places, involving a variety of people, have understandable data, and be sensitive to cultural diversity.



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**Desired Measurable Post Secondary Outcome/Completion Goals**-These should be measurable post secondary outcome/completion goals of what the child wants to achieve *after* graduation. They should be “major life accomplishments” or “completion goals” These should be in the areas of Education/Training, Employment and Independent Living (as appropriate). These goals should be written in easy to understand language. These outcome/completion goals can change and become more refined as the child has more experience and gets closer to graduation. The outcome goals are usually achieved after the child graduates from public secondary school.

**Measurable Transition IEP Goals** - (based on age appropriate transition assessment) including transition activities and services appropriate to attain the Post Secondary Outcome/Completion Goals. This section should include measurable transition IEP goals that directly relate to the how, when, where, and what is needed to complete each postsecondary outcome/completion goal. They should be relevant to “how to get to” the desired post-secondary outcomes. They must be meaningful. This section is divided into Education/Training, Development of Employment, Community Participation, Adult Living Skills and Post School Options, Related Services and Daily Living Skills (as appropriate). There must be at least one measurable transition IEP goal for Education/Training and Employment. Measurable transition goals for Independent Living should be addressed as appropriate.

**Transition Activities and Services** –The transition activities and services that are needed to attain these measurable goals and should be listed in this section. Transition Activities and Services should be planned as the “what is needed to achieve these goals.” Many activities and services should be planned and implemented for each goal.

**Persons and Agency Involved**-This section should include who will help the child achieve the goals stated. There must be documentation that these persons were invited to the Transition IEP meeting and that the parents and student (if over 18) were notified of their possible attendance. (When needed, if participating agency does not attend, document other actions for agency linkages.)

**Date of completion and Achieved Outcome**-This should also be completed by date and what was achieved.