

Quality Transition Planning is a Process

Collecting data from informal or formal assessments of students strengths, needs, preferences and Interests over time from multiple stakeholders regarding (a) academic skills, (b) career interests and aptitudes, (c) self-determination skills and opportunities, and (d) independent living skills.

- These data (transition assessment data) can be collected in a portfolio format and follow a student throughout his/her career-facilitating multiple transitions.
- The data inform the IEP team's ability to identify post-school goals for:
 - Training / Education
 - Employment
 - Independent living
- The measurable post-school goals are based on the transition assessment data and knowledge of postsecondary options and the input of the entire educational planning team, including the student
- Identification of coordinated Transition Services or Activities (including courses of study) that will prepare the student for their identified postsecondary goals are then identified by the IEP team. These services should be provided during the upcoming year and may be the responsibility of various IEP team members to complete.
- Identification of annual instructional goals {IEP Goals} that will support the transition services or completion of the courses of study to prepare the student to achieve their identified postsecondary goals should reflect the student's skills and needs and incorporate evidence-based and promising practices.
- Involvement of additional agencies or stakeholders who can assist in facilitating the successful transition from high school to postsecondary environments is important.
- Students and their family members are central to the decisions made regarding needed services of activities, including course completion or career development activities in school or out of school that will facilitate achievement of their postsecondary goals.
- [**Taxonomy for Transition Programming 2.0 \(PDF\)**](#)

The student is the central player in each phase of the process. The IEP team and contributors to the transition assessment process MAY include the student, family, general and special education professional familiar with the student, related service providers (e.g., behavioral interventionist, occupational therapist, physical therapist, speech-language pathologist), other school personnel (e.g., graduation coach, school counselor), community service providers (e.g., community integration specialist, employment specialist, vocational rehabilitation counselor), representatives of postsecondary environments (e.g., disability services coordinator, vocational rehabilitation counselor), or any other individual significant to the seamless transition from the school to post-school environment. All of these individuals may not always be involved in the IEP meeting, but might be included in the process of collecting information to prepare for the IEP meeting to discuss transition. Additionally, while most states do not require that transition

be discussed in the IEP meeting until ages 13 or older (the federal mandate is age 16), it is permissible for this to be discussed at any age.

Additional transition assessment resources are with the Transition Coalition at the University of Kansas here: **Transition Assessment Reviews**. Also online modules on aspects of transition planning, including transition assessment can be accessed through the Transition Coalition's **Online Modules** and **Mini Modules**. These instructional resources may be useful for middle and secondary educators and other school-based service providers, as well as community service providers such as vocational rehabilitation counselors and family members.

The Individuals with Disabilities Education Act (IDEA, 2004) **mandates specific documentation of transition planning and services in the Individual Education Program (IEP)** for students with disabilities ages 16 and older. (The mandated age for transition planning and services is younger than 16 in many states and territories.) The U.S. Department of Education's Office of Special Education Programs (OSEP) collects data from every state education agency regarding compliance with these mandates annually through the States' Annual Performance Report for Part B – specifically Indicator 13. More information on this process can be found in the Data Analysis & Use resources on this website.

Student Case Study Examples & Non-Examples

provide explanations of exemplar and non-exemplar transition components of the IEP for different students.

- **Aaliyah** - High School - Hearing impairment
- **Alex** - High School - Autism
- **Allison** - High School - Learning Disability
- **Carla** - Middle School - Intellectual Disability
- **Chris** - High School - Emotional Disturbance
- **Connor** - High School - Deaf
- **Jamal** - High School - Orthopedic Impairment
- **Lilly** - High School - Multiple Disabilities
- **Lisette** - High School - Intellectual Disability
- **Sean** - High School - Learning Disability
- **Tyler** - Middle School - Learning Disability