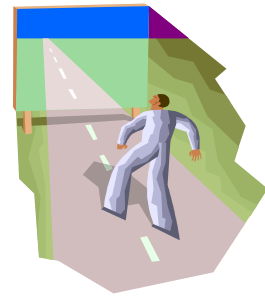




***PLANNING FOR  
SUCCESSFUL  
TRANSITION  
~Transition In The IEP~***

## ***OUR PATH***

- Transition planning components
- Student, parent and family role in the transition process
- Questions and Answers



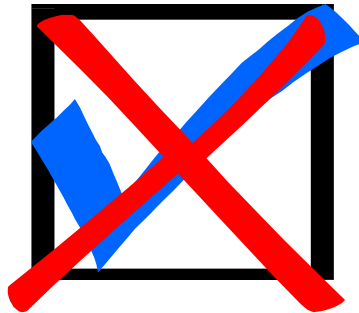


# ***TRANSITION***

**Every student in a high school is  
in a transition program**



Transition is a process,  
not an event





## *Transition is a Team Effort*

**Student**

**Parent/family**

**SE Teacher**

**Transition Specialist**

**School Counselor**

**Psychologist**

**School Administrator**

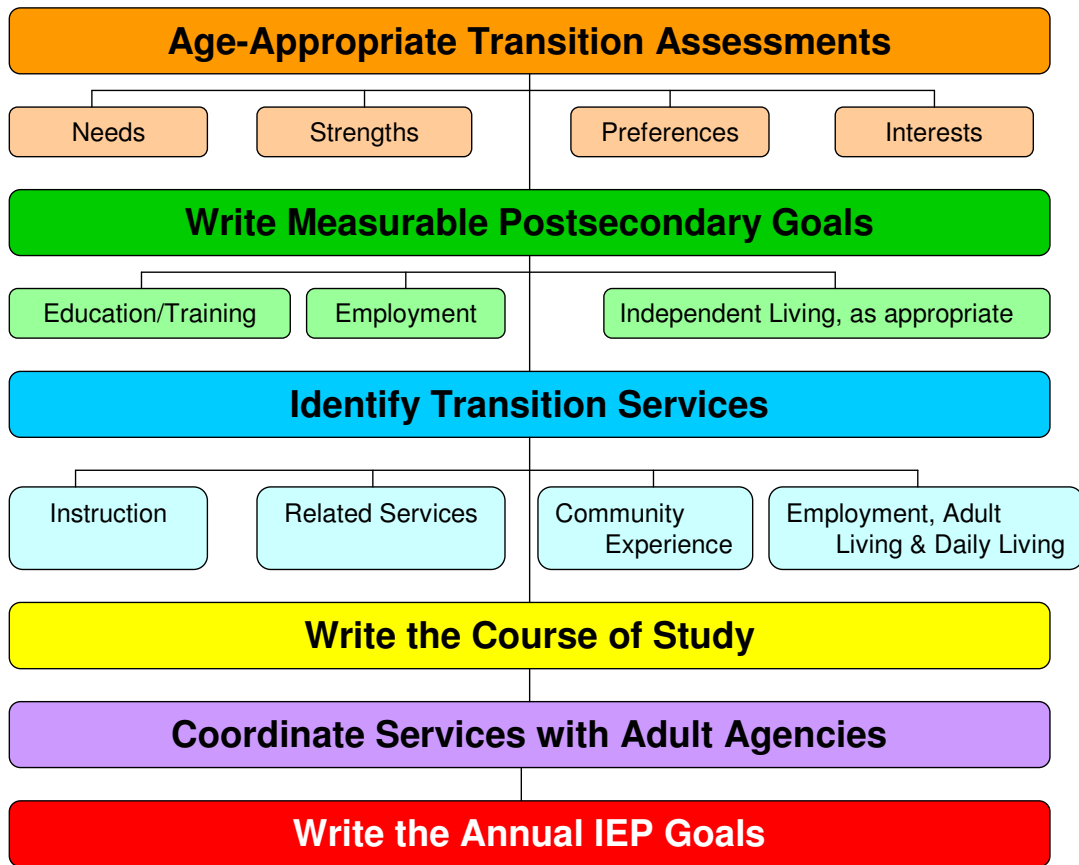
**General Ed Teacher**

**Agency Personnel/Care Provider**

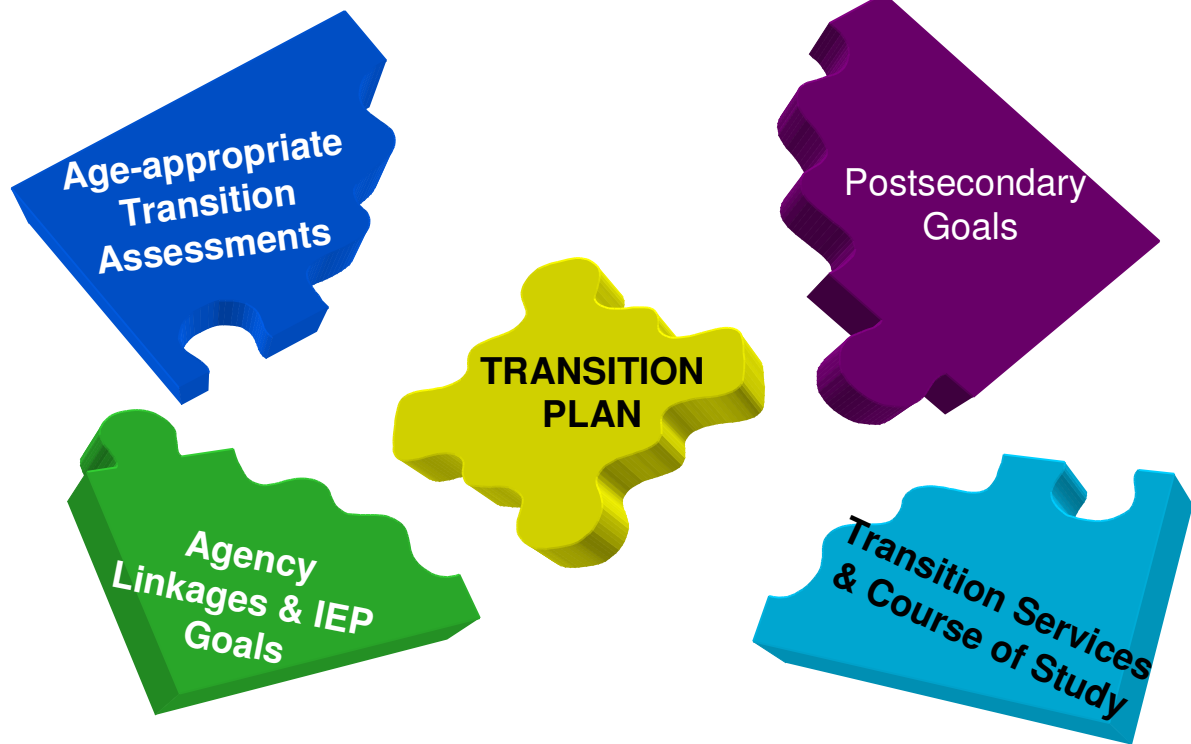
**Paraprofessional**

§300.321 WAC 320-172A 03090

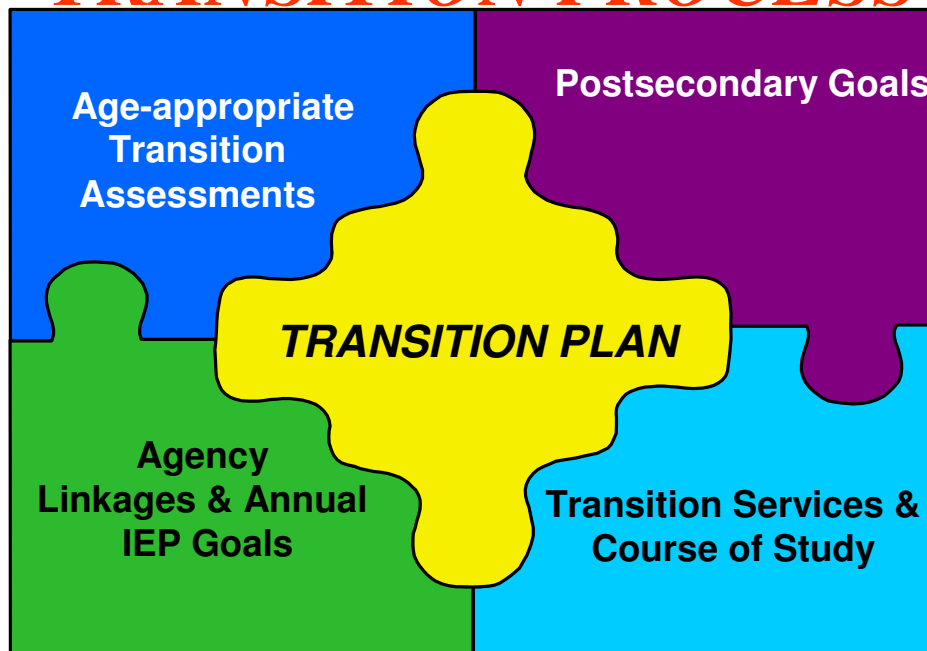
## TRANSITION SERVICES FLOW CHART



# ***COMPONENTS OF THE TRANSITION PROCESS***



# ***COMPONENTS OF THE TRANSITION PROCESS***





## AGE-APPROPRIATE TRANSITION ASSESSMENTS

The on-going process of collecting assessment information in the areas of Needs-Strengths-Preferences-Interests

### **Types of information:**

- Individual's stated interests
- Functional life skills
- Academic skills
- Strengths and/or Aptitudes
- Learning ability, reasoning, problem solving
- Communication skills
- Self-determination and self-advocacy skills



## AGE-APPROPRIATE TRANSITION ASSESSMENTS

### Needs-Strengths-Preferences-Interests

#### **Types of information:**

- Social Skills
- Physical strengths and limitations
- Healthcare needs
- Learning style
- Work Experiences
- Community based evaluation
- Recreational and leisure

## **IDENTIFY POSTSECONDARY GOALS**



### **Postsecondary Goals**

- Postsecondary education/training  
and
- Employment
  - Competitive
  - Supportedand
- Independent living, where appropriate

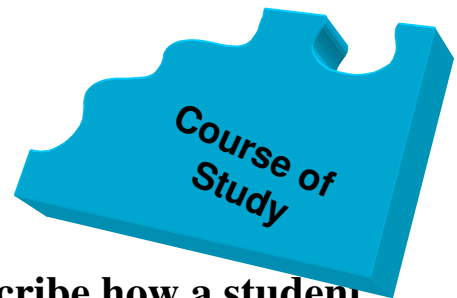
## TRANSITION SERVICES



**Transition services are a coordinated set of activities for a student with a disability that:**

- Is designed within a results-oriented process that facilitates movement from school to post-school activities
- Is based on individual student's needs, taking into account their strengths, preferences and interests
- Includes
  - Instruction
  - Related services
  - Community experiences
  - Employment and other post-school adult living objectives
  - Daily living skills where appropriate

## **COURSE of STUDY**



**The courses and/or activities that describe how a student will get from the assessment to the postsecondary goals**

- Graduation Plan
  - Diploma at age 18 or at age 21
  - Standard credit format with Specially Designed Instruction
  - IEP determined – diploma granted upon completion of IEP goals
- A multi-year plan of courses and activities needed to achieve postsecondary goals
- In-school training courses ~ community & work experiences
- Program Activities for students to achieve post-school goal
- Identify the 5<sup>th</sup> Year Plan
- Summary of state assessment or alternative assessment required to earn a diploma



## AGENCY LINKAGES

**Identify the agency that will provide support for the student after leaving the school program**

- DVR – Division of Vocational Rehabilitation
- DDD – Division of Developmental Disabilities
- DSS – Disability Support Services
- WorkSource
- Mental Health
- Other



## **TRANSITION PLAN and IEP ANNUAL GOALS**

### **Goals and Objectives**

- Must relate to the postsecondary goals
- Must address area of disability
- Must address needed transition services
- Must be specially designed instruction
- Must reflect the Present Level of Performance and/or transition assessments
- Only those activities that are direct responsibility of special education require goals and objectives

# THE RESULTS

**Age-appropriate Transition Assessments**

+

**Identify the postsecondary goals**

+

**Transition Services & Course of Study**

+

**Agency Linkages**

+

**Annual IEP Goals**

=

**SUCCESSFUL TRANSITION**

