

Transition DEC 4 (2a) Directions

General Directions: Complete the beginning and duration dates of the IEP along with student identifying information.

Special Note: Beginning at age 14 (or younger, when appropriate) and reviewed annually, write a statement of the transition service needs that focus on the student's course of study and addresses desired post-school outcomes. The transition component is a part of the Individualized Education Program (IEP).

Directions for Completion

- A. Indicate how student's needs and preferences were obtained and who provided the information.
- B. Write post-school outcomes goals for each area. The desired post-school outcomes goals are based upon the student's preferences, needs and interests. Some questions to ask when identifying a student's desired post-school goals are:
 1. What does the student want to do beyond school (e.g., post-school education or training, employment, military, continuing or adult education, etc.)
 2. Where and how does the student want to live (e.g., dorm, apartment, family home, group home, supported or independent, etc.)
 3. How does the student want to take part in the community (e.g., transportation, recreation, community activities, etc.)
- C. Indicate which course of study the student and parent have selected by checking in the appropriate space provided. It is important that the IEP Team work with each student and the family to help them select the course of study that will be meaningful to the student's future and motivate the student to complete his/her education.
- D. Beginning at age 16 or younger if determined appropriate by the IEP Team, a statement of needed transition services must be developed based on student needs, preferences, and interests. The services should promote transition from high school and build linkages to the community.

Select the needed transition services and activities from the five service areas that must be considered by the IEP Team (Instruction, Related Services, Community Experiences, Employment, Linkages with Adult Services, and if deemed appropriate, Daily Living and Functional Vocational Evaluation), by listing the transition needs of the student for each area. If an area (example: daily living skills) is not a needed transition skill, then leave the space blank. Indicate any person or agency that is responsible for delivering these services and the anticipated completion date.

The seven major categories of transition services can be described as follows:

1. Instruction – includes, but is not limited to, goals and objectives related to meeting the academic requirements for the student's chosen course of study, employability skills training, career technical education, social skills training, self-determination training, and college entrance preparation.
2. Related Services – may include occupational and physical therapy, speech therapy, rehabilitation counseling, special transportation, orientation and mobility, travel training, and other professional supports to move the student toward post-school outcomes.
3. Community Experiences – includes community work experiences, recreation leisure activities, tours of post-secondary education settings, residential and community tours, volunteering, and training on accessing community services.
4. Employment – includes career planning, job shadowing, guidance counseling, interest inventories, job placement, and job training or support employment.
5. Adult Living Skills – may include registering to vote, filing taxes, renting a home, and personal home management.
6. Daily Living Skills – includes self-care training, health and wellness training, independent living training, and money management.
7. Functional Vocational Evaluation – includes situational work assessments, work samples, work adjustment programs, aptitude tests, and a series of job tryouts.