

# Successful Transition Planning Form

## **Step #1: Teach Students to Be Self-Determined**

*How will you teach the student to be self-determined? What instruction does the student need in this area? What curricular options will you use to teach these skills? What opportunities does the student have to make choices? How will they be involved in the planning process? Does the student have an effective way to communicate?*

## **Step #2: Give Age Appropriate Transition Assessments**

*Where is the student presently? Where is the student going? How do we get the student there? Can student express his/her interests? If not, how can you get the info? What health care needs must be addressed for this student? What challenges might prevent student from working outside the home? Who can provide education/training activities to assist the student? What can the student accomplish without help? What else could the student accomplish if assistance was provided?*

## **Step #3: Write Appropriate Measurable Post-Secondary Goals**

*Where is the student going to work or engage in productive activities after graduation? Where and how is the student going to continue to learn and/or develop skills after graduation? Where is the student going to live and how is he/she going to access adult services, participate in the community and in recreation activities after graduation?*

## **Step #4: Identify Transition Services Needed**

*What experiences must the student participate in this academic year that are necessary for achieving the post-secondary goals? What services and specific instruction are essential this year for the student to develop skills and knowledge to attain his/her post-secondary goals? Do we know enough about the student's vocational skills to identify an appropriate post-secondary employment goal or design activities to support the identified goal?*

### **Step #5: Include a Course of Study**

*What is the student's anticipated course of study driven by the student's interests, preferences, and strengths? What are the post-secondary goals/path the student will follow to achieve transition outcomes? What are the District Graduation Requirements? What should be the curricular emphasis and requirements needed to meet the student's post-secondary goal(s)?*

### **Step #6: Write Measurable IEP Annual Goals**

*What skills and knowledge must the student attain this academic year that are necessary for achieving the identified post-secondary goals? What skills and knowledge does the student currently have that support his/her post-secondary goals? Where can we find this information?*

### **Step #7: Identify Progress Monitoring Systems**

*How will you collect data on the student's performance? How will you monitor the student's progress toward IEP goals? How will you incorporate data-driven instructional, behavioral, and programmatic decisions for this student? How and when will you inform parents of progress?*

### **Step #8: Set Up Interagency Collaboration & Linkages**

*What transition services listed on the IEP are likely to be provided or paid for by an outside agency? What agencies will be providing or paying for these services? How will you connect students and their families to these outside agencies? What agencies should be invited to the student's IEP meeting?*

### **Step #9: Plan for IEP Meetings**

*Is this student able to lead their IEP meeting? What assistance does this student need in order to lead their IEP meeting? How will you get this student involved in their IEP meeting if they are unable to lead the meeting? How are you ensuring this student's strengths, preferences, and interests are being incorporated into their IEP? How are you preparing the student's family for the IEP meeting? How will you involve the family in their child's IEP meeting?*

### **Step #10: Ensure IEP Is Updated Annually**

*How will you ensure there is an ongoing process of collecting information about the student? Have you updated the postsecondary goals in the current IEP based on findings from recent transition assessments? Have you included information in your present levels of performance statement showing what has happened "since last school year"? Have you included a multi-year course of study through the student's exit from the school system? Is the course of study updated annually? Have you updated the student's IEP annual goals to ensure the student is making progress toward their postsecondary goals? What transition services does the student need to be provided this year? Does the student and their family need to be connected to any new or different agencies?*