**Transition Planning for Families**

“It goes beyond mere compliance with the federal requirements (known as [Indicator 13](http://nextsteps-nh.org/iep-requirements-for-transition/indicator-13/)) and will help increase your understanding of transition planning best practices.” \*

“Transition services are *experiences, supports and instruction* other than academic classes that will assist the student in achieving his or her postsecondary goals”. \*

**Essential Elements**

* At least one transition service should be listed in association with each measurable postsecondary goal.
* Transition service areas include instruction, related services, community experiences, or development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.
* The transition services and activities (actions/steps) described under all of these areas form a coordinated plan for the transition from school to post-school adult life.
* While each of the transition service areas must be considered in relation to the measurable postsecondary goals, the criteria for meeting this requirement do not determine whether the postsecondary goals were or were not written so they are measurable.  The focus is on the determination of transition services in association with the postsecondary goals.
* Transition services are a “coordinated set of activities designed within a results-oriented process.” The activities should specify what will occur, who is responsible, and when (within the current IEP year) the transition activity will take place. Coordinated means that the transition activities are planned and the responsibility for completing the activities is shared. Schools, parents, outside agencies, and students cannot, individually, do all of the activities necessary to help the student achieve their desired measurable postsecondary goals.  The activities must be well planned and shared between all parties.
* As with other components of the postsecondary transition process, this information must be updated at least annually, but also at any point that information in the IEP changes or will not be completed during the time period.\*

\*Adapted from O’Leary (2010), *[Reviewer Reference Form for the Transition Requirements Checklist©](http://www.cuttingedj.net/documents/2010/TOPS%203-2010%20Revised%20RRF.docx%22%20%5Co%20%22Reviewer%20Reference%20Form%20for%20the%20Transition%20Requirements%20Checklist%20%28WORD%29%22%20%5Ct%20%22_blank)*

\* From Next Steps New Hampshire: Options for life after high school

**A Matrix of Steps to Successful Transition**

|  |  |  |
| --- | --- | --- |
|  Age 12 to Age 13 |  Age 14 Age 15 Age 16  |  Age 17 Age 18 Age 19 |
| Work to raise family expectations concerning work and their son or daughter | Apply and begin PETSContact DVR for future services | Real Jobs in the community for $ |
| Present basic information about work and benefits (SSI, APA, Medicaid) | Begin simple informational interviewsAnd employment exploration at home and in the classroom | IEP Team includes:Community Service Providers |
| Begin career exploration at home and at school | Begin Transition IEP goals:Social skills, employment | Job Coach Soft Skills before and at the worksite |
| Begin looking at ecological fit between work, school and home | Explore career and technical school options | In the classroom: Teach specific interviewing skills, Develop Employment Portfolio/Vocational Profile, Begin Self Discovery work |
| Begin budgeting and financial management basic information | DD Eligible:\*Capacity for Independent Living\* Self Care, Learning, Mobility\* Economic Self-Sufficiency | Look at “Job-Related” routines:* Transportation
* Getting ready for work
* Lunches
* Getting to work on time
* Any number of other things
 |
| Apply for DD eligibility | Can get some jobs @ 14 years | Look at work accommodations and adaptive equipment, routines |
| Begin overview and basic preparation for end-of-school testing (no test/no diploma) Raise expectations concerning the ability of the person to take them and succeed | Begin team gathering for IEP meetings:Family AKDVRProbation Family FriendsBehavioral HealthSDS | \*Possible Paid Work Trials\*If used, very specific (task learning goals), short-term volunteer positions\* School-based work (again, short-term, training oriented) |
| Begin looking at post-secondary programs |  | Take Work Keys, SAT, ACT Junior Year |
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| --- |
| Age 20 Age 21 Age 22 Age 23 Age 24 |
| Project Search --------------------------------------------------------------------------- |
| Tapestry ---------------------------------------------------------------------------------- |
| Job Exploration and Attainment------------------------------------------------------ |
| Post Secondary/Other Programs/UCLA or Other Universities/Pell Grants/DVR  |
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