

Steps for Successful Transition Planning for Life After High School



Transition planning for students with disabilities for students with disabilities is key to their success as adults. The steps below are part of the transition planning standards for students aged 16 and older.*
*or younger, if appropriate.

Step 1

Conduct Age-Appropriate Transition Assessments

Transition assessments help identify a student's preferences, interests, needs and strengths (PINS) for life after school. They include informal assessments like interviews and observations as well as as formal assessments.



Steps 2 & 3

Write Measurable Post-Secondary Goals & Update Annually

Based on the student's PINS and the results of the assessments, these post-secondary goals (PSGs) should include education and training, employment, and independent living skills, if appropriate. They are developed at the annual IEP and updated every year.



Step 4

Identify Transition Services

Transition services are meant to assist the student to achieve his or her post-secondary goals. Services can include instruction, related services, community experiences, employment skills (like job training), and daily living skills (like managing finances and hygiene).



Step 5

Develop a Course of Study

The course of study is a multi-year description of courses and activities from the present to the year the student will exit high school that are designed to help the student achieve his or her desired post-secondary goals. It is NOT only the courses required for a high school diploma.



Steps 6 & 7

Invite the Student to the IEP Meeting & Develop Annual Goals

It is very important to engage transition-age youth (and younger students as appropriate) in developing annual IEP goals related to the post-secondary goals. The time frame for IEP goals is what reasonably can be expected to be accomplished within a 12-month period.



Step 8

Coordinate Services with Adult Agencies

Parents can invite an agency representative to the IEP meeting, if they may provide or pay for transition services for the student. Schools must also identify other agencies that may be involved in the student's transition and obtain consent from the parent to invite them to the IEP meeting.

