

## Transition Service Plan

<b>Name:</b> High Incidence Disability	<b>Projected date of Graduation:</b> Discuss the possibility of a 5 – 6 year plan for high school	<b>Date of Initial Transition Program Development:</b> _____ <b>Update:</b> _____
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### Preferences, Strengths, Interests and Course of Study based on Present Levels of Performance and Age Appropriate Transition Assessments

(Areas for consideration include course of study, post-secondary education, vocational training, employment, continuing education, adult services and community participation) **MUST HAVE:**

1. **Age and grade of student**
2. **Career Pathway/Course of Study**
3. **Transition Assessment—name of instrument used**
4. **Description of student – enough information so another teacher could write a transition plan—the PLAAFP but focus on strengths and areas of need that relate to career choices.**

**Desired Measurable Post Secondary/Outcome Completion Goals** (These goals are to be achieved *after* graduation and there must be a completion goal for Education/Training and Employment )

**Education/Training- REQUIRED** After graduation, \_\_\_\_\_ will \_\_\_\_\_ and study/train \_\_\_\_\_ (career area/ job title)

**Employment – REQUIRED** After graduation, \_\_\_\_\_ will be employed as \_\_\_\_\_(job title)

**Independent Living ( as appropriate)-** If this is not an area of need, leave blank or write, “No Goals needed at this time”

**IF IT IS AN AREA OF NEED,** there must be Adult Living and/or Daily Living annual goals

Based on age appropriate transition assessments, in the spaces below, include measurable Transition IEP Goals and Transition Activities/Services appropriate for the child’s post-secondary preferences, strengths and needs. Note: There must be at least a measurable Transition IEP Goal to help the child reach each of the desired Measurable Post Secondary/Outcome Completion Goals.

### **Education/Training** (Goals based on academics, functional academics, life centered competencies or career/technical or agricultural training needs and job training.)

Transition IEP Goal(s)	Transition Activities/Services	Person/Agency Involved	Date of Completion/ Achieved Outcome
REQUIRED <ul style="list-style-type: none"> <li>• Should not be a goal that is a requirement for all students, i.e., pass classes</li> <li>• Attainable in ONE school year</li> <li>• MEASURABLE</li> </ul>	What are the steps/activities that must be followed/completed to meet the goal?  This could be the task analysis for the goal.	The appropriate people should be included for each step of the task analysis. This should include student, parents, case manager,	Update on the same schedule as the other IEP goals.

<ul style="list-style-type: none"> <li>• Must have a number</li> <li>• Can say “Do # of the activities”</li> </ul>		<p>counselor, other teachers, counselors, etc.</p> <p>Make certain the people included in this area are invited to the meeting.</p>	
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**Development of Employment** (Goals based on occupational awareness, employment related knowledge and skills and specific career pathway knowledge and skills.)

Transition IEP Goal(s)	Transition Activities/Services	Person/Agency Involved	Date of Completion/ Achieved Outcome
<p>REQUIRED</p> <ul style="list-style-type: none"> <li>• Attainable in ONE school year</li> <li>• MEASURABLE</li> <li>• Must have a number</li> <li>• Can say “Do # of the activities”</li> </ul>	<p>What are the steps/activities that must be followed/completed to meet the goal?</p> <p>This could be the task analysis for the goal.</p>	<p>The appropriate people should be included for each step of the task analysis. This should include student, parents, case manager, counselor, other teachers, counselors, etc.</p> <p>Make certain the people included in this area are invited to the meeting.</p>	<p>Update on the same schedule as the other IEP goals.</p>

**Community Participation** (Goals based on knowledge and demonstration of skills needed to participate in the community (e.g., tax forms, voter registration, building permits, social interactions, consumer activities, accessing and using various transportation modes.))

Transition IEP Goals	Transition Activities/Services	Person/Agency Involved	Date of Completion/ Achieved Outcome
<ul style="list-style-type: none"> <li>• Attainable in ONE school year</li> <li>• MEASURABLE</li> <li>• 8<sup>TH</sup> Grade- consider soc/rec/leisure goal for high school</li> <li>• Must have a number</li> </ul>	<p>What are the steps/activities that must be followed/completed to meet the goal?</p> <p>This could be the task analysis for the goal.</p>	<p>The appropriate people should be included for each step of the task analysis. This should include student,</p>	<p>Update on the same schedule as the other IEP goals.</p>

<ul style="list-style-type: none"> <li>• Can say “Do # of the activities”</li> </ul>		<p>parents, case manager, counselor, other teachers, counselors, etc.</p> <p>Make certain the people included in this area are invited to the meeting.</p>	
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**Adult Living Skills & Post School Options** (Goals based on skills for self-determination, interpersonal interactions, communication, health /fitness and the knowledge needed to successfully participate in Adult Lifestyles and other Post School Activities (e.g. skills needed to manage a household, maintain a budget and other responsibilities of an adult.)

Transition IEP Goals	Transition Activities/Services	Person/Agency Involved	Date of Completion/ Achieved Outcome
<p>REQUIRED, IF INDEPENDENT LIVING SKILLS IDENTIFIED AS AN AREA OF NEED</p> <ul style="list-style-type: none"> <li>• Attainable in ONE school year</li> <li>• MEASURABLE</li> <li>• Address specific area of weakness for student, not skills needed by all young adults</li> <li>• Must have a number</li> <li>• Can say “Do # of the activities”</li> </ul>	<p>What are the steps/activities that must be followed/completed to meet the goal?</p> <p>This could be the task analysis for the goal</p>	<p>The appropriate people should be included for each step of the task analysis. This should include student, parents, case manager, counselor, other teachers, counselors, etc.</p> <p>Make certain the people included in this area are invited to the meeting.</p>	<p>Update on the same schedule as the other IEP goals.</p>

**Related Services** (Goals based on Related Services that may be required now to help a child benefit from regular and special education and transition services (e.g., speech/language, occupational therapy, counseling, vocational rehabilitation training or the planning for related services that the individual may need access to as an adult.)

Transition IEP Goals	Transition Activities/Services	Person/Agency Involved	Date of Completion/ Achieved Outcome
<ul style="list-style-type: none"> <li>• Attainable in ONE school year</li> <li>• MEASURABLE</li> </ul>	<p>What are the steps/activities that must be followed/completed to meet the goal?</p>	<p>The appropriate people should be included for</p>	<p>Update on the same schedule as the other IEP</p>

<ul style="list-style-type: none"> <li>• Voc. Rehab. or other agencies should be included here</li> <li>• Must have a number</li> <li>• Can say “Do # of the activities”</li> </ul>	<p>This could be the task analysis for the goal.</p>	<p>each step of the task analysis. This should include student, parents, case manager, counselor, other teachers, counselors, etc.</p> <p>Make certain the people included in this area are invited to the meeting.</p>	<p>goals.</p>
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**Daily Living Skills** (Goals based on adaptive behaviors related to personal care and well-being to decrease dependence on others.)

Transition IEP Goals	Transition Activities/Services	Person/Agency Involved	Date of Completion/ Achieved Outcome
<ul style="list-style-type: none"> <li>• Attainable in ONE school year</li> <li>• MEASURABLE</li> <li>• Address skills needed for self care: feeding self, toileting, dressing self, etc.</li> <li>• Must have a number</li> <li>• Can say “Do # of the activities”</li> </ul>	<p>What are the steps/activities that must be followed/completed to meet the goal?</p> <p>This could be the task analysis for the goal.</p>	<p>The appropriate people should be included for each step of the task analysis. This should include student, parents, case manager, counselor, other teachers, counselors, etc.</p> <p>Make certain the people included in this area are invited to the meeting.</p>	<p>Update on the same schedule as the other IEP goals.</p>

**TRANSFER OF RIGHTS** (Required by age 17): \_\_\_\_\_ was informed on \_\_\_\_\_ of his/her rights, if any, that will transfer at age 18.  
(Name) (Date)

**RIGHTS WERE TRANSFERRED** (Required by age 18): \_\_\_\_\_ was informed on \_\_\_\_\_ of his/her rights.  
(Name) (Date)