Chapter 12 - Transition Services

It is crucial for IEP Teams to begin planning for a child's post-school outcomes while the child is still in school. A statement of the transition service needs of the child under the applicable components of the IEP that focus on the child's course of study (such as participation in drivers' education courses, a vocational education program, and/or general education curriculum), must be included in the IEP by the child's 16th birthday, or earlier if determined appropriate by the IEP Team.

A statement of transition services including courses of study needed to assist the child in reaching post secondary goals must be in the IEP. Appropriate measurable goals should be based on age-appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills (20 USC 1414 d 1 A i VIII).

Transition planning and transition services are based on the individual child's needs, taking into account the student's preferences and interests, and must include (a) instruction; (b) related services; (c) community experiences; (d) the development of employment and other post-school adult living objectives; and, when appropriate, (e) acquisition of daily living skills, and (f) functional vocational evaluation.

The transition statement must also include, when appropriate, a statement of the interagency responsibilities or linkages before the child leaves the school setting. If a participating agency, other than the educational agency, fails to provide agreed upon services contained in the IEP, the District must reconvene the IEP Team to identify alternative strategies to be implemented to meet the transition objectives outlined in the child's IEP.

The IEP for each student, beginning not later than the IEP in effect when the child turns 16 (or younger if determined appropriate by the IEP Team), must include a statement of appropriate measurable post secondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills and the transition services (including, but not limited to, the student's courses of study needed to assist the student in reaching those goals. The statement of transition service needs is the identification of, and planning for, educational courses (required, elective, modified or specially designed courses as well as other educational experiences in the school or the community) that the student will be taking in each grade after turning 16 years old. The concept is to identify not only the required courses that lead toward graduation or completion of a secondary program, but also to think about, plan for, and ensure that all courses and educational experiences will help the student achieve his or her desired post-school goals statement must be updated yearly.

The IEP Team must also consider, at a minimum, the following areas: instruction, related services, community experiences, employment, and post-school adult living objectives. If it is determined appropriate, then the statement must also address daily living skills and the need for a functional vocational evaluation. While the IEP Team may determine that a student does not require services in all transition planning areas, this decision should be made based on the individual needs of the student after carefully considering each planning area. A brief description of each planning area follows:
**Instruction** – use of formal techniques to impart knowledge. Typically provided in schools, but could be provided by other entities in other locations.

**Related Services** – transportation and such developmental, corrective, and other supportive services as are required to assist a student with a disability to benefit from special education.

**Community Experiences** – services provided outside of the school building, in community settings or other agencies.

Employment/Other Post-School Adult Living Objectives – services that lead to a job or career, and important adult activities. Services could be provided by schools or other agencies.

Daily Living Skills (when appropriate) – activities adults do every day. Services could be provided by schools or other agencies.

Functional Vocational Evaluation (*when appropriate*) – assessment that provides information about job or career interest, aptitudes and skills. Assessments could be provided by school or other agencies.

**Definition**

Transition services means a coordinated set of activities for a student with a disability, designed within an outcome-oriented process, that promotes movement from school to post-school activities. Post-school activities include, but are not limited to:

- post-secondary education
- vocational training,
- integrated competitive employment (including supported employment),
- continuing and adult education,
- adult services,
- independent living or community participation.

Transition services should be those that assist the student to reach his or her projected post-school outcomes.

**Law**

(34) TRANSITION SERVICES- The term ‘transition services' means a coordinated set of activities for a child with a disability that—

`(A) is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;

`(B) is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and
'(C) includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation.

'(aa) appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills;

'(bb) the transition services (including courses of study) needed to assist the child in reaching those goals;

Purpose of Transition Planning and Transition Programs and Services

The purpose of transition programs and services is to incrementally prepare students with disabilities to live, learn and work within the community by providing them with career and life skills, knowledge and experiences. Transition planning focuses attention on how the student's educational program can be planned to help the student make a successful transition to his or her goals for life after high school, including:

- providing instruction and courses of study that are meaningful to the student's future and will motivate the student to complete his or her education
- teaching students the skills and knowledge needed in adult life (including career development and occupational skills); and
- providing contacts (linkages) with adult agencies to provide a smooth transition.

Statement of Needed Transition Services

The statements of needed transition services, developed in consideration of the student’s needs, preferences and interests, should specify the particular activity or service and the participating agency (i.e., the school district or another agency) providing the service. The beginning date for the service should be provided if the date of initiation is different than the date of initiation for the IEP.

Instruction

The IEP must identify any instruction and/or specific courses that the student might need to prepare the student for post-school living. Instruction could include specific general and/or special education course instruction, career and technical education, or advanced placement course(s); and/or instruction to learn a particular skill (e.g., instruction in problem solving skills, how to use public transportation, how to use a particular assistive technology device, how to balance a checkbook, etc.).

Related services

The IEP must identify any related services (e.g., rehabilitation counseling services; job coach; school social work; orientation and mobility services) the student may need as a transition
service to support the student in attaining the projected post-school outcomes. (Related services recommended as a transition activity must also be documented under the IEP section "Special Education Program/Services").

**Employment, other post-school adult living objectives**

The IEP must identify what services or activities the student needs to prepare him or her for employment and to assist the student in meeting other post-school adult living objectives (e.g., participation in a work experience program; assistance with completing college or employment applications; practice in interviewing skills; travel training).

**Community experiences**

The IEP must indicate if a student needs to participate in community-based experiences or learn to access community resources (e.g., after school jobs, use of public library, community recreational activities) to achieve his or her projected post-school outcomes.

**Activities of daily living**

If appropriate to the needs of the student, the IEP must indicate the services or activities that will assist the student in activities of daily living skills (e.g., dressing, hygiene, self-care skills, and self-medication).

**Functional vocational assessment**

The IEP must indicate if the student will need a functional vocational assessment as a transition service or activity. A functional vocational assessment is an assessment to determine a student’s strengths, abilities and needs in an actual or simulated work setting or in real work sample experiences.

**Definition of a participating agency**

Participating agency means a State or local agency, other than the public agency responsible for a student’s education, which is financially and legally responsible for providing transition services to the student.

When an agency agrees to provide a service, the IEP must include the service and the implementation date of the service if it is different than the implementation date of the IEP.

**What if the participating agency fails to provide services as planned?**

If a participating agency fails to provide agreed-upon transition services contained in the student’s IEP, the district responsible for the student’s education must, as soon as possible, initiate a meeting to identify alternative strategies to meet the transition objectives, and if necessary, revise the student’s IEP.
The recommended coordinated set of transition activities:

- Are based on individual needs and correspond to careers and real life skills.
- Are based on assessment information including vocational assessment.
- Promote movement from school to post-school employment, education, and community living.
- Focus on the student’s strengths, interests and abilities.
- Assist the student to realize the projected post-school outcomes.
- Address instruction and courses of study beginning at age 14.
- Address instruction, related services, community experiences and preparation for employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation beginning at age 15.
- Reflect involvement and connections with general and career and technical education programs as well as post-school supports and programs.
- Are developed with students and parents as active participants.
- Clearly identify the responsibilities of the school district and other agencies.

Procedures

To meet the requirements in this component, the IEP team focuses attention on how the student’s educational program can be planned to help the student make a successful transition to his or her goals for life after secondary school. It is important that the statement of transition service needs relate directly to the student’s goals beyond secondary education, and show how planned studies are linked to these goals.

For example, a student interested in exploring a career in computer science may have a statement of transition services needs connected to technology course work while another student’s statement of transition services needs could describe why public bus transportation training is important for future independence in the community. Although the focus of transition planning process may shift as the student approaches graduation, the IEP team must discuss specific areas beginning at the age of 14-years and review these areas annually.

Beginning at age 14 or younger, the IEP team, in determining appropriate measurable goals, benchmarks and services for a student, must determine what instruction and educational experiences will assist the student to prepare for needed transition services. The purpose of the transition service needs is to focus on the planning of a student’s courses of study during the secondary experiences.
The student’s courses of study may include:

- elective courses;
- modified instructional opportunities;
- specially selected classes and instruction (such as participation in advanced-placement courses or a vocational education program); and
- any other educational experiences that differ from the course requirements for all other students. These classes and instructional opportunities should be designed to be meaningful to the student’s future and motivate the student to complete his education by:
  - graduation with a regular diploma; or
  - completion of a secondary program; and
  - achievement of the student’s desired post-school goals.

Beginning at age 16, and younger if appropriate, the IEP team must focus on attention on how the child’s educational program can be planned to help the child make a successful transition to his or her goals for life after secondary school. For example, if the student’s transition goal is a job, a transition service could be teaching the student how to get to the job site on public transition. The coordinated set of activities must be based on the individual student’s needs, taking into account the student preferences and interests and includes:

- instruction;
- related services;
- community experiences;
- the development of employment objectives;
- the development of other post-school adult living objectives;
- the acquisition of daily living skills, if appropriate;
- a functional vocational evaluation, if appropriate.

For each specified area, the IEP team must either:

- develop and identify goals to address the identified area; or
- describe a plan for providing services in that area.

Also beginning by age 16, the IEP team should consider what interagency responsibilities or linkages might be needed. Indicate which agencies will:

- provide or pay for services while the student is still in school;
- provide services to the student after leaving school; and
- need to be contacted to determine the eligibility of the student for services before he/she leaves school.

If the participating agency fails to provide the transition services described in the IEP, the public agency will convene the IEP team to identify alternative strategies to meet the transition objectives for the student set out in the IEP.
The IEP must include a statement that the student has been informed of his or her rights under IDEA 04 that will transfer to the child on reaching the age of majority (age 18) beginning at least one year before the child reaches the age of majority.

**Procedures**

To meet the requirement in this component, the IEP team discusses the rights under the Individuals with Disabilities Education Act (IDEA) to be transferred to the student at least one year before he/she reaches the age of majority.

**The IEP team**

- discusses the rights to be transferred
- reviews the records and legal documents, as necessary
- provides notice to the parent(s) and student of the transfer of rights
records the date that the student and parents were informed of the rights transferred
maintains a copy of the notification sent to the student and parent(s)
sends future notices to both the student and the parents.