



IEP: Tips for the Transition Section

The purpose of school for students with and without disabilities is to prepare them for adult life. Students with disabilities may need extra support in order to be as independent as possible, to live and be included in the community, to have friends and relationships, to be healthy, to participate in post-high school education and training, and have the job of their choice. This is simply called **Transition**: the process of moving from high school to the adult world and will be ongoing.



Maryland laws say that the IEP teams must start including an additional section to the IEP about transition planning and transition services, the year the student turns 14.

Transition Process in the IEP

IEP Team identifies present levels of strengths, needs, and interests through assessments, checklists, or interviews

IEP document includes measurable postsecondary goals

Transition Services

Annual IEP Goals

Courses of Study

Other Activities



Important Sections in the IEP for Transition

Present Level of Performance (PLAAPF)	Where the student is functioning at the current time, academically, vocationally, socially, etc.
Post-Secondary Outcomes Including Education, Employment, and Independent Living	What the students wants to accomplish after high school. For example, work as an appointment scheduler in a doctor's office.
Measurable Annual Goals	What does the student need to work on during high school to achieve the stated outcomes.
Transition Services	What services are needed to help reach the goals: instruction, travel training, community experiences, related services, development of employment and daily living skills, etc.
Activities to Support Goals	Activities that support the plan, e.g. self-advocacy instruction, computer skills, writing a resume.
Course of Study	The actual courses the student will take from 9th grade through graduation.
Accommodations and Modifications	Changes need to support how (accommodations) or what (modifications) the student learns.
Coordination of Services and Agency Participation	Statement of the responsibilities of other agencies that may provide for services.

Ideas for Goals, Activities and Services:



Employment

- Develops job interview skills
- Understands job expectations
- Asks for feedback
- Interacts professionally with coworkers and being part of a team
- Works as a regularly scheduled employee, does work-based learning or job shadowing
- How to make decisions/pros & cons
- Apply for vocational rehabilitation (VR) and Pre Employment Transition Services (Pre-ETS)



Postsecondary Education/Training

- Recognize when assistance is needed and obtain it
- Make course selections based on career goals
- Can name accommodations that are helpful
- Knows what Assistive Technology supports are needed
- Practice telling others about your disability so you know how and when to advocate for accommodations
- Review admissions requirements



Independent Living

- Initiates and responds to texts, phone calls, and emails
- Uses alarms and timers
- Establishes hygiene routine
- Identifies resources that can be used to solve a problem
- Prepares a simple meal
- Practices setting personal goals
- Knows medications and purpose
- Safely navigates sidewalks and parking lots
- Develops money literacy skills

