

## Transition Service Plan

Name Low Incidence Disabilities	Projected date of Graduation: Discuss attendance through the 21 <sup>st</sup> year	Date of Initial Transition Program Development: _____ Update: _____
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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—do not rewrite the PLAAFP but focus on areas of strength and areas of need as they pertain to career choices/employment

**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/aging out, \_\_\_\_\_ will \_\_\_\_\_ and receive training in \_\_\_\_\_ (career area/job title)

**Employment – REQUIRED** After graduation/aging out, \_\_\_\_\_ will work as a \_\_\_\_\_ (job title)

**Independent Living (as appropriate)-** This will be an area of need for these students. After graduation/aging out, \_\_\_\_\_ will live \_\_\_\_\_.

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
<p>REQUIRED</p> <ul style="list-style-type: none"> <li>• Do not need to repeat IEP goals. Consider using this area to expand basic academic skills being worked on in the classroom to the community and home</li> <li>• Attainable in ONE school year</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 the student, parents,</p>	<p>Update on the same schedule as the other IEP goals.</p>

<ul style="list-style-type: none"> <li>• MEASURABLE</li> <li>• Must have a number</li> <li>• Can say “Do # of the activities”</li> </ul>		<p>case manager, other teachers, counselor, etc.</p> <p>Make certain the people included in this area are invited to the meeting. If they cannot attend, you must get the information to them.</p>	
<b>Development of Employment</b> (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>• Can address CBVT/volunteer work in this area</li> <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 the student, parents, case manager, other teachers, counselor, etc.</p> <p>Make certain the people included in this area are invited to the meeting. If they cannot attend, you must get the information to them.</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 Goal(s)	Transition Activities/Services	Person/Agency Involved	Date of Completion/ Achieved Outcome
<ul style="list-style-type: none"> <li>• Can address community/social interactions</li> <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 the student, parents, case manager, other teachers, counselor, etc.</p> <p>Make certain the people included in this area are invited to the meeting. If they cannot attend, you must get the information to them.</p>	<p>Update on the same schedule as the other IEP goals.</p>

**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 Goal(s)	Transition Activities/Services	Person/Agency Involved	Date of Completion/ Achieved Outcome
<p>REQUIRED if you have Independent Living Post Secondary Goal</p> <ul style="list-style-type: none"> <li>• Address generalization of functional skills taught in the classroom at home and the community</li> <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 the student, parents, case manager, other teachers, counselor, etc.</p>	<p>Update on the same schedule as the other IEP goals.</p>

		Make certain the people included in this area are invited to the meeting. If they cannot attend, you must get the information to them.	
<b>Related Services</b> (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.)			
<b>Transition IEP Goal(s)</b>	<b>Transition Activities/Services</b>	<b>Person/Agency Involved</b>	<b>Date of Completion/Achieved Outcome</b>
<ul style="list-style-type: none"> <li>• The goals here should look at the need for the student and parents to access community services after leaving. These can include: SSI, Medicaid waiver, and guardianship issues</li> <li>• If the student has a communication device provided by the school system, there should be a goal the last year the student is in the system for the student and parents to begin to work on getting that device –or another—through other means</li> <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 the student, parents, case manager, other teachers, counselor, etc.</p> <p>Make certain the people included in this area are invited to the meeting. If they cannot attend, you must get the information to them.</p>	Update on the same schedule as the other IEP goals.

<b>Daily Living Skills</b> (Goals based on adaptive behaviors related to personal care and well-being to decrease dependence on others.)			
<b>Transition IEP Goal(s)</b>	<b>Transition Activities/Services</b>	<b>Person/Agency Involved</b>	<b>Date of Completion/ Achieved Outcome</b>
<p>REQUIRED if Independent Living Goal</p> <ul style="list-style-type: none"> <li>• Address skills needed to decrease dependence on others, i.e., feeding self, taking medication, etc.</li> <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 the student, parents, case manager, other teachers, counselor, etc.</p> <p>Make certain the people included in this area are invited to the meeting. If they cannot attend, you must get the information to them.</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)