



# Transition Services Within an Individualized Education Plan: Helping Students Move From School to Adult Life

**What is transition?** Transition is the formal process of long range planning that will assist students with disabilities to successfully move from school into the adult world. Transition planning is mandated by the [Individuals With Disabilities Education Act](https://sites.ed.gov/idea) (<https://sites.ed.gov/idea>), also known as IDEA.

**What are transition services?** Transition services are activities that prepare students with disabilities to move from school to post-school life. The activities must be based on the student’s needs, preferences and interests, and include the following areas:

- Instruction
- Related Services
- Community Experiences
- Employment or Post-Secondary Education (college or trade school)
- Daily Living Skills
- Functional Vocational Evaluation

**Community-Based Instruction**

**Community Based Instruction (CBI)** is educational **instruction** in naturally occurring **community** environments providing students “real life experiences”. The goal is to provide a variety of hands on learning opportunities at all age levels to help students acquire the needed skills to live in the world today.

When does transition planning begin?	Who develops the transition services?	What is the transition team’s job?	Encourage students to ...
<p>Planning for transition services <b>should</b> begin at 14 and <b>must</b> be included in the IEP when the student reaches age 16. States don’t require that transition be discussed in the IEP meeting until 14, 15 or 16, but it is permissible and encouraged that transition services be discussed at any age.</p> <p><b>*The school district is responsible for providing transition services and there is no provision for a waiver of this requirement.</b></p> <p><b>New Jersey Parental Rights in Special Education (PRISE):</b> <a href="http://bit.ly/njprise">bit.ly/njprise</a></p> <p><b>**Type all links exactly as seen including any capital and lowercase letters, and numbers.</b></p>	<p>Parents and students are key players in the transition planning process. Both parties can share plans and ideas they have discussed concerning the student’s future.</p> <p>The team should include:</p> <ul style="list-style-type: none"> <li>• Student</li> <li>• Parents and other family members</li> <li>• Legal guardian</li> <li>• Teachers</li> <li>• Guidance counselor</li> <li>• Transition coordinator</li> <li>• Vocational counselor</li> <li>• Job coach and/or Employer</li> <li>• Adult service representative (DDD, DVRS)</li> <li>• Anyone who knows the student well</li> </ul> <p>Read: Person-Centered Planning <a href="http://bit.ly/personcenteredplanning">bit.ly/personcenteredplanning</a></p>	<p>The transition plan must be individualized and be based on the student’s strengths, preferences and interests. The plan should include opportunities to develop functional skills for work and community life.</p> <p>The team must:</p> <ul style="list-style-type: none"> <li>• Identify the student’s vision for his/her life.</li> <li>• Discuss what the student’s strengths and weaknesses are.</li> <li>• Identify age-appropriate, measurable goals.</li> <li>• Establish services designed to build on strengths.</li> <li>• Identify needed Accommodations.</li> <li>• Define each transition activity in the IEP and who is responsible for the activity</li> <li>• Schedule when each activity will begin and end.</li> </ul>	<ul style="list-style-type: none"> <li>• Speak openly about his/her learning needs</li> <li>• <u>Explain what services</u> he/she should be receiving, and what those services are meant to provide.</li> <li>• <u>Slowly integrate themselves</u> into IEP meetings (e.g. 10 minutes for the first meeting, then increase from there).</li> <li>• <u>Choose a section of the IEP</u> and prepare something to add, such as interests, strengths, and preferences.</li> <li>• <u>Include extracurricular interests</u> in the IEP.</li> <li>• <u>Ask for their support.</u></li> <li>• <u>Think about his/her transition goals</u> and how s/he is going to work on them.</li> <li>• <u>Set his/her own academic and postsecondary goals.</u></li> <li>• Remember it is a process. Student participation takes time and requires ongoing conversations about your student's disability and needs.</li> </ul> <p><b>*One of the most important skills needed by students who have intellectual and developmental disabilities is <b>Self-Advocacy</b>. Students need to be responsible for communicating their needs and desires in a straightforward manner to the transition team.</b></p>