



Indicator 13: Transition Services

What are transition services for transition plans?

- A coordinated set of activities that focuses on academic and functional achievement to facilitate movement from school to post-school life.
- Transition services should be aligned with and assist the student in achieving his/her Measurable Post-Secondary Goal (MPSG).
- Areas to be considered for activities include:
 - Instruction
 - Community experiences
 - Employment
 - Other post-school adult living objectives
 - Acquisition of daily living skills (if appropriate)
 - Functional vocational evaluation (if appropriate)
- Activities/action steps should identify what needs to occur, designate the responsibilities of each party (student, family, school, other agencies and post-school programs, services and supports), include timelines (covering the current IEP year), and reflect the coordination and efforts of all parties.
- Activities should be unique to the student and not include what every graduating senior receives.

How does the IEP team determine appropriate activities?

- Consider the following questions:
 - What experience must the student participate in this academic year that are necessary for achieving the identified MPSGs?
 - What services and specific instruction are essential this year for the student to develop skills and knowledge to attain the MPSGs?
 - Do we know enough about the student's vocational skills to identify an appropriate post-school employment goal or design activities to support the identified goal?
- Think of activities in terms of Least Restrictive Environment (LRE) to promote learning and generalization of skills to the most realistic environment:
 - Outside of school/Community
 - Employment setting
 - In the Classroom
- Consider when the activities can take place:
 - Before/After school
 - Weekends
 - Summer
 - During the school day