Transition Planning Across the IEP

Connected Transition Plan in the IEP

Transition Assessments

To provide information related to each postsecondary goal, including:

- Skills
- Strengths
- Interests
- Needs Values
- Preferred environments
- Preferred activities
 Future goals



Present Levels of Performance

Transition Section:

For each postsecondary goal area, identify:

- Results of transition assessment
- Results from completed coordinated activities
- Supporting strengths, preferences, interests
- Needs (skills, behaviors, experiences)
- Student input (aka "student voice")
- Input from parents
- Input from school staff including special education and general education teachers (especially career and technical education when applicable)
- Information related to postsecondary linkage
- · Input from participating agencies

Measurable Postsecondary Goals (MPSG)

Written in measurable terms

Transition Needs (to be addressed this year for each MPSG)

- · Skills student needs to learn
 - Including self-determination/self-advocacy skills
- Instruction the student will need
- Experiences the student should have
- Supports/linkages the student will need

Course of Study

• Identify courses/programs student needs to participate in this year or in the future to support MPSGs

Annual Goals and Coordinated Activities

Identify skill development and transition activities to be provided this year to meet transition needs

