

FAMILY TRANSITION PLANNING FOLDER

Suggested Directions: We suggest you start by reading page one and make notes as you start planning for your child's high school program and transition from high school. On page two, you will make suggestions concerning various aspects your child's high school program and page three will offer suggestions on how best to complete this page. You can print out the folder or chart page at any time, save any changes on your computer, and revise as necessary. We also suggest that you share your thoughts, concerns and ideas with your child's teachers.

Source: The OH State Transition Improvement Grant initially developed this idea as a folder.

IEP Transition Planning Process Folder

This Transition Planning Process Folder is for families to use in developing a plan that will help their child get through high school and into the first years of adulthood. The planning process will span many years and formal planning within the IEP begins when your child turns 16 (or 14 in some states). The plan can be revised as often as necessary.

The planning process will likely be less specific at first, as the child explores various options and opportunities for their future. But by the time they near graduation, the process and resulting plans become more detailed as they clarify their goals.

Transition planning requires a team approach with your child being actively involved throughout the process. The planning at various times also may include representatives from other agencies.

1. Describe your son/daughter's future life

Key questions (After high school)

- What will they do for financial support or work?
- Where will they live?
- What will they do for leisure and recreation?
- What will they do to continue to learn?
- What is the target date for their graduation?

2. Gather information

Key questions

- What is an [age appropriate transition assessment](#)?
- What are their skills and strengths?
- What are their interests?
- What are their preferences?
- What level of independence do they want for the future?
- How does the current skill level compare with that needed to attain their future goals?
- What [courses of study](#) will be helpful?

3. Identify measurable post-secondary goals

Key questions

- Based on information from steps 1 and 2, what kind of work or career do they aspire to?
- How will they continue learning?
- How/in what circumstances will they live?
- How well do these choices match with skills and interests?
- Do the [measurable post-secondary goals](#) describe outcomes that will be achieved after high school?
- Are the goals measurable in that they can be "counted" in the future as to whether they achieved the goal?

4. Develop a comprehensive plan

Key Questions

- What experiences and skills will be needed for them to achieve the measurable post-school goals, what do they need to do this year? (Backwards Planning)
- What measurable annual goals need to be included in the IEP to support their attaining of the postsecondary goals?

- What services/supports/activities/accommodations need to be included in the IEP?
- Does this plan provide opportunities to develop the necessary level of independence and self-sufficiency they will need for the future?

5. Implement the plan

Key Questions

- Who will see that the plan is implemented?
- Who will follow-through with community agencies or other school personnel who are not a member of the IEP team?
- Who will make arrangements for transition services or community based activities?
- What data or information will be collected to determine the effectiveness of the plan?
- When will the team analyze progress data and evaluate the plan?

6. Evaluate the plan

Key Questions

- Does the information indicate that the plan is being achieved?
- Is the plan being implemented as intended?
- Does the plan need any revisions?

Backwards Planning Chart (directions on back panel)

Student's Name _____ Target for Graduation _____ Planning Team Members _____

| Measurable Post-School Goal – Employment | | Measurable Post-School Goal – Education/Training | | | Measurable Post-School Goal – Independent Living | |
|---|-------------------|--|-------------------|-------------------|--|-----------------------|
| Transition Area | School Year _____ | School Year _____ | School Year _____ | School Year _____ | School Year _____ | Graduation Year _____ |
| Instruction* <ul style="list-style-type: none"> • Academic/study skills related to post school goals • Social skills, self determination • Occupation specific skills | | | | | | |
| Community Experiences* <ul style="list-style-type: none"> • Apply skills learned • Explore new environments • Paid work, service, or volunteer • Consumer experiences | | | | | | |
| Employment Objectives* <ul style="list-style-type: none"> • Career exploration • Person-centered planning • Career-technical education • Career portfolio planning | | | | | | |
| Adult Living Objectives* <ul style="list-style-type: none"> • Self-sufficiency, independence • Housing and transportation • Budgeting, banking, financial • Health, medical needs | | | | | | |
| Linkages with Adult Services* <ul style="list-style-type: none"> • Agencies for ongoing supports • Vocational Rehabilitation, college disability services or contacts • Agency services | | | | | | |
| Related Services* <ul style="list-style-type: none"> • Behavior or sensory supports • Communication mode or skills • Travel, mobility, stamina • Assistive technology | | | | | | |
| Course(s) of Study* <ul style="list-style-type: none"> • Classes to provide skills • Classes to prepare for career-tech education or college • Career specific classes | | | | | | |

*Bulleted items are suggestions; Areas for services, activities and instruction are endless and determined by the needs of the student related to achieving their postsecondary goals.

Backwards Planning: Developing a Multi-Year Transition Plan

Planning for the transition from school to adult life can be managed by designing a multi-year plan. This folder can be used for planning a student's transition across several years. Results from the age appropriate transition assessment process, the student's IEP, periodic progress reports, state and district wide tests, classroom work samples and other documents should be kept with the planning chart (next page).

Using Backwards Planning

• **Student's Name** _____

• **Target Year for Graduation.** First, the team needs to decide when the student will be graduated. The team, especially the student and their family, needs to make an informed decision about options for completing graduation requirements and developing the necessary skill to achieve their post secondary goals. The graduation year is the anchor for the plan giving the team a way to determine priorities for the student's high school program. Write in the school years. Begin with the current year in the left column through the school year the student plans to graduate.

• **Planning Team Members.** List the names of the members of the student's planning team. This team includes the student, family and IEP team members. It may also include representatives of career/tech education, adult services, Vocational Rehabilitation, and college disability services.

• **Measurable Post-Secondary Goals.** Use information and data from the student's current IEP, transition assessment results, and present levels of academic achievement or functional performance as the basis for a team discussion. This discussion may take place outside of an IEP meeting and should result in developing the student's measurable post-secondary goals for Employment and Education/Training. The student may also have an Independent Living goal. For students who are age 16, these goals must be documented on the IEP.

• **Backwards Planning.** The team should begin by reviewing the student's post-secondary goals and come to an understanding about the student's plans. The team should discuss what the student will need to know and be able to do and what types of supports and linkages with adult agencies need to be in place when the student graduates.

• **Graduation Year Services Supports & Activities.** The left column (Transition Area) lists categories of services, supports and activities that may help student make a successful transition to adult life. Based on the discussion above, the team should list in the column labeled "Graduation Year" services, supports, activities that need to be in place then. Describe the Team's thinking about what will be in place for the student at that time. Consider skills and needs for each of the student's post-secondary goals. Projecting into the future between now and when the student plans to graduate, think about what skills and level of proficiency the student will need to fulfill the next step into post-secondary environments. The plans, strategies, supports, activities/linkages should be as comprehensive across each of the Transition Areas as necessary for the student to be prepared.

• **Transition Areas** The bulleted list of ideas under each Transition Area category is not exhaustive. Use these items as idea starters to consider what services and supports the student will need. Consider services, supports or activities for each Transition Area. A student may not need support in each category.

• **The Year Before.** Work backwards to determine the preceding levels of skill or preparatory activities for each intervening year. The plan will evolve over time, and periodically change, with some rows and columns in the chart being more complete than others.