

IDEA Secondary Transition Services = Transition Planning

The term “transition services” means a **coordinated set of activities** for a child with a disability that is designed to be within a **results-oriented process** that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s **movement from school to post-school activities**:

- ✓ Including post-secondary education, vocational education, integrated employment (including supported employment); continuing and adult education, adult services, independent living, and/or community participation;
- ✓ Is based on the individual child’s needs, taking into account the child’s strengths, preferences, and interests; and
- ✓ Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.
- ✓ To the extent appropriate, with the consent of the parents or an adult student who has reached the age of majority, the public agency must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services.
- ✓ Transition services begin no later than the first IEP to be in effect when the child turns 16, or younger if determined by the IEP Team, and are updated annually. The IEP must include measurable post-secondary goals based upon age appropriate assessments related to training, education, employment, and where appropriate, independent living skills and the transition services (including the course of study) needed to help the child in reaching those goals.

Eight Components of a Transition IEP

