Transition Services 

 Law & Guidelines

**IDEA Regulations** 4 CFR 300.320, 4 CFR 300.43

1. Transition services.

Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include—

* 1. Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and
  2. The transition services (including courses of study) needed to assist the child in reaching those goals.

1. Transition services means a coordinated set of activities for a child with a disability that—
   1. 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 postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;
   2. Is based on the individual child’s needs, taking into account the child’s strengths, preferences, and interests; and includes—
      1. Instruction;
      2. Related services;
      3. Community experiences;
      4. The development of employment and other post-school adult living objectives; and
      5. If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

*The full law can be accessed here* [*https://ecfr.io/Title-34/cfr300\_main*](https://ecfr.io/Title-34/cfr300_main)

The coordinated set of **transition services delineates the activities** to assist the student in achieving their post-secondary goals.



Checklists & Tips

# Evidence-Based Best practices tell us:

* At least one transition service should be listed that corresponds or connects to each annual goal; and
* Transition services include documented academic and functional activities, supports and services.

**Examples of Behavior that Could Fit Post-Secondary Goals**

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| Transition Services | **EDUCATION OR**  **TRAINING** | **EMPLOYMENT** | **INDEPENDENT LIVING** |
| ***Instruction:***  *Academic and functional instruction that will be provided to the student to build the skills necessary to reach their post- secondary goals.* | Self-advocacy skills | Work related skills (i.e. punctuality) | Self-care skills |
| ***Related Services:***  *Services needed for students to access integrated work, education and living environments. They may include occupational and physical therapy, speech therapy, rehabilitative counseling services, and other professional supports.* | Speech/language | VR referral Occupational therapy | Meeting with SSI representative |
| ***Community Experience:***  *A variety of activities and experiences that are provided outside the school building. These might include community resources utilized as part of the student’s school program, whether during school hours or after school hours, to achieve the stated outcome(s) of community integration.* | Visit community college including a visit to the disability services office | Job shadow | Visits to agencies (i.e. Independent Living Center) |
| ***Development of Employment & Other Living Objectives:*** *Development of work-related behaviors,*  *job seeking, career exploration and actual employment (i.e., career planning, job shadowing, job training)* | Computer skills Apply for financial aid | Part time employment related to student’s goals | Visits to recreational agencies/facilities Community-based vocational training |
| ***Acquisition of daily Living Skills:***  *The skills involved in caring for oneself on a daily basis (i.e., dressing, hygiene, household chores, shopping, and managing finances) and an important component of independent living.* | Using accommodations | Using accommodations Asking for help Learning routines | Personal banking Instruction Utilizing technology support (phone reminders to take meds) |
| ***Functional Vocational Assessment:***  *An additional assessment process if the regular vocational assessment has not provided enough information to make a vocational program decision. Additional assessment activities (i.e., situational assessments, community-based assessments, assistive technology evaluations) can be performed to get more information about the student’s needs, preferences, and interests* | College entrance exams | Work assessments | Functional skills inventory |