



New York State Education Department  
Office of Special Education  
**Educational Partnership**





# Overview of Transition in the Individualized Education Program (IEP) Series

## Condensed Overview

Produced by the Technical Assistance Partnership for Transition at Cornell University.

# Disclaimer

The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute NYSED endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.



# Transition in the IEP



# SPP Indicators Specific to Secondary Transition

Indicators are measures of compliance and effectiveness of a state's implementation of the Individuals with Disabilities Education Act (IDEA).

| Indicator    | Measurement                         |
|--------------|-------------------------------------|
| Indicator 1  | Graduation Rates                    |
| Indicator 2  | Dropout                             |
| Indicator 13 | Secondary Transition with IEP Goals |
| Indicator 14 | Post-School Outcomes                |

# When Does Transition Planning Start?

NY State regulations require transition planning be in a student's IEP beginning not later than the first IEP to be in effect when the student is **age 15**.

Transition planning can start at an earlier age if determined appropriate.

NY State regulations require students **age 12**, and those referred to special education for the first time who are age 12 and over, to receive an assessment to determine vocational skills, aptitudes, and interests.

Students are at the center of transition planning.

# Transition Planning Process

- Identify strengths, preferences, interests, and needs.
- Develop measurable postsecondary goals based on age-appropriate assessments.
- How will we (teachers, related service providers, school counselors, etc.) support the student to achieve their goals?
- Transition planning is an ongoing process.



# Where Does It Go?

## Transition Planning

1. Strengths, Interests, and Preferences
2. Future Goals (Post-High School)
3. Transition needs (what is needed to achieve Measurable Postsecondary Goals?)
4. Address student's needs (what can the district do to help the student achieve Measurable Postsecondary Goals?)
5. Reference Transition Assessments

## IEP Location

1. Present Levels of Performance
2. Measurable Postsecondary Goals
3. Present Levels of Performance and Transition Needs
4. Annual Goals and Coordinated Set of Activities
5. In Evaluative Results, and areas of Present Levels of Performance



# Age- Appropriate Transition Assessment



# Age-Appropriate Transition Assessments

## Why use them?

Transition Assessment:

“The **ongoing process** of collecting data on the student’s **needs, preferences, and interests** as they relate to the demands of current and future working, educational, living, personal, and social environments.”

# Transition Assessments

- Individualized to each student
- Identify student preference, interest, needs, and strengths
- Use results to form Measurable Postsecondary Goals
- Plan for parent/family input or interviews
- Share results with student and family
- Information gathered from transition assessments should be used to assist individuals with disabilities in making informed choices

# Interest Assessments

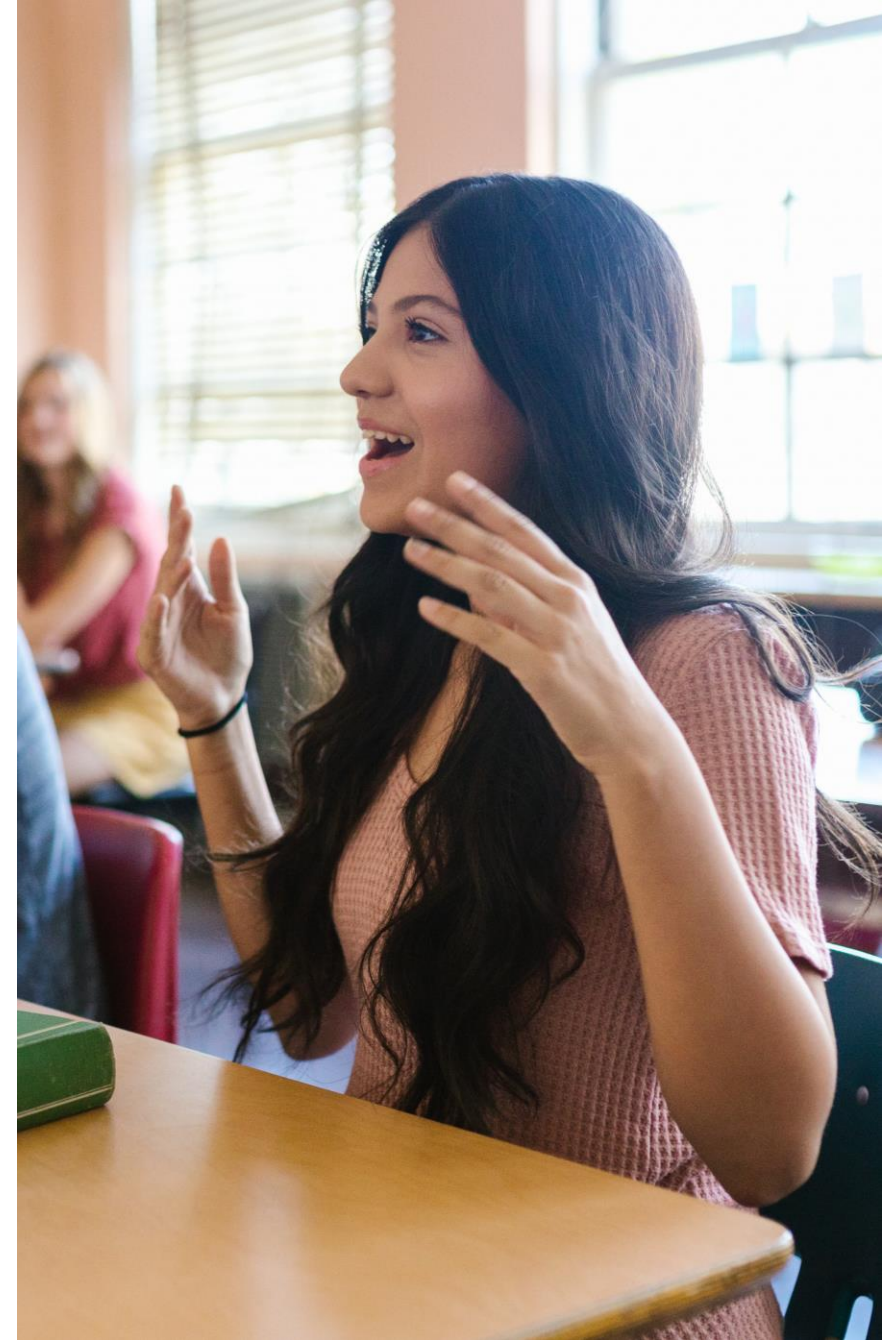
Individuals can use the results to learn about themselves.



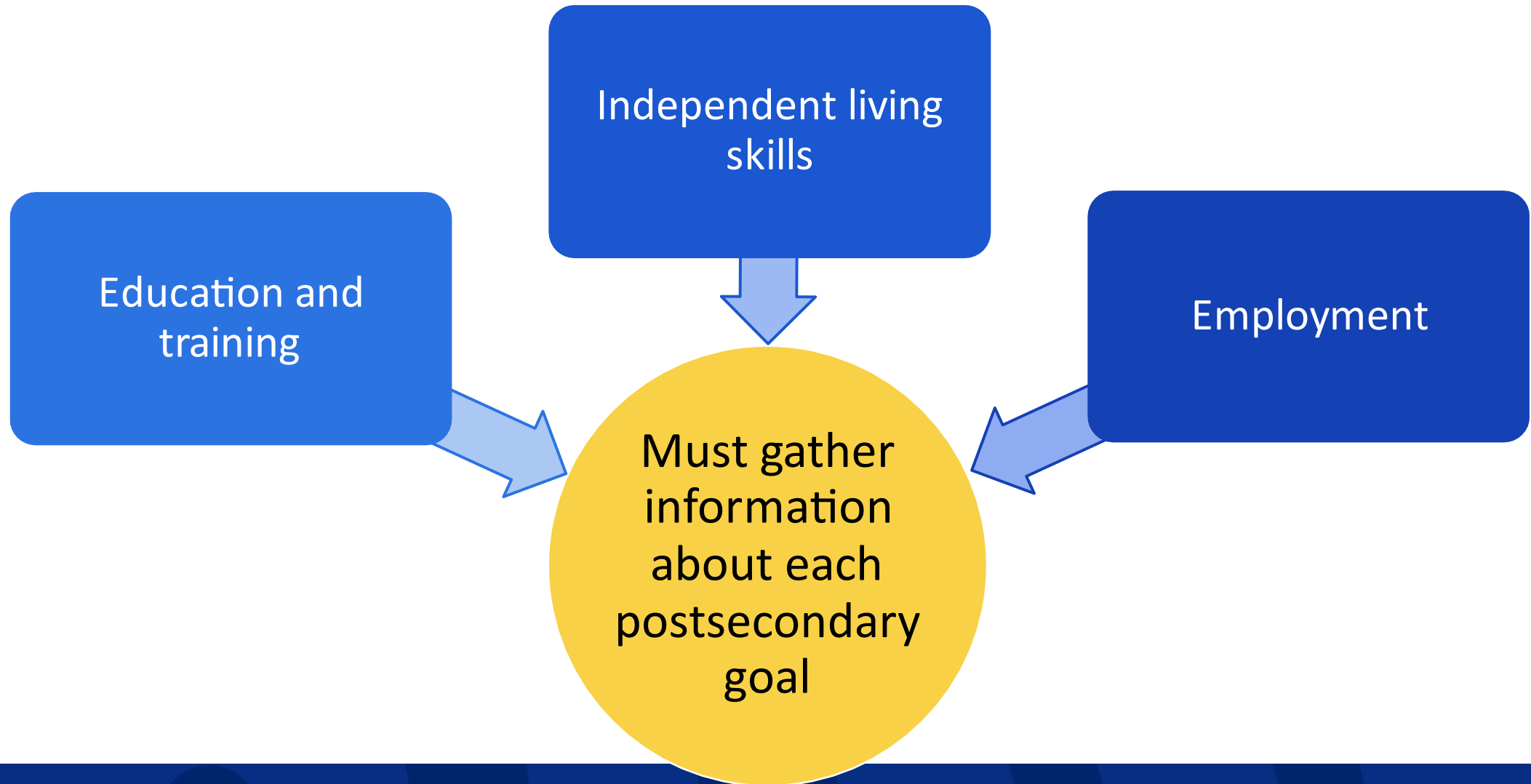


# Student Involvement: Student-Driven

- Self-determination assessments
- Share outcomes of their transition assessments
- Students demonstrate self-advocacy skills in IEP: sharing their strengths, preferences, interests, and needs



# Transition Assessment Areas





# Where Do We Record the Results of Transition Assessments?

- Where is this information going to be used?
- Who needs to see it?
- Where would it be most accessible for the student and their team?

# Transition Assessment Results in the IEP

| Transition Assessment Results                                      | IEP Location  |
|--|---|
| Name of the Transition Assessment and date of completion           | Evaluation results section  |
| Transition Assessment Results                                      | Present Levels of Performance   |
| Any needs or areas of support identified in the assessment results | <ul style="list-style-type: none"><li>• Transition needs section</li><li>• Present Levels of Performance areas</li><li>• Annual Goals</li></ul> |



# Present Levels of Performance



# Sample Transition Assessment

## Present Levels of Performance: Evaluation Results



### Transition Assessment:

- On 10.31.XX, Johnny completed the paper version of the Career Clusters assessment. His identified area of interest was Arts, Audio/Video, Technology, and Communications.
- Oct 20XX—Sean and his mother completed the AIR Self-Determination Scale. Results indicate Sean needs to improve his self-advocacy skills.

# Present Levels of Performance: Sample Transition Assessment Results (1 of 3)

After completing a (transition assessment name) on (month, date, year), Student Name indicated an interest in (identify career) and (identify career).

(Transition assessment name) identified (student name)'s strengths include (list topic/skill), (list topic/skill), and (list topic/skill). His weaknesses are in (identify skills).

His favorite classes are \_\_\_\_\_ and \_\_\_\_\_ because the teacher uses (identify strategy) to teach, and he is able to draw upon his strength in

# Present Levels of Performance: Sample Transition Assessment Results (2 of 3)

Results of the Ansell-Casey Life Skills Inventory completed on (month, date, year), indicate Student Name has good communication skills and continues to develop good social relationships with peers and adults.

**She needs to improve in the areas of Daily Living Skills, as well as Managing Resources (organization/planning) and Money Management.**



# Present Levels of Performance: Sample Transition Assessment Results (3 of 3)

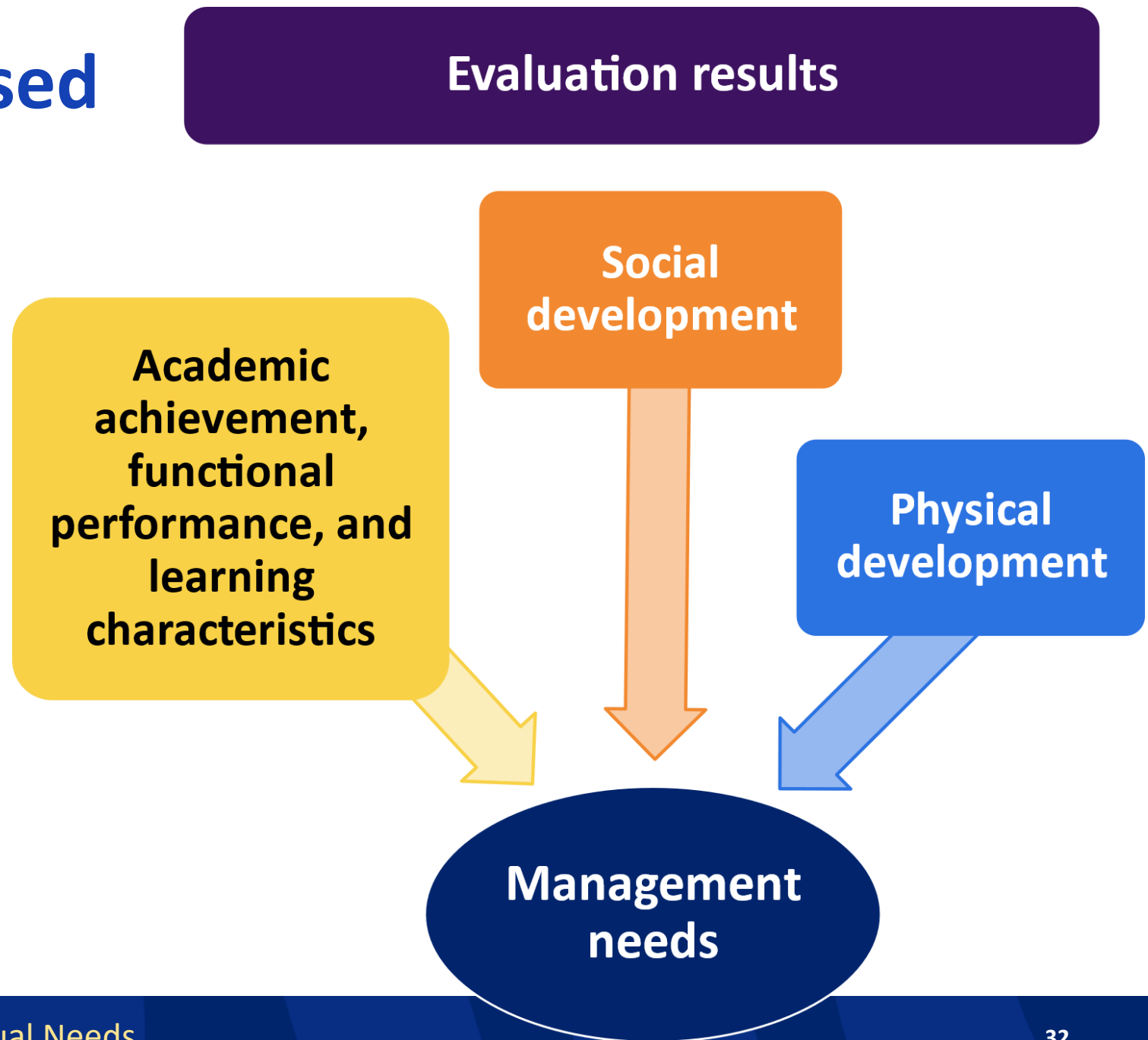
According to results of the Career Cluster Interest Survey completed on (month, date, year), Student Name identified Manufacturing, Marketing, and Transportation Distribution as his top three Career Clusters of interest.

**This corresponds to results from the CareerZone interest inventory taken in (month, year), which indicated careers such as Industrial Truck and Tractor Operator, Dispatcher, and Transportation Vehicle Systems Inspector.**

# Four Areas Addressed in Documenting Present Level of Performance and Individual Needs

Including:

- Strengths
- Preferences
- Interests
- Needs
- Concerns of the parent



# Student's Present Level of Performance



Under the student's present levels of performance, the IEP includes a statement of the student's needs, considering the student's strengths, preferences, and interests **as they relate to transition from school to post-school activities.**

# Student's Strengths, Preferences, and Interests

**What information is gathered?**

- Look to your age-appropriate transition assessments

**What is the quality of the information?**

- Gather a full picture of the student

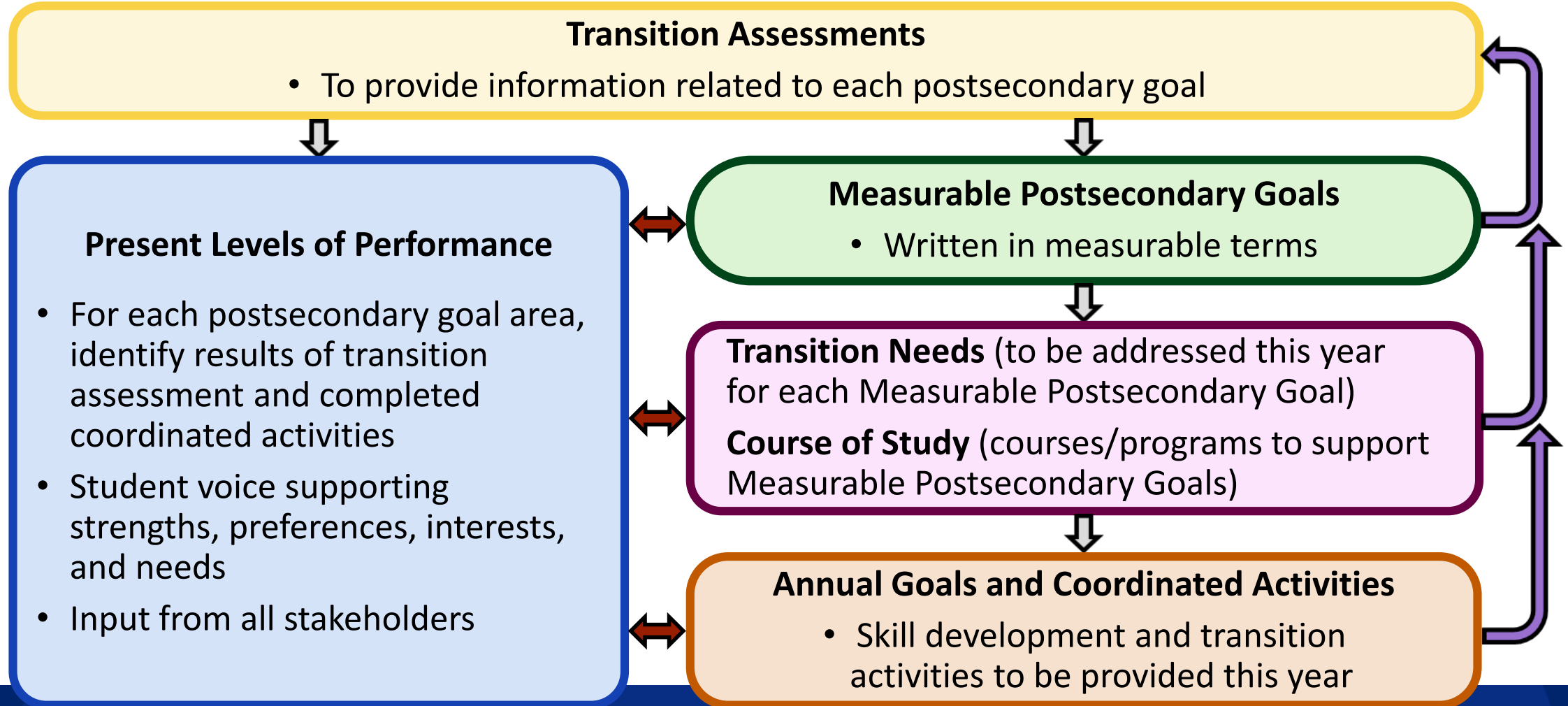
**Does it support what the student identified as their postsecondary goals?**

- Strengths, preferences, and interests relate to measurable postsecondary goal areas



# Transition Planning Across the IEP

## Connected Transition Plan in the IEP



# Measurable Postsecondary Goals



# Measurable Postsecondary Goals Defined

IDEA is very clear that the transition plan must facilitate movement toward the measurable postsecondary goals.

Postsecondary goals refer to goals that the student hopes to achieve *after* graduating or exiting school.

Must be *measurable* and *observable*.

# Future Goals—Post-High School Measurable Postsecondary Goals



The IEP includes appropriate measurable postsecondary goals *based upon age-appropriate transition assessments* relating to training, education, employment and, where appropriate, independent living skills.

§200.4(d)(2)(ix)(a)(2)

*Transition assessments are required to develop these goals.*

These areas are aligned to strengths, interests, and preferences (Present Levels of Performance).

# Postsecondary Goals

Based on transition assessments relating to:

- Education/training
- Employment
- Independent living





# Transition Assessments Lead to Measurable Postsecondary Goals

## Assessment Area Questions

- What do you want to study?
- What do you want to do when you grow up?
- Where do you want to live?

## Measurable Postsecondary Goals

- Education and/or Training
- Employment
- Independent Living

# Formula for Writing a Measurable Postsecondary Goal

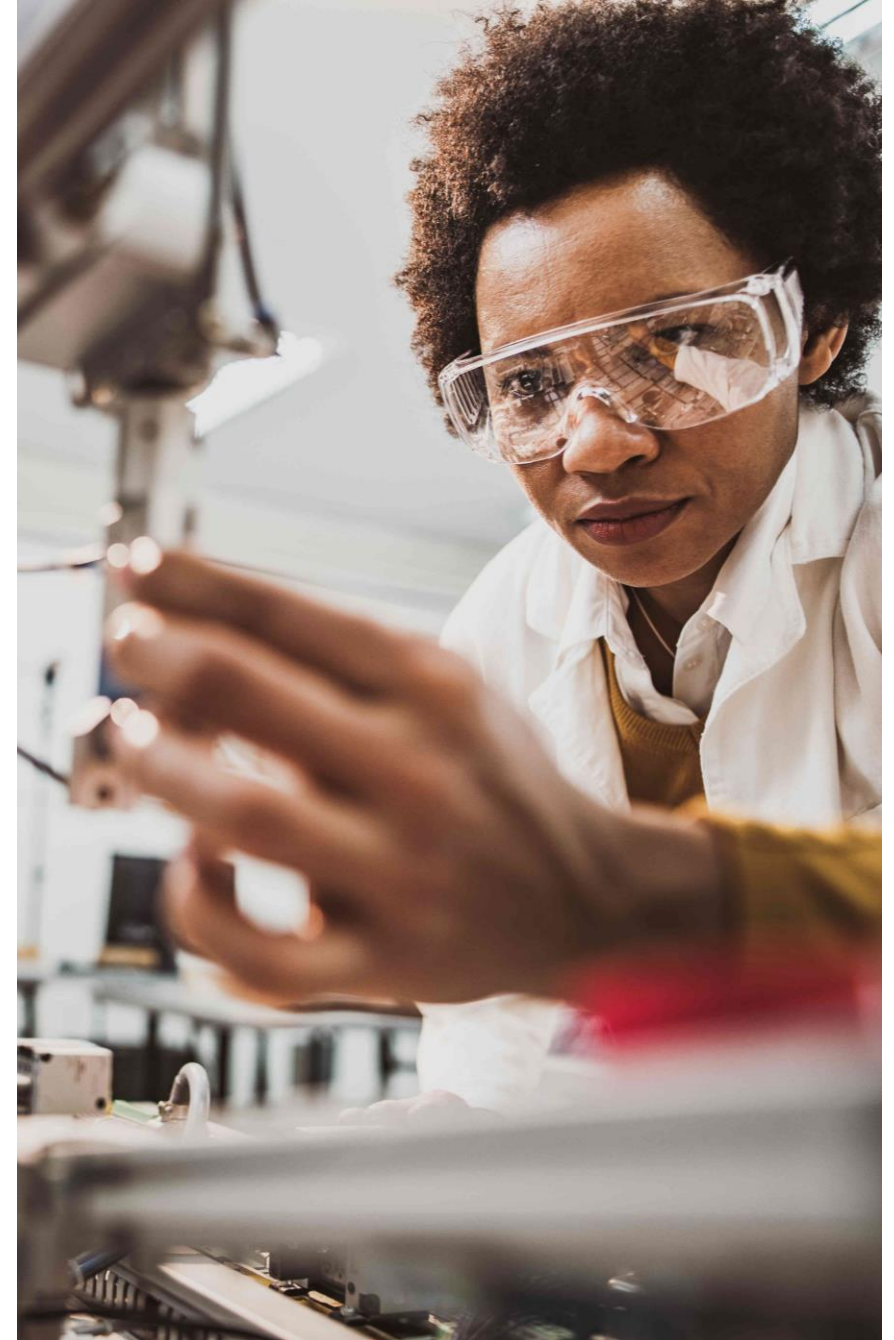


\_\_\_\_\_ will \_\_\_\_\_  
(After high school) (the student) (behavior) (where and how)  
(After graduation)  
(Upon completion of high school)



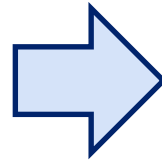
# Measurable Postsecondary Goal: Education and/or Training

- 2- or 4-year college
- Vocational and technical education, certification Programs
- Continuing and adult education
- On-the-job training



# Measurable Postsecondary Goal: Education and/or Training (continued)

- What do you want to do when you finish high school?
- If you go to college, what do you want to study?
- What do you want to learn more about?
- What skills do you want to improve or develop?



- After high school, Lisa will attend a two-year college to take courses in animal care.
- After graduation, Alonso will complete a training course as a Certified Nursing Assistant.
- After high school, Jack will participate in on-the-job training as a painter and decorator.

# Measurable Postsecondary Goal: Employment

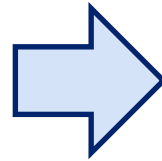
- Competitive integrated employment
- Supported employment
- Volunteer work in the community





# Measurable Postsecondary Goal: Employment (continued)

- Where would you like to work after you finish high school?
- What kind of work do you want to do?
- What skills and strengths do you have to work at this type of job?
- What type of support will you need to be successful?
- What do you want to learn more about when working?



- After high school, Lisa will work as a dog groomer as she pursues courses in veterinary science.
- After graduation, Jose will become employed as an apprentice carpenter.
- After high school, Ashanti will work for at least one year as a trainee veterinary technician in order to gain relevant employment experience.

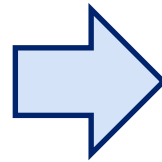
# Measurable Postsecondary Goal: Independent Living Skills (Where Appropriate)

- Transportation
- Community involvement
- Interpersonal skills
- Money management, budgeting
- Daily living
- Recreation/leisure



# Measurable Postsecondary Goal: Independent Living

- Where do you plan on living?
- What skills will you need when you live independently?
- What community services will you need when you finish high school?
- What type of supports will you need to live independently?
- In what recreation or leisure activities will you participate?



- After graduation, Lisa will obtain her driver's license. She will live in an apartment assisted by friends and family.
- After high school, Ashanti will live in a group home in her community.
- After graduation, Jose will use the transportation system to travel from home to work, and in his community.

# What Do Students Need to Develop Their Measurable Postsecondary Goals?



Transition assessments to identify their strengths, preferences, and interests, as well as transition needs.



Self-determination skills to identify their adult outcomes and plans beyond graduation and/or aging-out of school.



Self-advocacy skills to navigate and access community and adult services to achieve their postsecondary goals.

# Course of Study/ Transition Needs







# Now That we Know the Student's Measurable Postsecondary Goals...

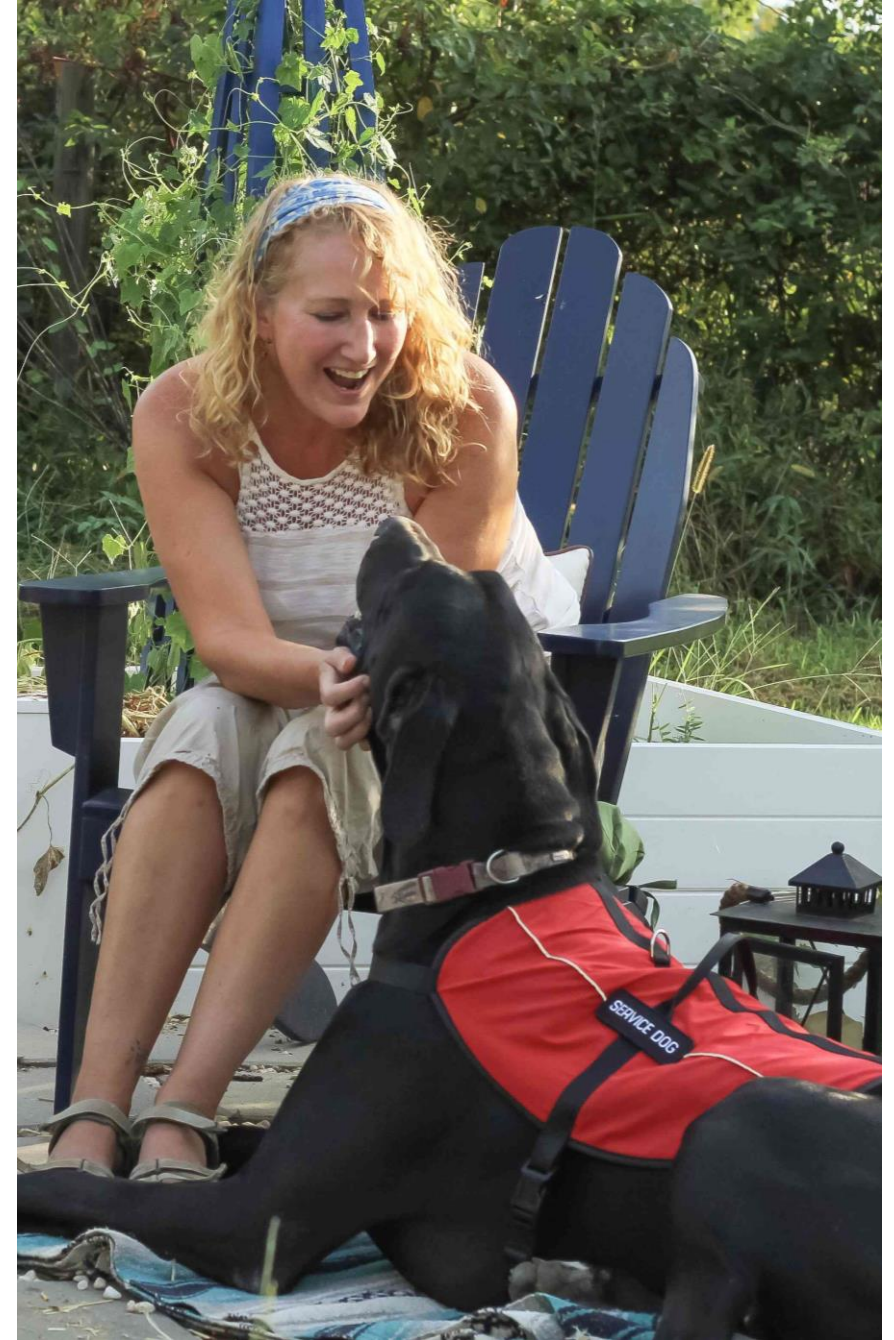


In addition, the IEPs of students who are transition age must include a statement of the transition service needs of the student that focuses on the student's courses of study, considering the student's strengths, preferences, and interests as they relate to transition from school to post-school activities.

# Course of Study: Example

Lisa will complete the required curriculum and coursework to earn a high school diploma.

Lisa will participate in a function-based curriculum to earn a Skills and Achievement Commencement Credential (SACC).





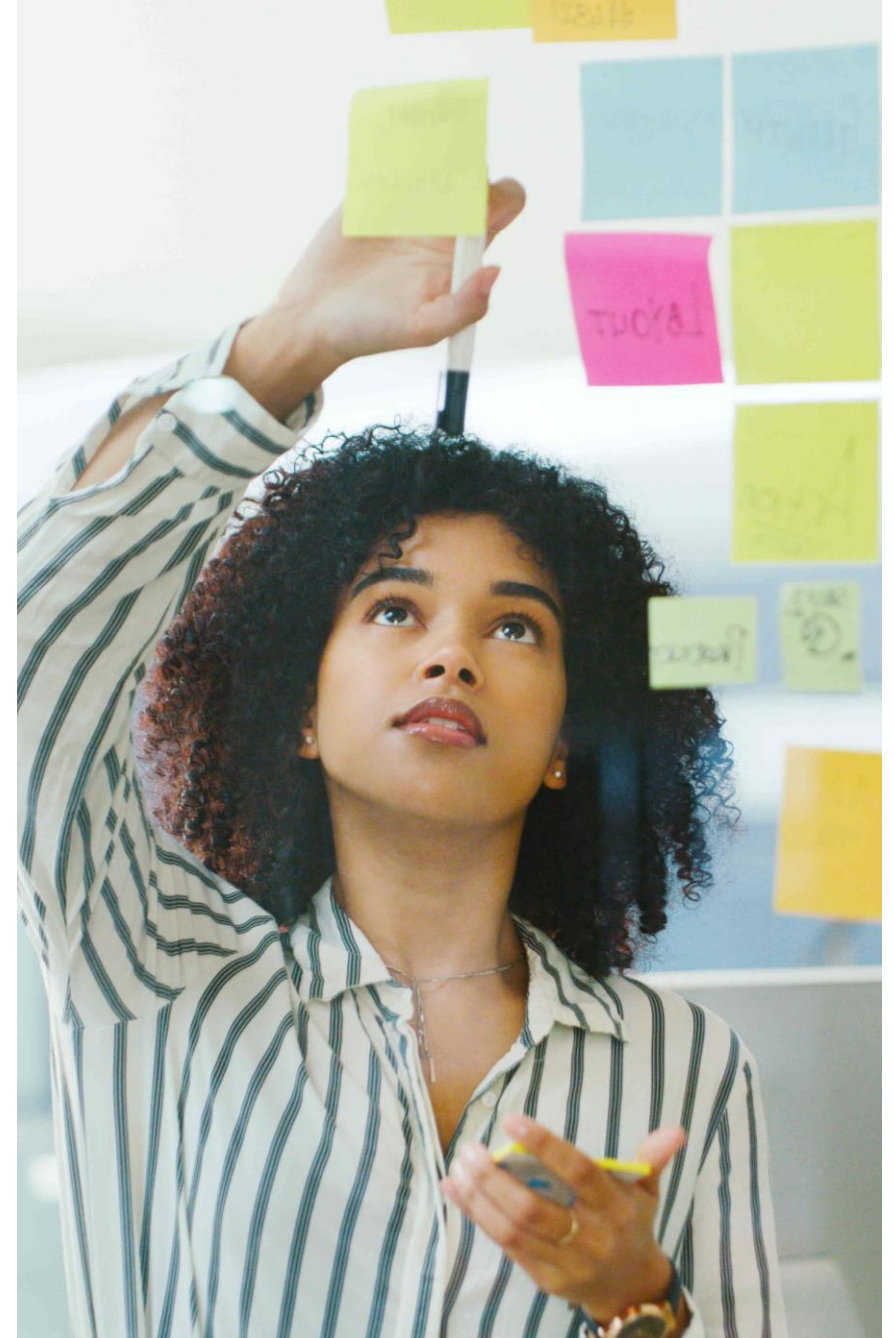
# Transition Needs: Example

*What **SKILLS** does the student need to develop to meet MPSGs?*

*(Think executive functioning skills)*

**Lisa needs to:**

- Develop self-advocacy, time management, computer, and independent travel skills
- Learn appropriate work skills such as communicating with supervisor and co-workers
- Develop community leisure skills



# Annual Goals







# Measurable Annual Goals



The IEP must list measurable annual goals, including academic functional goals, consistent with the student's needs and abilities. §200.4(d)(2)(iii)(a)

Does the IEP contain annual goals related to the student's transition services/needs?

# Writing an Annual Goal that Supports Postsecondary Goals

| MEASURABLE ANNUAL GOALS   |   |  |   |
|---|---|--|---|
| THE FOLLOWING GOALS ARE RECOMMENDED TO ENABLE THE STUDENT TO BE INVOLVED IN AND PROGRESS IN THE GENERAL EDUCATION CURRICULUM, ADDRESS OTHER EDUCATIONAL NEEDS THAT RESULT FROM THE STUDENT'S DISABILITY, AND PREPARE THE STUDENT TO MEET HIS/HER POSTSECONDARY GOALS. |   |  |   |
| ANNUAL GOALS<br>WHAT THE STUDENT WILL BE EXPECTED TO ACHIEVE BY THE<br>END OF THE YEAR IN WHICH THE IEP IS IN EFFECT  | CRITERIA<br>MEASURE TO DETERMINE IF<br>GOAL HAS BEEN ACHIEVED | METHOD<br>HOW PROGRESS WILL BE<br>MEASURED | SCHEDULE<br>WHEN PROGRESS WILL<br>BE MEASURED |
|   |   |  |   |
|   |   |  |   |
|   |   |  |   |
|   |   |  |   |
|   |   |  |   |



# Coordinated Set of Transition Activities



# Coordinated Set of Transition Activities



Needed activities to facilitate the student's movement from school to post-school activities.

| Coordinated Set of Transition Activities                    | Service/Activity | School District/Agency Responsible |
|---|------------------|------------------------------------|
| Instruction   |                  |                                    |
| Related Services  |                  |                                    |
| Community Experience  |                  |                                    |
| Development of Employment and other Adult Living Objectives |                  |                                    |
| Activities of Daily Living                                  |                  |                                    |
| Functional Vocational Assessment                            |                  |                                    |

# Coordinated Set of Transition Activities (continued)

- Needed activities to facilitate movement from school to post-school activities.
- Describes what the district will do to help the student reach their Measurable Postsecondary Goals.

## Activities in the following areas:

- Instruction
- Related services
- Community experiences
- Development of employment and other post-school adult living objectives
- When appropriate:
  - Acquisition of daily living skills
  - Functional vocational evaluation

# Coordinated Set of Activities

- The Coordinated Set of Activities are aligned with:
  - Present levels of performance
  - Transition needs
  - Courses of study
  - Annual goals
- Activities are clearly stated in areas as needed.
- The district or agency responsible for each activity must be noted.
- Identify the role/title of the person responsible for coordinating the activity.

# Coordinated Set of Activities—a Few More Things...

- Activities align with measurable postsecondary goals.
- Related services are reflected in programs/services.
- All areas within the Coordinated Set of Activities must be considered with at least one activity as needed.
- Use a null statement if there are no activities listed in a specific section:
  - “Considered, but not needed.”
  - “No needs at this time.”

# Coordinated Set of Activities: Examples of Transition Services

| Service   | Description/Examples   |
|---|--|
| <b>Instruction</b>  | Could include the courses of study (e.g., Regents classes in English, Biology, and a Second Language). Or indicated as skill areas (e.g., instruction in problem solving skills, how to use public transportation).      |
| <b>Related services</b>   | Counseling services; OT; PT; speech; orientation and mobility services.  |
| <b>Community experiences</b>                                    | Provide support in learning to access their community resources, use transportation in their community, research after school jobs/ activity/ community supports   |
| <b>Employment and other post-school adult living objectives</b> | Participation in a work experience program; assistance with completing college or employment applications; practice interviewing skills; connect student to community resources  |
| <b>Daily living skills</b>                                      | Dressing, hygiene, self-care skills, self-medication.  |
| <b>Functional vocational assessment</b>                         | Formal assessment to determine a student's strengths, abilities, and needs in an actual or simulated work setting by a trained professional<br><a href="#">*Never added to IEP without discussion with SPED Director</a> |

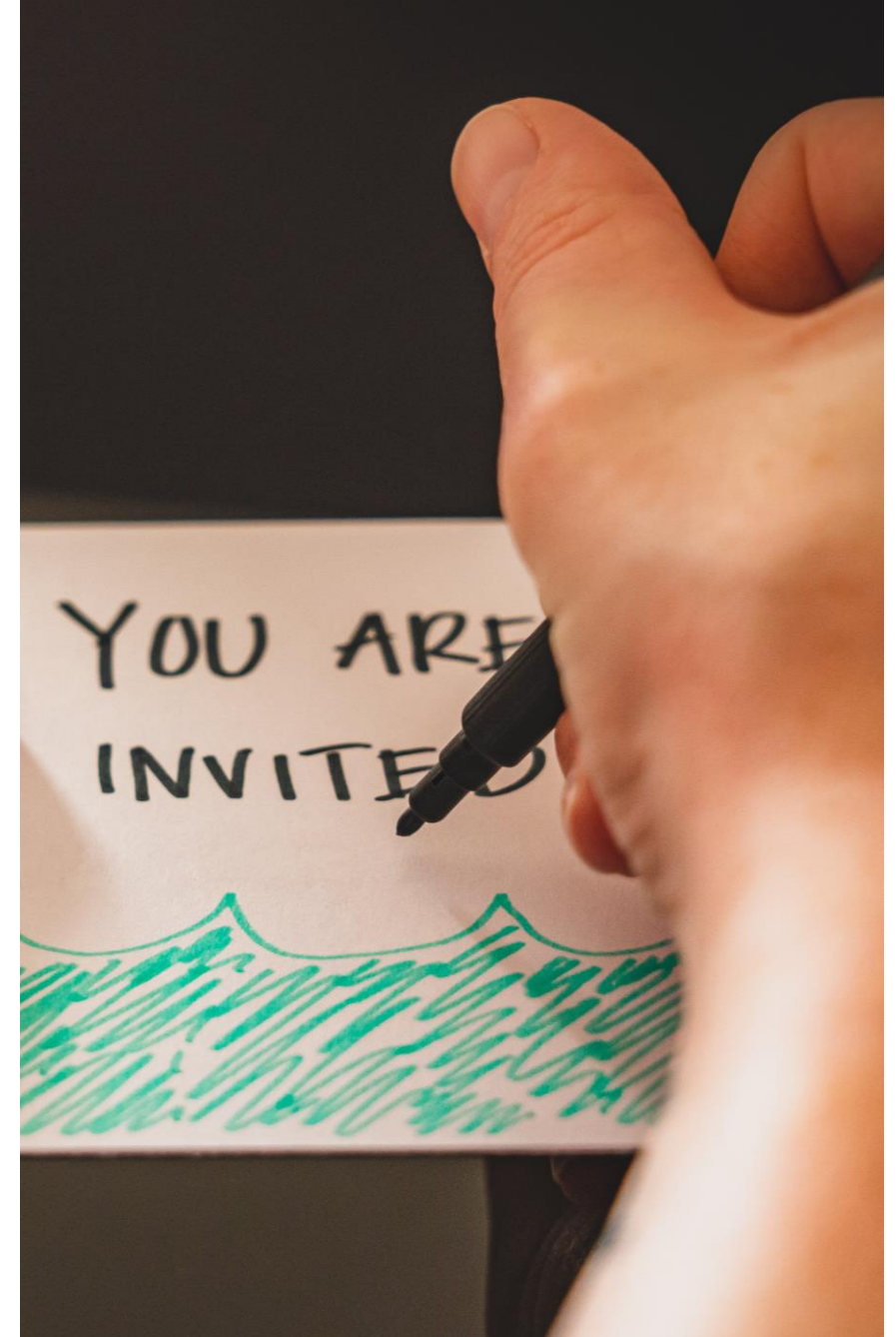


# Student Invitation/ Agency Involvement

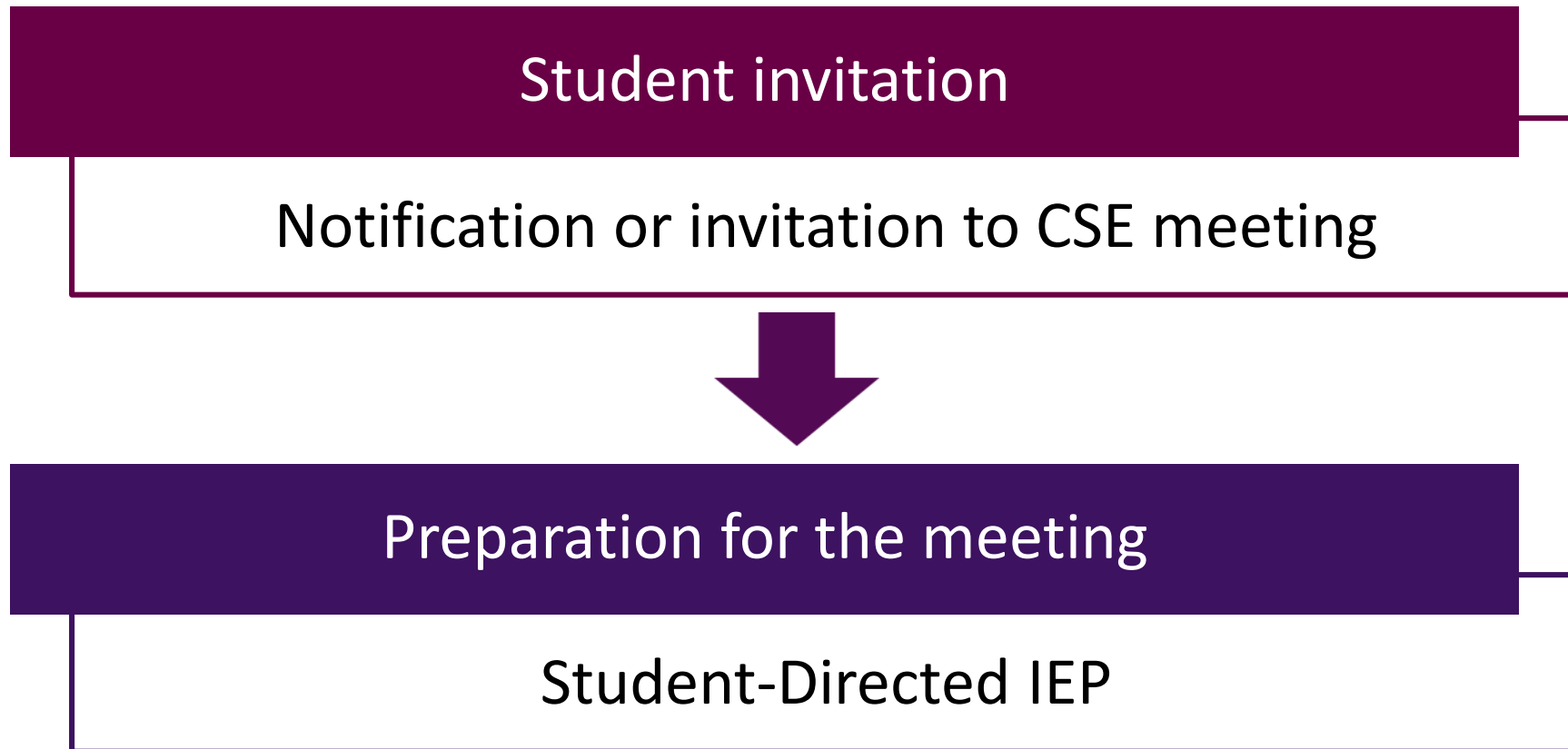


# Invitation to Student

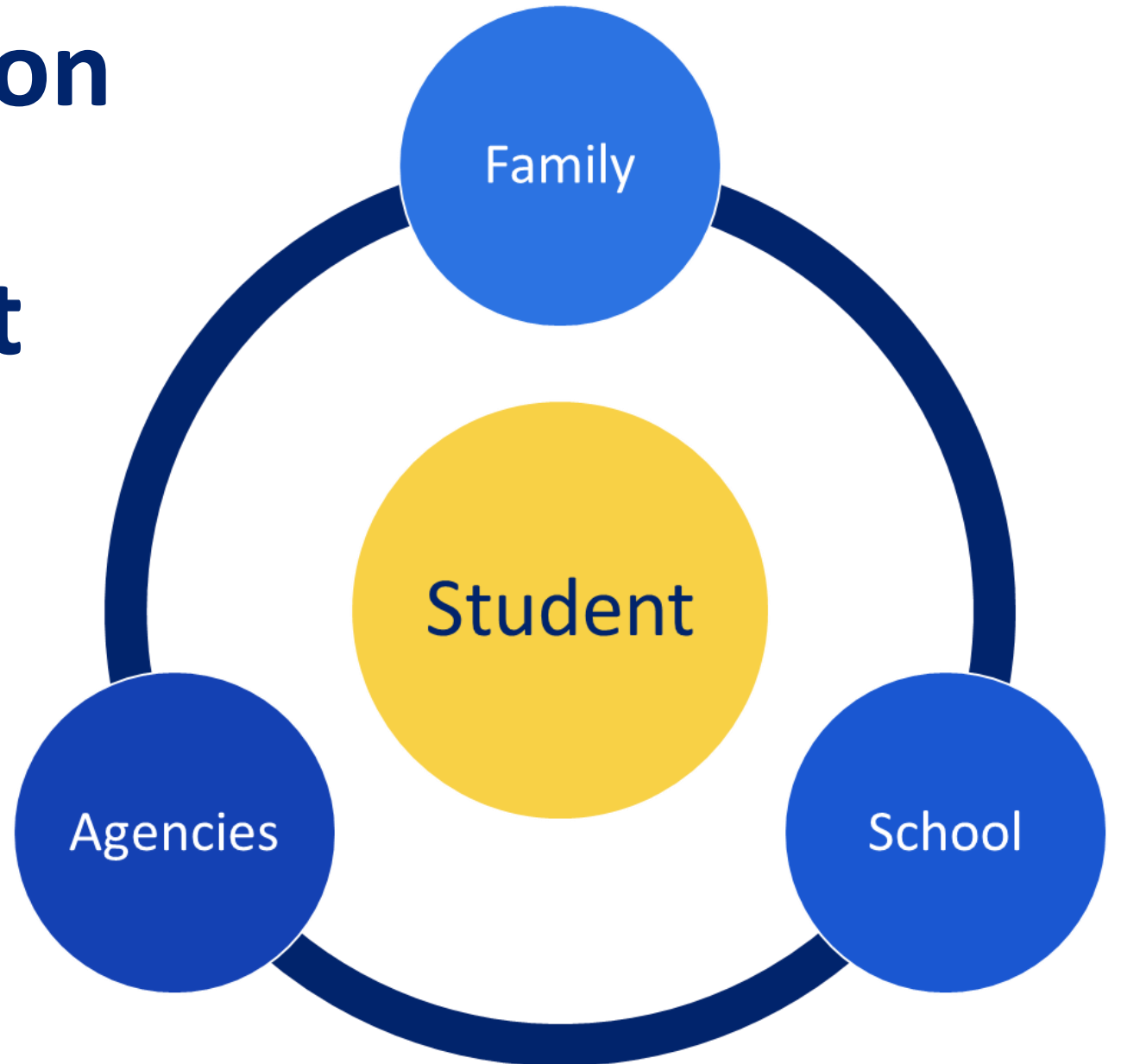
- If the purpose of a CSE meeting is to consider the postsecondary goals for the student and the transition services needed to assist the student in reaching those goals, the school district invites the student.
- If the student does not attend, the district takes steps to ensure that the student's preferences and interests are considered.



# Invitation vs. Participation



# Agency Collaboration and Family Engagement





# Agency Invitation

- To the extent appropriate and with parental consent or consent of a student 18 years of age or older, the school district invites a representative of any participating agency that is likely to be responsible for providing or paying for transition services.
- If an agency invited to send a representative to a meeting does not do so, the district should take steps to involve the other agency in the planning of any transition services.



# Transition Planning As Reflected in the IEP

The Student Today

## Present Levels of Performance

What are the student's functioning levels and what do they need to access the curriculum—and to achieve the Measurable Postsecondary Goals?

The Student Tomorrow (Post High School)

## Measurable Postsecondary Goals

What will the student's life look like post high school in the areas of: Education/Training, Employment, and Independent Living Skills (if needed)?

How We Will Help the Student to be Successful?

Coordinated Set of Activities

Transition Needs and Course of Study

Annual Goals



# Resources (1 of 2)

- [CDOS Credential—Career Plan and Employability Profile](#)
- [Directions to Model IEP](#)
- [Guide to Quality IEP Development and Implementation—Dec. 2010](#)
- NTACT Allison Case Study (available in Resources folder)
- [OSERS Transition Guide To Postsecondary Education and Employment for Students and Youth with Disabilities—Revised August 2020](#)
- [Parent Involvement Activities for Transition](#)
- [SPP Indicator 13 Secondary Transition Self-Review Protocol](#)

# Resources (2 of 2)

- [Transition Planning and Services for Students with Disabilities](#)
- [CDOS Resource Guide](#)
- [NYSED ACCESS-VR](#)
- Taxonomy for Transition Programming 2.0: Available in Resources folder
- [Transition Teaming: 26 Strategies for Interagency Collaboration](#)

# References (1 of 5)

- Banks, J. A. (2015). *Cultural diversity and education: Foundations, curriculum, and teaching*. Routledge.
- Bateman, B. D., & Herr, C. M. (2006). *Writing Measurable IEP Goals and Objectives*. IEP Resources.
- Benz, M. R., Lindstrom, L., & Yovanoff, P. (2000). Improving Graduation and Employment Outcomes of Students with Disabilities: Predictive Factors and Student Perspectives. *Exceptional Children*, 66(4), 509–529.  
<https://doi.org/10.1177/001440290006600405>
- Gay, G. (2018). *Culturally responsive teaching: Theory, research, and practice*. teachers college press.

# References (2 of 5)

- Kohler, P. D., Gothberg, J. E., Fowler, C., and Coyle, J. (2016). Taxonomy for transition programming 2.0: A model for planning, organizing, and evaluating transition education, services, and programs. Western Michigan University.
- Morningstar, M. (2018). *Your Complete Guide to Transition Planning and Services* (1st ed.). Paul H. Brookes Publishing Co.
- Morningstar, M. E., Frey, B. B., Noonan, P. M., Ng, J., Clavenna-Deane, B., Graves, P., Kellems, R., McCall, Z., Pearson, M., Bjorkman Wade, D., & Williams-Diehm, K. (2010). A Preliminary Investigation of the Relationship of Transition Preparation and Self-Determination for Students With Disabilities in Postsecondary Educational Settings. *Career Development for Exceptional Individuals*, 33(2), 80–94.  
<https://doi.org/10.1177/0885728809356568>

# References (3 of 5)

Morningstar, M. E., Gaumer Erickson, A., Lattin, D. L. & Wade, D. K. (2008). *Best Practices in Planning for Transition*. Lawrence, KS: University of Kansas, Department of Special Education, Transition Coalition website:  
[www.transitioncoalition.org](http://www.transitioncoalition.org)

Rowe, D. A., Alverson, C. Y., Kwiatek, S., & Fowler, C. H. (2019). *Effective practices in secondary transition: Operational definitions*.

National Technical Assistance Center on Transition (2016). *Age-Appropriate Transition Assessment Toolkit Fourth Edition*. University of North Carolina at Charlotte. Original by NSTTAC and A. R. Walker, L. J. Kortering, C. H. Fowler, D. Rowe, & L. Bethune. Update by C. H. Fowler & M. Terrell.

# References (4 of 5)

Neubert, D. A. & Leconte P. J. (2013) Age-Appropriate Transition Assessment: The Position of the Division on Career Development and Transition. *Career Development and Transition for Exceptional Individuals*, 35(2), 72–83.

Newman, L. (2004). *Family involvement in the educational development of youth with disabilities*. A Special Topic Report of Findings from the National Longitudinal Transition Study-2 (NLTS2). Menlo Park, CA: Office of Special Education Programs U.S. Department of Education by SRI International.

Noonan, P. (2014). *Transition Teaming: 26 Strategies for Interagency Collaboration*. Council for Exceptional Children.



# References (5 of 5)

Sitlington, P. L. & Payne, E. M. (2004). Information needed by postsecondary education: Can we provide it as part of the transition assessment process? *Learning Disabilities, 2*(2), 1–14.

Smith, S. Covington (2008). *Addressing Dropout Related Factors at the Local Level: Recommendations for Teachers*. National Dropout Prevention Center for Students with Disabilities. <https://files.eric.ed.gov/fulltext/ED526385.pdf>

Wehmeyer, M. L., & Schwartz, M. (1997). Self-determination and positive adult outcomes: A follow up study of youth with mental retardation or learning disabilities. *Exceptional Children*.

# Contact Us

## TAP for Transition

[TAPtransition@cornell.edu](mailto:TAPtransition@cornell.edu)



New York State  
EDUCATION DEPARTMENT

Knowledge > Skill > Opportunity



New York State Education Department  
Office of Special Education

**Educational Partnership**

Technical Assistance Partnership  
for Transition



Cornell University

This training was provided by the Technical Assistance Partnership for Transition at Cornell University. The OSE Educational Partnership is funded by the New York State Education Department Office of Special Education.