

# Topic Brief: Secondary Transition

## Writing Transition Goals and Objectives

The transition planning process is driven through the development of a comprehensive IEP for each student. One of the greatest difficulties in the provision of quality transition services is that transition goals and objectives have not, traditionally, driven the development of an IEP. Transition planning in many instances, remains an “afterthought.”

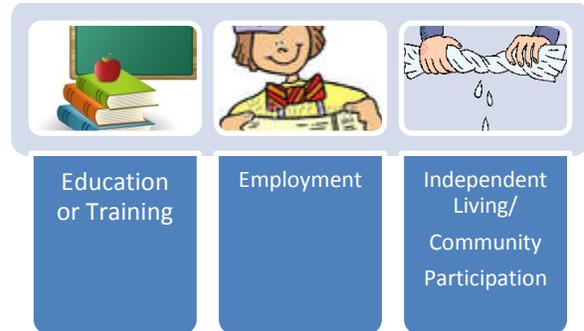
Ask yourself a simple question: **If we are to prepare students to successfully transition to the responsibilities of adult life, how can we accomplish this without knowing where the student is going?**

Understanding, defining and clarifying post-school dreams, visions and outcomes will give teams the foundation to begin to develop transition goals and objectives that reflect what skills a student will need to achieve his/her goals.

We need to re-think our approach at IEP meetings – **Transition Planning Must Guide the Development of IEP’s!**

The transition component of the IEP must address the targeted post-school outcomes in each of the domains noted in IDEA: postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living and community participation.

The post-school outcomes areas mandated under IDEA can be consolidated into the domains of:



## Questions To Ask Students:

### Employment:

- What kind of work would you like to do?
- What kind of training will you need for that work?
- What kind of environment would you enjoy working in?
- Will you need any supports on the job?

### Postsecondary Education:

- Are you interested in pursuing higher education after you leave high school?
- Have you investigated the types of colleges/universities that would match your interests/needs/environment?
- What supports will you need to succeed in a postsecondary, academic environment?



### Independent Living:

- Where would you like to live (with your family, on your own, with a friend)?
- What kinds of skills will you need to make it happen (cooking, cleaning, using transportation)?
- How will you take care of your health needs?
- How will you manage financially?

### Community Participation:

- Will you be able to travel to work and pursue leisure activities in the community?
- Will you be able to access the services that can help you?
- Do you have hobbies and interests outside of school? Will they be enough to fill your leisure hours as an adult?
- How will you be able to find friends and maintain relationships with friends and family?

Once you have the answers to some of these questions, you can begin to develop a framework for what life after school will look like for this student. You will also have a better idea of what skills, experiences, and educational experiences must be integrated into the student's IEP.

### Which leads to the Post-Secondary Goal(s)

A statement of what the student would like to achieve after high school phrased in the form of a measurable goal.

Based on age appropriate transition assessment

Based on student strengths, preferences and interests.

Written for both training/education and employment.

Written for independent living when appropriate.

Post secondary goals are an outcome and not an activity or process. "Seeks," "pursues," "continues," "learns," and "applies" are process not outcomes.

Words to use in writing a post secondary goal:

- Will***
- Enroll
  - Work
  - Full time
  - Part time
  - Attend
  - Complete
  - Attain
  - Participate

Do **NOT USE words such as:** wants, learn, plans, inquire, explore.

### ***Transition Services:***

Focus on academic and functional achievement to facilitate movement from school to post school life.

Services may include:

- Instruction
- Related Services
- Community Experiences
- Acquisition of Daily Living Skills
- Development of Employment & Post-School Objectives
- Functional Vocational Evaluation

A Functional Vocational Evaluation is an assessment process that provides information about job or career interests, aptitudes, and skills. Information may be gathered through situational assessment, observations or formal measures, and should be practical. The IEP team should use this information to refine services outlined in the IEP.