

What is Transition?

Main Messages

Transition planning is the terminology used to describe the very intentional, organized, and coordinated process of guiding young people with disabilities through the education, experiences, supports and services that lead to successful and meaningful lives beyond high school.

Start Early

- Early transition planning is essential as students move through school and prepare for adult life.
- Planning and services should begin by age 14, or earlier if appropriate.

Desired Outcomes

- Competitive integrated employment and/or postsecondary education serve as the anchor of a meaningful day upon exit from high school.
- Pre-Employment Transition Services (pre-ETS) assist students in reaching their goals by providing job exploration counseling, work-based learning experiences, counseling on postsecondary opportunities, workplace readiness training, and instruction in self-advocacy.
- Vocational Rehabilitation (VR) can engage with students beginning at age 14 and can support students even if they are receiving pre-ETS services. They provide services such as investigating job interests and skills, securing employment, assistive technology necessary for employment, exploring training opportunities, returning to work after unemployment, and exploring career advancement.
- Other aspects of life align with and center around employment (i.e., community living, recreation/leisure, transportation, etc.).

Transition Individualized Education Programs (IEPs)

Transition IEPs include goals and activities based on assessments specific to student interests.

Components of a Transition IEP include:

- Present Levels of Academic and Functional Performance related to skills needed for desired transition goals.

- Transition Assessments
- Postsecondary Goals
- Transition Services and Activities
- Annual Goals Related to Transition

Transition IEPs address key domains of life such as:

- Employment
- Independent living
- Post-secondary education or training
- Social activities include leisure/recreation and community.
- Communication
- Mobility, physical needs, and transportation
- Safety and security
- Self-advocacy and self-determination
- Spirituality

The Case Conference Team

Transition case conferences involve key people in the student's current and future life.

- IEP team members include the student with an IEP, their parent(s)/caregiver(s), Teacher of Record (TOR), Public Agency Representative (PAR), General Education teacher, agency providers (e.g., Vocational Rehabilitation), and other relevant individuals (e.g., therapists, community members). Anyone with an interest and relationship with the student may be invited by the parent to the IEP team meeting to share their input and expertise.
- The student is the most important member of the team. Planning should focus on the student's strengths, preferences, interests, and needs.
- Parent(s)/caregiver(s) are vital members of the transition team and should be an active voice while respecting the student's wishes.
- Team members collaborate to envision a desirable future and plan the critical skills and activities necessary to reach the goals.
- Team members maintain regular communication using the preferred method of contact of the student and family members.

- Team members avoid using jargon and acronyms to ensure everyone understands the information.

Adult Services

Adult services must be in place before the exit from high school.

- With appropriate notice, key adult service personnel, e.g., from Vocational Rehabilitation and service provider agencies, should be involved as members of the transition team.
- All elements of a student's adult life should be in place on their last day in high school to ensure a smooth transition.
- Information and program expectations should be clearly stated in the transition IEP and understood by all team members.
- Service provider agencies should clarify all adult service program terminology and programming opportunities.

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