

Tips for Writing Effective Transition Plans

When writing a transition plan during the IEP meeting, it is important to have a copy of the previous year's transition plan. You will have information which was written last year to see what has been accomplished.

1. Date of "Initial" Transition Plan (ITP) – the first ITP must be written during a student's 8th grade year or 16 years old, whichever comes first.
2. A transition plan must be updated every year after the initial one is written in the 8th grade.
3. Remember there must be documentation on the parent invitation letter or transition plan that the student was invited to attend their meeting.
4. If outside agencies are invited to an IEP meeting, then their name is to be listed on the parent invitation letter and the parent must give consent for their attendance.
5. All students are required to be invited and strongly encouraged to attend their IEP meeting. If they can't attend, you need to meet with them ahead of time to get information for the preferences, needs and interests section.
6. Transfer of Rights- students and their parents must be informed that when the student is 18 years old, their rights as an adult are transferred to them. This must be documented in the IEP/Transition Plan.
7. Preferences, Strengths, Interest, etc. - this section is very important to write as much information as possible. **The student shares this information.** Include course of study, any interests, strengths, etc. It is also important to list information received from the transition/career assessments. It may be written as "based on the transition assessment/questionnaire/career assessment, Joey would like to...
8th grade students are required to receive a transition assessment to help them focus on a career interest.
8. The next section of desired measurable outcome goals is what I call "**life long**" goals- what the student will do **AFTER GRADUATION**. These goals need to be worded carefully. They are written as "**the student will do this goal, not would like to do this goal**".

* Example for education/training: "After graduation, Joey **will attend** college to major in engineering". Do not write "Joey **would like to attend** college to major in engineering." Do not write a specific college/tech school like University of Georgia. You must put a generic name like college/tech school. You need to also write a specific major the student will pursue in post-secondary education.

* Example for employment: "After graduation, Joey **will** acquire a job in the engineering field", not Joey **would like** to acquire a job in the engineering field. Again, must write a specific career interest.

*Example for Independent Living: "After graduation, Joey **will** live independently in an apartment" not Joey **would like** to live independently....

If you put an outcome goal for Independent Living, you must put a transition goal and activities for this outcome goal. This can usually be written under Adult Living.

PLEASE REMEMBER THAT THE OUTCOME GOALS MUST BE WRITTEN FOR WHAT THEY WILL DO AFTER GRADUATION, NOT FOR WHAT THEY ARE DOING WHILE THEY ARE STILL IN HIGH SCHOOL!!

“After graduation outcome goals” must correlate with the career interests that are documented in the preferences, interests and needs section. If a student’s interests are in the computer engineering field, then his outcome goals should correlate with that same career field.

9. The next sections are what I call “**little goals**” students need to achieve to reach their life long outcome goals. These goals will be worked on while they are in school so that they will be able to achieve their life long goals.

The following areas **are required** to be addressed:

- Education/Training
- Employment
- Independent Living (as appropriate)

The other areas are addressed as needed for each individual student:

- Community
- Adult Living and Post School Options
- Related Services
- Daily Living

These transition goals and activities have to be written so the student can achieve them in **one year**. Goals have to be more specific to the grade/age the student is in when the ITP is written. (see examples) Activities must be specific to the goal so when the student does the activities, he will be able to achieve that goal in one year.

Not every goal is addressed every year; only those that applies for that particular year and/or age. When writing the transition goals, they must be very specific and not a general goal. An example would be: **Joey will obtain information regarding post-school options from 2 post-secondary schools.** You have to write specific numbers of how many so that the goals will be measureable. See case studies for examples.

Person/agency involved: **always put the student’s name, not STUDENT**. If you put an agency such as Voc Rehab., then they need to be invited to the meeting. If you refer a student to VR, then **you must invite the VR counselor to the meeting** and have them listed on the parent letter. Parents must also give permission for outside agencies to attend.

The date of completion will be written when the goal has been achieved. This is supposed to be **one year** from the date the goal is written; goals are to be written so they can be achieved in one year.