



quick tips...

Essential information and/or interesting facts from Special Education Services, Alabama State Department of Education.



Alabama State Department of Education
Special Education Services
P.O. Box 302101 Montgomery, AL 36130-2101



334.694.4782



speced@alsde.edu

for Transition

TRANSITION SERVICES

What is Transition?

IDEA defines Transition Services as a *coordinated set of activities* for a child with a disability that —

- 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.
- Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests.
- Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation.
- Includes appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills.
- Includes transition services (including courses of study) needed to assist the child in reaching those goals.
- Begins no later than the first IEP to be in effect when the child is 16 and updated annually thereafter.

What is Transition Planning?

Transition planning involves Assessment, Planning, Instructing, and Evaluating.

- Assessment – assess students' interests, preferences, needs, and aptitude, if applicable, related to desired post-school outcomes using, **both**, formal and informal age-appropriate assessments.
- Planning – interpreting assessment results, using the data to create appropriate IEP goals, selecting the appropriate courses of study and diploma pathway, and developing appropriate transition services.
- Instructing – providing students meaningful transition-related activities to lead toward the attainment of their post-school goals. Students should also be linked to services and agencies needed to meet the transition goal(s).
- Evaluating – evaluate whether student progress has been made toward achieving the transition skills and transition IEP goals. On-going evaluation of student progress is encouraged.

Who Should be Involved?

The student, parents, special education teacher(s), general education teacher(s), school administrators, guidance counselor, vocational rehabilitation counselor, and other agency representatives.

What are Postsecondary Transition Goals?

The Alabama State Department of Education (SDE) has divided the postsecondary goals into three categories: Postsecondary Education/Training, Employment/Occupation/Career and Community/Independent Living.

Transition Standards have been developed to provide guidance in developing postsecondary goals. After appropriate transition assessments have been conducted these standards **must** be used for IEP development.