

Steps for Successful Transition IEP Planning

The better prepared you and your teen are before the IEP meeting, the more efficient and effective the process will be. Steps 1-7 below will prepare you for a successful IEP meeting and for successful transition outcomes. Have in mind a long-range vision for the student. If we're not sure what the vision is, the following steps can help!

“The IEP team needs to take a longitudinal view of where the student would like to end up, and then build an IEP that will help them get there. This process, perspective, and future planning will make the IEP a more useful, meaningful, and dynamic tool to help ensure the student’s post-school success and transition into the adult world.”

– Ed O’Leary (Transition Specialist)

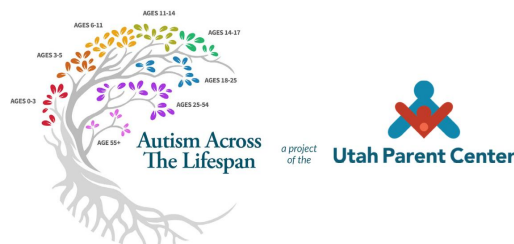
Begin with the End in Mind!

Step 1:

Identify the environments and planning areas important to the teen, such as:

- Education/Training
- Community Involvement
- Health
- Life Skills
- Social - relationships/friends
- Living Arrangements
- Self-Determination
- Recreation and Leisure
- Employment – including “soft skills”, and communication
- Other

NOTE: Charting the LifeCourse Life Domain Vision Tool (lifecoursetools.com) can also be used to determine the vision your teen has for their future in various areas.



**Step 2:**

Determine the skills needed for your teen to succeed in each targeted planning area. Identify the student's current skill levels and decide where there are gaps in skills so that they can be worked on.

Step 3:

Prioritize needs, interests, and preferences to be considered for the IEP based on input from the student, their parent(s)/family, and the professionals that work with them. Have the student list their preferences, interests, and needs. Have the parent(s)/family list priorities based on family values, plans, concerns, and student needs. Teachers and other professionals should also list priorities based on school requirements, assessments, observations, and experiences with the student. Consider sharing each list with other team members prior to the meeting so that you can identify potential resources, programs, services, and support options.

Step 4:


Prepare for the IEP meeting. Parents and students must be informed of the purpose, time, and location of the meeting and be told who will attend. If the student is going to conduct the IEP meeting, the student should prepare the agenda and practice. Parents can help their students prepare to actively participate in meetings. If the student does not attend the meeting, steps must be taken to consider the student's preferences and interests. If parents do not attend the meeting, steps must be taken to ensure their participation.

NOTE: If the student has reached the Age of Majority (18), they are considered an adult and do not need to have a parent at the meeting, if they do not want them there (unless the parent has been granted legal rights over the student's education).

Step 5:

Develop the transition plan during the IEP meeting. You will need to:

- Keep the long-range vision of the student's life clearly in front of the team.
- Select priority outcomes.
- Write a list of needed transition services.
- Consider how assistive technology and communication supports will follow the student into post-high. This includes low tech, high tech, and academic supports.

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- Write a statement of measurable annual goals, including academic and functional goals.
 - Write short-term objectives to measure progress toward the goals for students who take alternate assessments, and identify who will provide what supports.
 - Identify how different agencies need to work together to provide “seamless service”.
 - Create a timeline that includes the date each objective needs to be completed by and who is responsible to see that it happens.
 - Confirm with team members that they understand their responsibilities.

Step 6:

Begin working on goals and monitor the IEP progress. In order to do this, you will need to:

- Provide the services outlined and implement the IEP.
- Collect information on the student’s progress toward measurable annual goals and, when applicable, short-term objectives.
- Communicate the outcomes with all IEP team members.
- Identify other strategies for meeting annual goals and, when applicable, short-term objectives if progress is not going as expected. You may also modify the goals and objectives instead.
- If services are not being provided, meet again as an IEP team as soon as possible to remedy the situation. (Contact the Utah Parent Center at 801-272-1051 to consult with someone about your concerns with the IEP.)

Step 7:

Watch and record outcomes. You and the transition team should continually watch and record outcomes. Did the student make progress? Reach his goal? The team should review the IEP at least once per year and revise the plan if necessary. Remember to celebrate successes!

<https://utahparentcenter.org/publications/infosheets/developing-the-transition-plan/>