



The Timothy School Transition IEPs

STEPS FOR EFFECTIVE ANNUAL SECONDARY TRANSITION PLANNING

How to create an IEP aligned transition plan

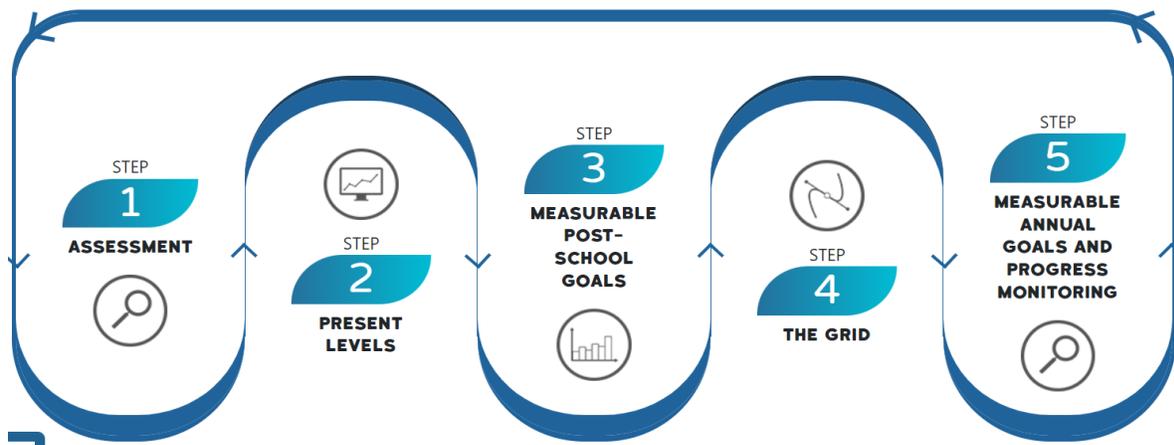


Image from PA Transition Resources

What happens to my student's IEP when they turn transition age?

The overall format of your child's IEP will remain the same. Prior to transition age, the classroom teacher administers the AFLS assessments, identifies areas of need, updates present levels, & then creates measurable annual IEP goals.

When your child becomes of transition age, the process looks slightly different. As the above picture states, transition planning begins with formal assessments (AFLS) and informal assessments given by the IEP team. Present levels and areas of need are updated. Then post-school (*aka postsecondary*) goals are created. The IEP team then focuses on the Transition Grid, and ends with measurable annual IEP goals.

Continue reading for more information on each of those steps in the transition planning process!

Assessment

Your child will still participate in 1-2 AFLS assessment books. The IEP team will also give informal assessments such as: job interest surveys, employability rubrics, career readiness lessons, etc.



Present Levels

After assessment, the IEP team will update your child's present levels and identify areas of need, keeping in mind skills that will help them meet their goals for when they leave The Timothy School.

Post-School Goals

This is one of the most important steps where **YOU** come into play! Each year, a parent/caregiver survey is sent home that discusses post-school (*aka postsecondary*) goals in the areas of: education and training, employment, and independent living. These goals are broader than normal IEP goals. They give an idea of what you **currently** want your child to do after graduation. These goals are updated annually, and can be changed at any time as needed.

Transition Grid

Postsecondary Education and Training Goal:					Measurable Annual Goal Yes/No (Document in Section V)
Courses of Study:					
Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/ Agency Responsible



After postsecondary goals have been created, the IEP team will identify services and activities in the Transition Grid to help support the student in achieving their goal. Services and activities are action steps that the IEP team will implement to help your child reach their postsecondary goal.

Measurable Annual IEP Goals

Finally, the team will create a few measurable annual IEP goals with progress monitoring that support your child's postsecondary goals. These goals will be monitored by data collection and observation by the IEP team. Your IEP Team will also add specially designed instruction (SDIs) necessary to support these measurable annual goals. These will be listed in the SDI section at the end of the IEP.

If you have any additional questions about transition IEPs, or would like to schedule a transition meeting, reach out to your child's classroom teacher to coordinate!