

TRANSITION IEP PLANNING KIT

From the student outward: interview, assessment summary, postsecondary goal frames, course of study, services, inventories, student-led IEP script. Fillable PDF.

STUDENT Student Interview and Preferences

In the student's words, written by the student where possible or by an adult asking the questions out loud. This page is the plan's source.

STUDENT GRADE / DATE WRITTEN BY (ME / WITH)

What I like doing, in and out of school	What I am good at (and who says so)
After high school I want to (earn / train)	After high school I want to (work)
What is hard for me, and what helps	Jobs, classes or experiences I have already had, and what I thought of them

GOALS Postsecondary Goal Frames

These areas. Each goal names what the student will do after leaving school, where, and by when, in words somebody could check. Use the frame, then write the goal.

STUDENT DRAFTED WITH THE STUDENT ON

Education or training After leaving high school, _____ (student) will _____ (enroll in / attend / complete) _____ (program, at which institution or provider) _____ (by when, e.g. the fall after graduation).
Employment After leaving high school, _____ will work _____ (full time / part time / supported) as _____ (job or field) at _____ (type of setting) _____ (by when).
Independent living (where the team decides it is needed) After leaving high school, _____ will live _____ (where, with whom, with what support) and will _____ (manage: transportation / money / health / household) _____ (with what help).

PATH Transition Services and Activities

What will be done, by whom, when, and which postsecondary goal it serves. Instruction, community experiences, employment, daily living, related services.

STUDENT IEP YEAR

SERVICE OR ACTIVITY (WHAT WILL BE DONE)	TYPE	PROVIDED BY	WHEN / HOW OFTEN	SERVES WHICH POSTSECONDARY GOAL

INVENTORY Independent Living Skills Inventory

Rated by the student and by an adult who sees them do it. A gap between the two columns is a conversation, not a verdict.

STUDENT ADULT RATER / RELATIONSHIP DATE

1 = needs an adult to do it. 2 = does it with help. 3 = does it alone with reminders. 4 = does it alone, reliably, in more than one place.

SKILL	STUDENT 1-4	ADULT 1-4	EVIDENCE / WHERE IT WAS SEEN
Daily living			
Prepares a simple meal			
Does laundry and basic cleaning			
Manages personal hygiene and clothing			
Keeps a schedule / gets up on time			
Money			
Handles cash and a debit card			
Makes and follows a simple budget			
Pays for something and checks the change / receipt			
Getting around			
Uses public transportation or arranges a ride			
Reads a map or uses navigation			
Knows what to do if lost or late			
Health and safety			
Makes and keeps an appointment			
Manages medication or a health routine, if any			

STUDENT Student-Led IEP Preparation

The student's script for the meeting: their disability in their words, the accommodations they use and why, their goals, and what they want to ask the adults for.

STUDENT MEETING DATE / WHO IS HELPING ME PREPARE

My disability, in my words (what it makes harder, and what it does not)	The accommodations I actually use, and why they help
My goals for after high school (from page 6, in my words)	What I want to ask the adults for this year
What I will say to open the meeting (three or four sentences; practice it twice)	

PATH Four-Year Transition Timeline

One grid for the whole plan. Fill the year the student is in first, then work outward. Your state's starting age and your district's milestones go in the top row.

STUDENT STATE STARTING AGE / DISTRICT MILESTONES (WRITE THEM IN)

	GRADE 9	GRADE 10	GRADE 11	GRADE 12	EXIT / AFTER
Education or training					
Employment					
Independent living					
Assessments					
Agencies and linkages					
Student-led IEP and self-advocacy					

Keep this on top of the file
It is the page a new case manager reads first, and the page the student can point at. Update it at every annual.

Five parts, built from the student outward. The plan is finished when the student could explain it.

A transition plan is the part of the IEP that points at life after school. It is written backward from where the student wants to be, and every service, course and goal in it should be traceable to that. The pages in this kit are in the order the plan gets built.

- 1 **Start with the student** (page 5): interests, strengths, what they want after school, in their words. Then the family (page 7). Then the assessments (page 6), summarized in observable terms.
- 2 **Write postsecondary goals that could be checked** (page 8): education or training, employment, and independent living where the team decides it is needed. “Will pursue a career of interest” cannot be checked. “Will enroll in the two-year automotive program at the community college the fall after graduation” can.
- 3 **Plan the path**: the course of study (page 9), the transition services and activities (page 10), and the annual IEP goals that build the skills the path needs (page 11). Each one names the postsecondary goal it serves.
- 4 **Connect the outside** (page 12): the agencies and community resources that will matter after exit, contacted as your district’s process allows.
- 5 **Give the student the meeting** (page 15): their disability in their words, the accommodations they actually use, what they want to say. Then plan what leaves with them at exit (page 16) and lay it on a four-year timeline (page 17).

What this kit is not

It is not legal advice. It does not say at what age transition planning must begin, what a transition plan must contain, or what your state’s diploma and graduation rules are; your state and district decide those, and the pages leave room for them. Agency contact and consent follow your district’s process. The example on page 18 is an invented student.

Four things that get mixed up

WHICH	WHAT IT IS, IN ONE SENTENCE
Postsecondary goal	Where the student will be AFTER school: enrolled, employed, living. Checked after exit.
Annual IEP goal	A skill built THIS year that the path needs. Measured this year, on the IEP’s schedule.
Transition service / activity	Something an adult or agency DOES this year to move the student along the path. Has a name and a date.
Course of study	The classes and experiences, by year, that the postsecondary goals require.

In the student's words, written by the student where possible or by an adult asking the questions out loud. This page is the plan's source.

STUDENT

GRADE / DATE

WRITTEN BY (ME / WITH)

What I like doing, in and out of school

What I am good at (and who says so)

**After high school I want to
(learn / train)**

**After high school I want to
(work)**

**After high school I want to
(live)**

What is hard for me, and what helps

**Jobs, classes or experiences I have already had,
and what I thought of them**

One thing the adults should know before they plan anything

Postsecondary Goal Frames

Three areas. Each goal names what the student will do after leaving school, where, and by when, in words somebody could check. Use the frame, then write the goal.

STUDENT

DRAFTED WITH THE STUDENT ON

Education or training

After leaving high school, _____ (student) will _____ (enroll in / attend / complete) _____ (program, at which institution or provider) _____ (by when, e.g. the fall after graduation).

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Employment

After leaving high school, _____ will work _____ (full time / part time / supported) as _____ (job or field) at _____ (type of setting), _____ (by when).

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Independent living (where the team decides it is needed)

After leaving high school, _____ will live _____ (where, with whom, with what support) and will _____ (manage: transportation / money / health / household) _____ (with what help).

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X	EACH GOAL ABOVE	EVIDENCE (PAGE 6)
	Says what happens AFTER school, not during it	
	Names a place, program or setting and a time	
	Could be checked in two years by a stranger	
	Comes from the student and family pages, not the adult's guess	

The student's script for the meeting: their disability in their words, the accommodations they use and why, their goals, and what they want to ask the adults for.

STUDENT

MEETING DATE / WHO IS HELPING ME PREPARE

My disability, in my words (what it makes harder, and what it does not)

The accommodations I actually use, and why they help

My goals for after high school (from page 8, in my words)

What I want to ask the adults for this year

What I will say to open the meeting (three or four sentences; practice it twice)

Parts of the meeting I will lead / parts an adult will lead

If I get stuck, the signal I will give and who will step in

EXAMPLE

Postsecondary Goals and Path, Filled In

An invented eleventh grader. Every name, detail and date is made up. Notice that every service and goal names the postsecondary goal it serves.

Postsecondary goals — Dev, grade 11 (invented)

Education / training: After leaving high school, Dev will enroll in the two-year automotive technology program at the regional community college the fall after graduation. **Employment:** After leaving high school, Dev will work part time as a service technician's assistant at an independent repair shop while enrolled. **Independent living:** Dev will live at home and manage his own schedule, transportation to the college and shop, and his own appointments, with a weekly check-in from his mother.

THIS YEAR	WHAT	WHO / WHEN	SERVES
Course of study	Auto Tech I at the career center (2 periods), Applied Math, English 11 with the co-taught section	Counselor; scheduled Aug	Education, employment
Service: community	Two job shadows at repair shops, one each semester, with the debrief sheet	Transition coordinator; Oct, Mar	Employment
Service: instruction	Reading technical manuals: 20 min, 3x/week, using the Auto Tech textbook	Ms. Alvarez; weekly	Education
Annual goal	Given a technical text at grade 9 level, Dev will read 120 wcpm with 95% accuracy on 3 of 4 probes (baseline 84 wcpm, Sept 10)	Ms. Alvarez; biweekly probe	Education, employment
Annual goal	Dev will independently schedule and attend 4 of 4 appointments (bus, shop, college visit) using his phone calendar (baseline 1 of 4, Sept)	Mr. Lin; monthly	Independent living
Linkage	College disability services office visit with Dev and his mother; consent per district process on file Sept 3	Mr. Lin; by Nov 15	Education

Why it holds up

Every postsecondary goal names a place and a time, so a stranger could check it in two years. Every row in the path names the goal it serves and the adult who does it. The reading goal is a classroom goal written for the path: it uses the manual he will actually read. The linkage row records that the district's consent process was followed, and nothing else about it.

What Dev said on page 5, which all of this came from

"I fix my uncle's car with him on weekends and I am good at it. I do not want to sit in a classroom all day after this. I want my own place eventually but I do not know how to do the bus." The goals, the job shadows, the reading goal and the appointment goal are that paragraph, taken seriously.