

Important Words to Know

Annual IEP Goals: Targets that the IEP Team sets to describe which skills the student will gain by the end of one year, so that the student moves one year closer toward achieving their postsecondary goals.

IEP Team: During the transition years, a group of people who discuss the TPF and write the IEP together. The student, parents, special education and regular education teachers, a district representative, and evaluators all working together to help a student achieve their postsecondary goals. If appropriate, employers, other agencies including those serving adults with disabilities, and others with knowledge or expertise about the student. [IDEA § 300.321]

Individualized Education Program (IEP): A formal agreement about the services a school will provide for the student's special education needs.

Postsecondary goals: The student's vision for adult life. [IDEA § 300.320]

Secondary Transition: For students with IEPs, the time between ages 14 and 22 when they work with their IEP team to create and carry out a plan that will help them learn the skills they need to achieve their vision for adult life.

Transition Assessment: The ongoing process of collecting data on what a student needs, what they are good at, what they like, and what they want to do related to work, education, living, and participation in the community.

Transition Planning Form (TPF): Every year from age 14 onward, the IEP Team uses this state-required form to brainstorm and write down the student's plan for transition to adult life. [www.doe.mass.edu/sped/28MR/28m9.pdf]

Transition Services: A coordinated set of activities based on what a student needs, what they are good at, what they like, and what they want to do. These activities are designed to help them achieve their vision for adult life. [Individuals with Disabilities Education Act (IDEA) § 300.43].

Resources

The LINK Center, a transition project of the Federation for Children with Special Needs
www.fcsn.org/linkcenter

MA ESE Special Education Secondary Transition
www.doe.mass.edu/sped/secondary-transition

Technical Assistance Advisory SPED 2013-1: Postsecondary Goals and Annual IEP Goals In the Transition Planning Process
www.doe.mass.edu/sped/advisories/13_1ta.html



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TIPS: Transition Information for Parents and Students with IEPs

(Ages 14-22)



The Secondary Transition Planning Process

A series of brochures produced by
The LINK Center - a project of the
Federation for Children with Special Needs,
and the Massachusetts Department of
Elementary and Secondary Education (ESE)

Massachusetts Transition Planning

- What you need to know...

TIP 1: Make sure you start planning early

- Transition planning and services begin at age 14
- The student is invited to be a part of the *IEP Team* at age 14
- The student needs to understand their role in developing their vision
- Planning a student's future should be based on what they need, what they are good at, what they like, and what they want to do [IDEA § 300.43]

TIP 2: Transition starts with a student's vision

- *Vision = Postsecondary Goals*
- *Postsecondary Goals* are what a student wants to do after they leave high school
- *Postsecondary Goals* should describe what a student's future activities might be after high school such as if they want to get more education, what type of job they are interested in, and what they hope their life will look like
- *Postsecondary Goals* will likely change year to year as a student has different experiences and gains new skills

Transition planning can help students learn what they are good at and like to do

TIP 3: Transition assessments are needed for planning

- *Transition Assessments* can answer questions about who the student is, where they want to go, and what support they need

- Both formal and informal assessments can help the *IEP Team* know what transition services should be provided. They also give feedback on how well a student is doing

TIP 4: Transition planning is a process

- Transition should be discussed at every *IEP Team* meeting beginning when a student turns 14
- The meeting should start by using the *Transition Planning Form (TPF)* and talk about *Postsecondary Goals*
- Team members should talk about what a student is interested in doing after high school and what supports they will need to get there
- After a discussion about *Postsecondary Goals*, move to the *IEP Form* to develop *Annual IEP Goals* and *Transition Services*
 - *Annual IEP Goals* should relate to what skills a student needs to work on this year to achieve their *Postsecondary Goals*
 - The student's *Postsecondary Goals* should be recorded in TWO places: on the *Transition Planning Form (TPF)* under postsecondary vision and as the vision statement on the *Individualized Education Program (IEP)*
- Every year *Annual IEP Goals* and *Transition Services* will change and the *IEP Team* will continue to help a student work towards their *Postsecondary Goals*

The IEP Team should complete the TPF first and then complete the IEP Form

Linking Annual IEP Goals to Postsecondary Goals:

Danielle (age 15) has *Postsecondary Goals* to work with animals, live at home, and volunteer at her church.

- The Team could write *Annual IEP Goals* to build these skills:
 - Self-care skills to increase her independence at home
 - Social skills to ensure positive interactions and relationships in the community
 - Employment skills to support interest in animal care
 - Skills to take public transportation

Greg (age 18) has *Postsecondary Goals* to get his Associate's degree at his local community college, work part-time at a restaurant, and live on his own.

- The Team could write *Annual IEP Goals* to build these skills:
 - Skills to manage his own healthcare and finances
 - Self-advocacy and communication skills to help him in college
 - Skills to be successful in a job



The more engaged students are in planning their own futures, the more promising those futures are likely to be