

## ITPs: The Sequence

The steps outlined below were designed to help the IEP (Individual Education Plan) team to build a strong Individual Transition Plan (ITP). A strong ITP is “built” upon a foundation of transition assessments.

### 4. Program

Where can the student successfully work on their ITP goals? Several locations and environments may be involved. Students may want to begin paid or unpaid internships or take part-time jobs. They may want to research four-year colleges, community colleges, technical school programs or public and private transition programs during their school day. Travel training (reading bus schedules, taking buses) in the community may be appropriate. Is the student getting a diploma or a certificate of completion? This will determine the course of study and ensure that the student has the program that fits their needs. With parental and/or student consent and as appropriate, agency representatives outside of school (Regional Center, Department of Rehabilitation) are included in ITP planning. They also attend IEP meetings in order to link students to services, accommodations, opportunities, and supports during and after high school.

### 3. Services

After the goals are written, the assessment results continue to provide valuable information. They direct activities and community experiences (as appropriate), and related services (as appropriate) to include in the ITP. These additions to the ITP strengthen the student’s chances of success after high school. Transition services are designed to facilitate the student’s movement from school to postsecondary living. There are three parts of the post-secondary triangle: (1) goal, (2) activity, community experience, related service supporting the goal and (3) annual IEP goals. Transition goals, activities, community experiences, and related services should all link back to the IEP annual goals. This completes the triangle. IEP goals support academic and functional skills, which helps students to reach their ITP goals.

### 2. Goals

Using the assessment information, the ITP team identifies student’s areas of need. The ITP team addresses the areas of need to ensure that the student will make progress towards their transition plan. Does the student know what he or she wants to do after high school? Has the student considered what he or she needs to do in order to achieve their goals and dreams? It is essential that the student participates in the ITP process. Boxes should be checked on the ITP indicating how the student participated. The team writes measurable postsecondary goals for the ITP. These goals are based on the results of the assessments in three main areas: education and/or training, employment, and independent living. The goals developed by the ITP team should reflect the student’s strengths and interests as revealed by the assessments and should be reviewed annually.

### 1. Assessment

At age 14 years (best practice) or 16 years (by law), students should receive age appropriate transition assessments. This helps the team build a strong ITP. Formal and informal assessments are conducted in the areas of needs, strengths, preferences, and interests. The assessments show student skills and potential in three main areas:

- Student’s Post Secondary Goal Training or Education (Required)
- Student’s Post Secondary Goal Employment (Required)
- Student’s Post Secondary Goal Independent Living (As appropriate)

Assessments should meet the students where they are. There is no ONE best assessment for all students. The student interview is an essential element of the ITP assessment process. Parental consent is required for all assessments. Assessment information should be updated annually to track student progress.