

Individual Transition Plan: Roadmap to Your Student's Independence



Matrix Parent Network

We **empower** families of children with special needs to successfully understand and access the systems that serve them.

We want **parents and youth** to become successful advocates and self-advocates.



Matrix Parent Network & Resource Center

Federal Parent Training & Information Center

designated by the *Office of Special Education, US Department of Education*

serving families of children birth through 26 in

Alpine, Amador, Butte, Colusa, Glenn, Lake, Lassen, Marin, Mendocino, Modoc, Napa,
Shasta, Sonoma, Solano, Sutter, Tehama, Yolo and Yuba counties

California Family Resource Center

designated by *CA Department of Developmental Services,*

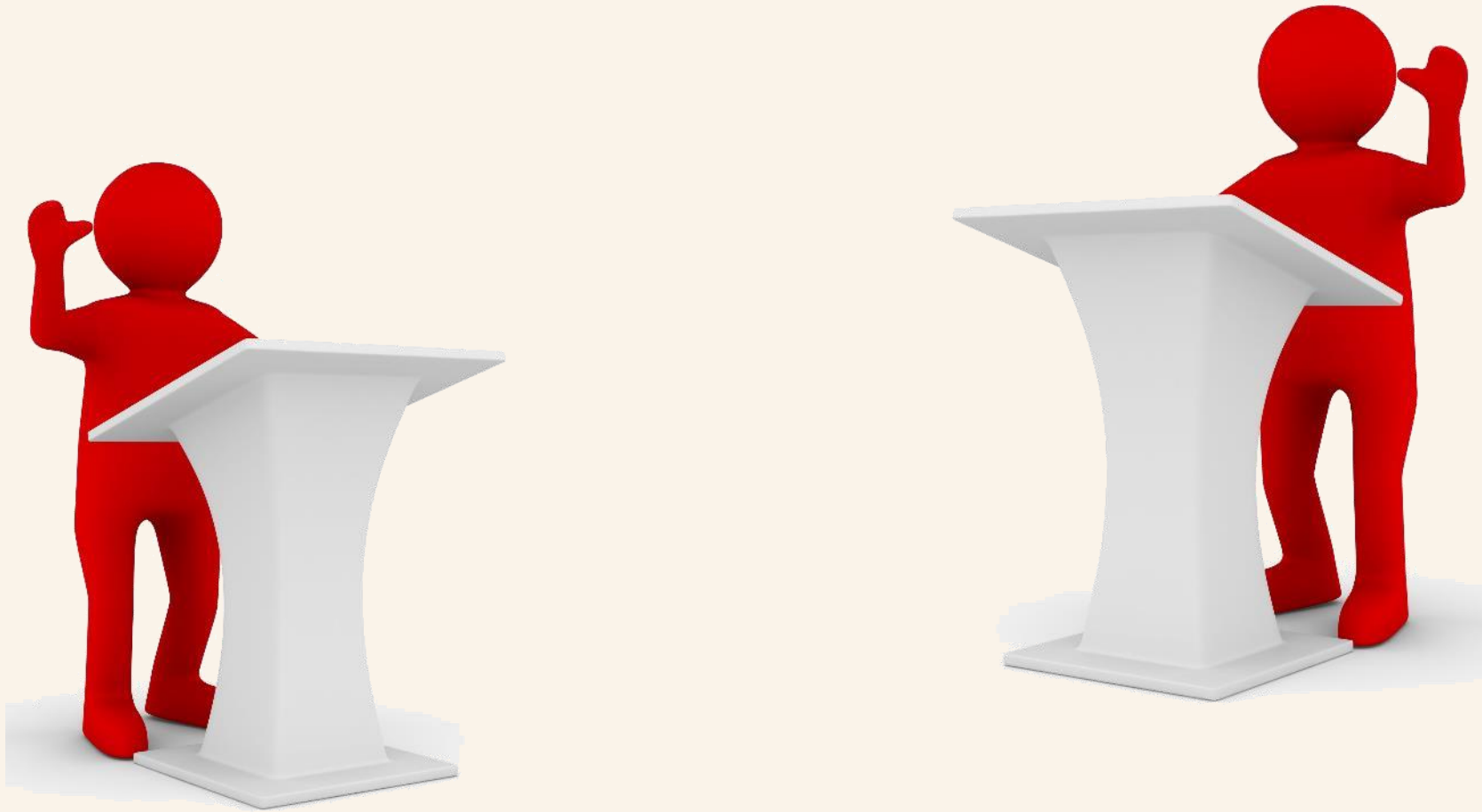
serving families of infants and toddlers in Marin, Sonoma and Solano

California Family Empowerment Center

designated by *CA Department of Education*

serving the underserved in Marin, Napa, Solano and Sonoma Counties

Who are We and Who are You?



You will leave here knowing:

- What information should be included in the ITP
- Why transition assessments are important
- How post secondary goals are connected to activities, community experiences, related services and annual IEP goals
- How a robust ITP can drive the IEP



Power of the ITP

- ITP is the document within the IEP which guides a student's transition plan – only a couple of pages – but packs a wallop!
- Well-crafted, detailed ITP can be the road map to a student's independence.
- IDEA mandates an ITP must be part of the IEP once the student turns 16 years old – which means transition planning and the written ITP should begin sometime during a student's 15th year.
- Best practice: begin transition planning and creating the ITP in middle school
- Starting transition planning early – having an ITP in the IEP sooner than later – will typically result in better outcomes.

Sections of the ITP

- Student Information
- Who's invited?
- Student participation in the process
- Age-appropriate transition assessments & results of those assessments
- Student's Post Secondary Goals: training or education, employment, independent living
- District Graduation Requirements (Course of Study leading to)
- Age of Majority
- Conservatorship
- Are transition goals, services and activities included in the IEP? (and what's not listed – **how** are transition goals, services and activities included in the IEP?)

Student Info, Who's Invited, Student Participation in the Process

Sonoma County SELPA
INDIVIDUAL TRANSITION PLANNING (ITP)

Page 1

Student Name _____ Date of Birth ____/____/____ IEP Date ____/____/____

Student Invited ☐ Yes ☐ No If appropriate, and agreed upon, agencies invited ☐ Yes ☐ No ☐ N/a

Describe how the student participated in the process ☐ Present at meeting ☐ Interview Prior
☐ Interest Inventories ☐ Questionnaire

Age-appropriate transition assessments/instruments were used ☐ Yes ☐ No

Describe the results of the assessments _____

Student's Post Secondary Goal Training or Education (Required)

Upon completion of school I will _____	Transition Service Code as Appropriate _____ Activities to Support Post Secondary Goal _____
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Sonoma County SELPA
INDIVIDUAL TRANSITION PLANNING (ITP)

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Age-appropriate transition assessments

Involve the student! Consider assessment tools that provide for reflection, exploration and preparation and meet the student where they are ...

CA Transition Alliance (a trusted and valuable source for quality transition planning and preparation) suggests best practice when considering which assessments to use:

- Is it easy for the student to use?
- Is it age/grade appropriate?
- Can students relate to the language?
- Does it stereotype career choices?
- Is it easy to read and interpret? (Does it assess interests or reading skills?)
- Does it provide feedback that leads to reflection?
- Does it enhance student's insights?
- Does it reflect the current and emerging job market?

Age-appropriate transition assessments

According to the [Age-Appropriate Transition Assessment Guide](#), National Secondary Transition Technical Assistance Center, transition assessments should answer three basic questions:

- Where is the student presently?
- Where is the student going?
- How will the student get there?

Age-appropriate transition assessments

To identify the strengths and needs of students as they relate to future learning, living and working environments.

Ongoing assessing from year to year as part of the overall transition plan is essential:

- Develops realistic and meaningful post secondary goals – which can and will change
- Helps with students' self-discovery and decision-making
- Increases students' self-awareness and self-determination
- Helps develop the person-centered plan or person-driven plan which helps your student plan for ... life

Age-appropriate transition assessments

- Formal, standardized, tested for reliability and validity
- Informal, not tested for reliability and validity - more subjective, often inexpensive and easy to use; still provides a wealth of info
- Interest and work value inventories
- Personalities or preference tests
- Work-related temperament scales
- Vocational assessments; career maturity or readiness tests
- Self-determination assessments
- Aptitude tests
- Behavioral assessment
- Functional life skills tests

Transition Assessment Resources: (partial list)

[Matrix Transition to Adulthood Guide: Assessments to Determine Strengths and Interests](#)

[California Career Zone](#)

[California Career Resource Network](#)

[O*NET](#) and [My Next Move](#)

[Environmental Job Assessment Measure](#)

[Casey Life Skills](#)

[Brigance Special Education](#)

And so many more! Districts often have their own questionnaires.
Ask your IEP team!

Post Secondary Goals

- Training or education
- Employment
- Independent Living



Post Secondary Goals

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Student's Post Secondary Goal Training or Education (Required)

Upon completion of school I will _____	Transition Service Code as Appropriate _____
	Activities to Support Post Secondary Goal _____
	Community Experiences as Appropriate _____
Linked to Annual Goal # _____	Related Services as Appropriate _____
Person / Agency Responsible _____	

Student's Post Secondary Goal Employment (Required)

Upon completion of school I will _____	Transition Service Code as Appropriate _____
	Activities to Support Post Secondary Goal _____
	Community Experiences as Appropriate _____
Linked to Annual Goal # _____	Related Services as Appropriate _____
Person / Agency Responsible _____	

Student's Post Secondary Goal Independent Living (As appropriate)

Upon completion of school I will _____	Transition Service Code as Appropriate _____
	Activities to Support Post Secondary Goal _____
	Community Experiences as Appropriate _____
Linked to Annual Goal # _____	Related Services as Appropriate _____
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Post Secondary Goals

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Student's Post Secondary Goal **Training or Education** (Required)

Upon completion of school I will _____

Transition Service Code as Appropriate _____

Activities to Support Post Secondary Goal _____

Community Experiences as Appropriate _____

Related Services as Appropriate _____

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Student's Post Secondary Goal **Employment** (Required)

Upon completion of school I will _____

Transition Service Code as Appropriate _____

Activities to Support Post Secondary Goal _____

Community Experiences as Appropriate _____

Related Services as Appropriate _____

Linked to Annual Goal # _____

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Student's Post Secondary Goal **Independent Living** (As appropriate)

Upon completion of school I will _____

Transition Service Code as Appropriate _____

Activities to Support Post Secondary Goal _____

Community Experiences as Appropriate _____

Related Services as Appropriate _____

Linked to Annual Goal # _____

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**Post
Secondary
Goal**

**Annual
IEP Goal**

**Activity &
Community
Experience**



POST-SECONDARY GOAL

Upon completion of school I will look for opportunities to work in a pet store to expand my knowledge of dog care, dog training techniques, dog related products, customer service and how to operate a cash register; moreover I will incorporate the knowledge I learn into developing my own dog day care business.



IEP GOAL

By [date], [Student] will demonstrate understanding of the educational background, job qualifications and training required for entry-level jobs of interest to her (pet store clerk) by identifying at least 5 skills and requirements for each job, as measured by a 5-paragraph essay with 80% accuracy for each essay as measured by a teacher created rubric.

ACTIVITY & COMMUNITY EXPERIENCE

Student will interview and shadow people with experience in the field of dog day care and with experience working in a pet store. Student will secure a paid job or internship as a dog walker or a pet store clerk to gain experience with dogs' needs and care. Student will role play providing customer service at her vocational placement as well as train how to use a cash register.

District Graduation Requirements

Sonoma County SELPA
INDIVIDUAL TRANSITION PLANNING (ITP) PAGE 2

Student Name _____ Date of Birth ____/____/____ IEP Date ____/____/____

District Graduation Requirements

Course of Study

A multi-year description of student's coursework from current year to anticipated exit year, in order to enable the student to meet the post-secondary goal ☐ Yes ☐ No

Units / Credits Completed _____ Units / Credits Pending _____

Student's Course of Study leads to: (Select one option below) Anticipated Completion Date ____/____/____

☐ Certificate of Completion ☐ Diploma

Age of Majority

☐ On or before the student's 17th birthday, he/she has been advised of rights at age of majority (age 18)

By whom _____ Date ____/____/____

When you reach the age of 18, the age of majority, you have the right to receive all information about your educational program and make all decisions related to your education. This includes the right to represent yourself at an IEP meeting and sign the IEP in place of your parent or guardian.

Is there an appropriate measurable post-secondary goal(s) that covers education or training, employment, and, as needed, independent living. ☐ Yes ☐ No

Is the post-secondary goal(s) addressed/updated in conjunction with the development of the Annual IEP. ☐ Yes ☐ No

Are there transition services included in the IEP that will reasonably enable the student to meet his or her post-secondary goals. ☐ Yes ☐ No

Are there annual goal(s) included in the IEP that are related to the student's transition service needs. ☐ Yes ☐ No



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How are transition goals, services and activities included in the IEP?



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☐ Yes ☐ No

Comments:

Parent: ☐ agrees ☐ disagrees Comments:

Parent received copy of Procedural Safeguards (Parent Rights): ☐ Yes ☐ No

Date

SIGNATURES

☐ Parent ☐ Guardian ☐ Surrogate ☐ Adult Student

Date

Parent Signature

Date

Signature

Title

Date

Signature Page



The Gift of Self-Advocacy

“Nothing About Us Without Us”

- James Charlton

“Expresses the conviction of people with disabilities that they know what is best for them”

Short videos:

[Self-Advocacy: Find the Captain in You!](#)

[10 Self-Advocacy Tips for Young People with Disabilities - for Youth by Youth](#)

[I'm Determined \(VA Dept of Ed\)](#)



[CADRE Student-Led IEPs \(from DC\)](#)

[Whose Future Is It Anyway?](#)

[CADRE Self-Determination Series](#)

[Parent Center Hub Self-Advocacy](#)

[Dude, Where's My Transition Plan](#)

[Understood.org: Self-Awareness Worksheets](#)

[Learn with Two Rivers Student-Led IEPs](#)

Effective and Collaborative Communication



Remember the 3 Cs:
Communication,
Cooperation,
Collaboration

Begin Conflict Resolution at the Lowest Level

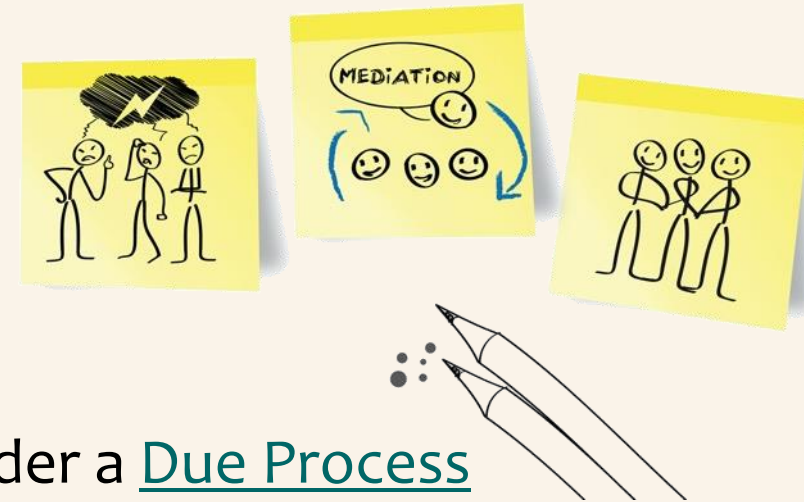
If you're having concerns or issues that effective communication, collaboration, and cooperation are not solving, be ready to climb the conflict resolution ladder.



Educate yourself as to your options: the [Center for Appropriate Dispute Resolution in Special Education](#) is a great place to start

Begin Conflict Resolution at the Lowest Level

- Call Matrix to discuss and strategize
- Connect with teacher, principal, district program manager, special education director
- Call an IEP meeting; consider a facilitated IEP meeting
- Consider Alternative Dispute Resolution or Mediation
- If necessary, file a [State Compliance Complaint](#) or consider a [Due Process Complaint with the Office of Administrative Hearings](#)





Want to find out what's new in Special Education?

Want to get Involved? Want to make a change?

Consider joining your SELPA's
Community Advisory Committee (CAC)

[SELPA's in the counties we serve](#) [CACs in counties we serve](#)

You can also investigate the [CA Special Education Advisory Commission](#)
and the [CA State Department of Education Board](#)

Other ways parents can be involved:

Volunteer opportunities at school: in the classroom, PTA, special ed PTA,
school site council and school board meetings

Matrix Parent Network & Resource Center

**We are parent advisors not
attorneys or advocates**

We do not give legal advice or advise a course of action.
We provide support and information to help parents learn
about their rights and options, find referrals and resources
and help parents become the best advocate they can be
for their child.

Matrix Helpline: 1-800-578-2592

www.matrixparents.org

Matrix Parent Network & Resource Center

This workshop was developed in part under a grant from the US Department of Education, the Office of Special Education and the California Department of Education.

Matrix is grateful for the Federal and State funding it receives, but it's not enough. We rely on other grants and on donations from people like you!

Help Us Help You: Donate

Q & A

**The ability to ask
the right question
is the single most
important skill!**

