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
Age-appropriate transition assessments

Involves 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

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

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<thead>
<tr>
<th>Upon completion of school I will</th>
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**Student's Post Secondary Goal Employment (Required)**

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

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# Post Secondary Goals

## Student’s Post Secondary Goal: Training or Education (Required)

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Person / Agency Responsible

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**Linked to Annual Goal #**

Person / Agency Responsible
**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.

**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.

**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

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]
[ ] Certificate of Completion [ ] Diploma

Anticipated Completion Date __/__/____

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 these 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]
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 their post-secondary goal □ Yes □ No

Units / Credits Completed _____________

Units / Credits Pending ________________

Student’s Course of Study leads to: (Select one option below)
□ Certificate of Completion □ Diploma

Anticipated Completion Date __/__/____
Age of Majority

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

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☐ Is there an appropriate measurable post-secondary goal(s) that covers education or training, employment, and, as needed, independent living. 

☐ Is the post-secondary goal(s) addressed/updated in conjunction with the development of the Annual IEP.

☐ Are there transition services included in the IEP that will reasonably enable the student to meet his or her post-secondary goals.

☐ Are there annual goal(s) included in the IEP that are related to the student’s transition service needs.
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.
How are transition goals, services and activities included in the IEP?

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**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 their post-secondary goal: [ ] Yes [ ] No

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**Units / Credits Completed**

**Units / Credits Pending**

**Student’s Course of Study leads to (Select one option below)**

[ ] Certificate of Completion  [ ] Diploma

**Anticipated Completion Date**

---

**Age of Majority**

[ ] Yes [ ] No

---

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

- 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
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)**

SELPAs in the counties we serve — CACs in counties we serve

You can also investigate the [CA Special Education Advisory Commission](https://www.ca-sed.org/educational-developments-special-education-advisory-commission) and the [CA State Department of Education Board](https://www.cde.ca.gov/)

**Other ways parents can be involved:**

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

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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!