



Navigating Transition

Transition in education is typically thought of as movement from education to employment, but transition in the larger sense is also movement from context to context. Since individuals with significant disabilities experience difficulties in every transitional situation, instruction in transitioning should be an educational priority.

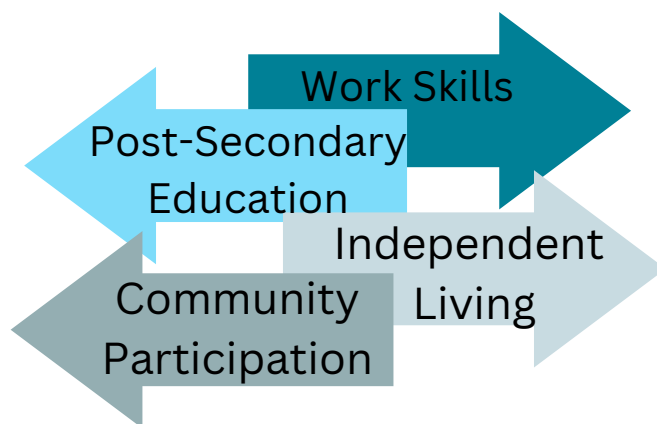
EARLY PLANNING

- Learners can begin targeting skills needed for post-secondary success, as early as early childhood.
- Targeted skills should be embedded into the students IEP.
- When learners move from one grade to the next it's important that their future teachers are aware of their post-secondary wants and needs.
- Transition plans can be implemented with students as soon as they turn 14 years old.



TYPES OF SKILLS

- | | |
|-------------------------|------------------------|
| • Social Skills | • Cleaning |
| • Money Math | • Hygiene |
| • Functional Literature | • Emotional Regulation |
| • Cooking | • Time Management |



SELF-ADVOCACY

- Students should take ownership of their transition plan
- With help from team members, Students should be heavily involved in creating their goals and the overall plan.
- It should reflect where they see themselves after high school.
- Students should be encouraged to actively participate in their IEP and communicate their preferences



Student Name: _____ Date of IEP: _____

Form C: Post-Secondary Transition Plan	
This plan was developed considering the individual student's needs, preferences and interests. This plan must be completed, beginning not later than the first IEP to be in effect when the student turns 16, and updated annually.	
EDUCATION/TRAINING (REQUIRED)	
POSTSECONDARY GOAL(S)	(What the child will do after graduation from high school.)
TRANSITION SERVICES	(May include: instruction, related services, community experiences, the development of employment and other post-school adult living objectives, acquisition of daily living skills or provision of a functional vocational assessment that will be provided before graduation to help the child reach the stated postsecondary goal.)
Responsible Agency/Person	List Transition Services
School	
Student	
Parent	
Outside Agency (specify agency)	
COURSE OF STUDY	Attach four year plan or list courses below: (Courses enrolled in this school year) (Courses to be completed before graduation)
EMPLOYMENT (REQUIRED)	
POSTSECONDARY GOAL(S)	(What the child will do after graduation from high school.)
TRANSITION SERVICES	(May include: instruction, related services, community experiences, the development of employment and other post-school adult living objectives, acquisition of daily living skills or provision of a functional vocational assessment that will be provided before graduation to help the child reach the stated postsecondary goal.)
Responsible Agency/Person	List Transition Services
School	
Student	
Parent	
Outside Agency (specify agency)	
COURSE OF STUDY	Attach four year plan or list courses below: (Courses enrolled in this school year) (Courses to be completed before graduation)

IEP-FORM C

- The Post-Secondary Transition Plan must begin no later than the first IEP that is in effect when the student turns 16, and continues to be updated annually.
- The plan includes:
 - Post Secondary goals that cover education/training, employment, and as needed, independent living.
 - Goals should allow students to reasonably be able to meet them.
 - Identified services in the IEP need to focus on improving the academic and functional achievement of the student to facilitate their movement from school to post-school.
 - Goals need to be age appropriate and based on post secondary transition assessments
 - The course study helps students to pre-plan their high school classes to best fit their post-secondary goals.

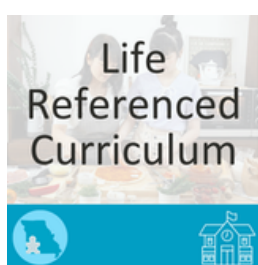
CAREER EXPLORATION & VOCATIONAL PLANNING

- Connect with local agencies to support the facilitation of post secondary goals and to help create a smoother transition out of district services.
- Career and Interest questionnaires and surveys can help students figure out how their preferences can guide their future.
- Examples of agencies in Missouri:
 - CCLinks
 - Pre-Employment Services
 - Vocational Rehabilitation

REMINDERS

- Transitioning from high school to the real world is a coordinated effort that requires planning, patience, and support
- Planning must adhere to the DESE guidelines.
- Following the guidelines and personalizing them to meet the specific wants and needs of each student is an easy way to help support them on their journey towards independence and sufficiency.
- Some students can still be eligible for transition services even after high school.

ADDITIONAL RESOURCES



GET
CONNECTED!



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