

# A PEATC

## Do You Know....



## Fact Sheet for Parents

### Transition Guide: The Transition IEP

#### What is the Transition IEP and Why is it Important?

Under the Individuals with Disabilities Education Act (IDEA), students with disabilities must have a Transition Plan by age 16, earlier if appropriate. **In Virginia, the age requirement is 14 or earlier.** The Transition plan is part of the **Individualized Education Program (IEP)**. It is not a separate document, and it is often called the Transition IEP.

The Transition IEP helps guide your child's **future from childhood into adulthood**. It is the plan for reaching their adult goals. The student is the central focus included and involved in planning and developing the Transition IEP. **After all, the plan is all about them!**

#### Why Does Transition Planning Start So Early?

You may be thinking, what does my child know about being an adult when they are 14? Most of us didn't know at 14, 16 or maybe even 18 what we wanted to do with the rest of our lives **but planning early** ensures that you and your child make the right choices along the way.

For example, if your child wants to go to college, it's going to be important to keep them in the Standards of Learning (SOL) Curriculum and Assessments so that they can graduate with a Standard or Advanced Diploma. **Once your child is put in an alternate curriculum, going back is nearly impossible.** (See PEATC Fact sheets on Diploma Options and Graduation Requirements.)

You can help your child develop a **vision for their future** through a person-centered planning process. The action plan that results from this process can help guide the Transition Plan. The vision and the plan may change over the years and that's perfectly ok. (See PEATC Fact Sheet on Person-Centered Planning.)

You can help your child be involved and included in planning for their future by teaching them **self-advocacy skills** starting as early as possible. Teaching your children to speak up for themselves and make their thoughts and ideas known is important to their participation in the transition process and a lifelong skill.

#### Help your Child Achieve Their Hopes and Dreams

- To be happy
- To be independent
- To live and be included in the community
- To have friends and relationships
- To have a job or career they enjoy
- To continue to learn
- To be healthy
- To have options and make their own choices
- To have the help they need to be successful



#### Contact us

800-869-6782 / 703-923-0010

[peatc.org](http://peatc.org)

partners@peatc.org  
Hablamos Español



# Fact Sheet for Virginia's Parents

## What Should the Transition IEP Include?

The Transition IEP is where you, your child, and the IEP team lay out the goals, objectives, activities, and services that will lead to your child reaching their post high-school goals. These should be based on the vision created and on the results of a variety of **transition assessments**. The assessment process should be thorough, and assessments must be appropriate to the student's chronological age. One or two assessments is not enough. There should be real world as well as pen and paper/online assessments and experiences.

In addition to **academic goals** (reading, math, science, etc.), Transition IEPs may cover the areas of **vocational training** (e.g., learning a trade, like plumbing); **post-secondary education**, (e.g., college or other schooling), **employment, social skills** (how they interact with classmate, co-workers, etc.), and, if appropriate, **independent living**. The IEP should include how services will be provided and who will be involved, including community-based agencies. Transition IEPs should include but are not limited to the following:

<b>Present Level of Performance (PLAAPF)</b>	Where the student is functioning at the current time, academically, vocationally, socially, etc.
<b>Post-Secondary Outcomes Including Education, Employment and if appropriate, Independent Living</b>	What the student wants to accomplish after high school. For example, work as an appointment scheduler in a doctor's office.
<b>Measurable Annual Transition Goals</b>	What does the student need to work on during high school to achieve the stated outcomes.
<b>Transition Services</b>	What services are needed to help reach the goals (e.g., instruction, community experiences, etc.
<b>Activities to Support Goals</b>	Activities that support the plan, e.g., self-advocacy instruction, computer skills, writing a resume.
<b>Course of Study</b>	The actual courses the student will take from 9 <sup>th</sup> grade through graduation.
<b>Accommodations and Modifications</b>	Changes need to support how (accommodations) or what (modifications) the student learns.
<b>Coordination of Services and Agency Participation</b>	Statement of the responsibilities of other agencies that may provide or pay for services.

## Be Sure Your Child Expresses Themselves

There are many ways for students to share information and become good self-advocates. They can communicate verbally or in writing, use technology, communicate with Braille, sign language, pictures, photos or letterboards and use body language like nods, smiles, or grimaces.

**NOTHING ABOUT ME WITHOUT ME!**

Talk early and often to your child about their interests, strengths, and support needs and allow them to explore those interests—**which may be different than yours!**

**PEATC's mission focuses on building positive futures for Virginia's children by working collaboratively with families, schools, and communities to improve opportunities for excellence in education and success in school and community life.**



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