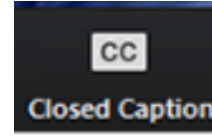




# From High School to Life: Designing Transition IEPs That Reflect Real Futures

## Using Closed Captioning

- To start using CC, click the caption button



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## Uso de la interpretación de idiomas

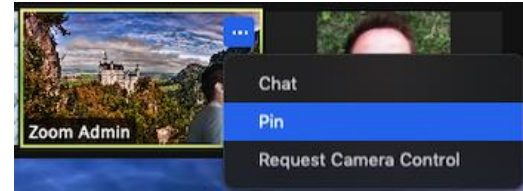
- Hagan clic en el icono de interpretación
- Seleccionen "Spanish"
- Después de seleccionar "español", hagan clic "Mute Original Audio"



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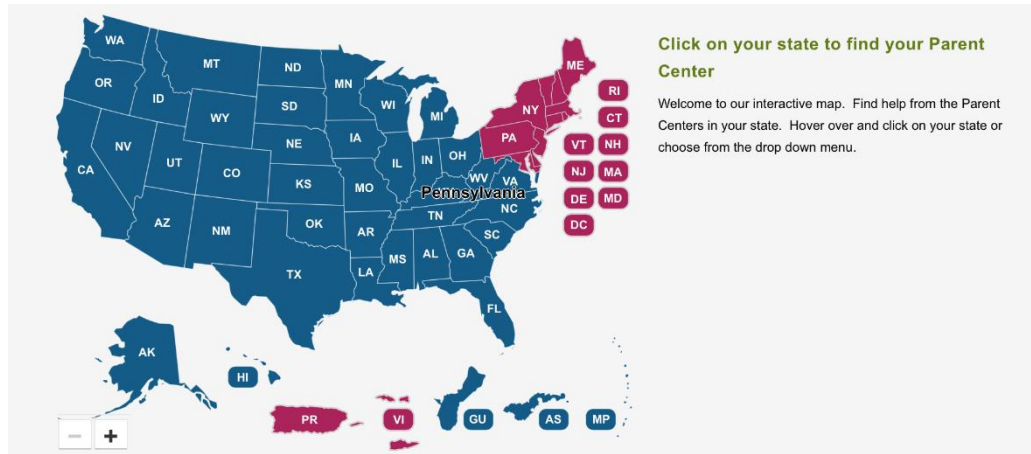
## Using ASL

- To pin the interpreter, hover over the video of the participant you want to pin and click ...
- From the menu, click Pin.



# About CPIR, RAISE & the RSA Regions

The [CPIR](#) provides universal technical assistance to the 90+ federally funded [Parent Centers](#) across regions in U.S. states and territories.



[RAISE](#) is housed at SPAN Parent Advocacy Network (SPAN) and provides technical assistance and support to the eight (8) [RSA Regions](#) in helping individuals with disabilities shift into adulthood.

# Presenters

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Think College

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<https://transitionta.org>



# NTACT:C Website –

[www.transitionta.org](http://www.transitionta.org)

- Live and pre-recorded webinars
- Watch parties
- Transition Life Hacks (videos)
- Online modules & mini-modules
- FAQs
- Presenter guides, videos, documents, toolkits, data resources, etc.
- Sign up for our weekly email News Blast
- Email: [ntact-collab@uncc.edu](mailto:ntact-collab@uncc.edu)



# What is Transition?

Transition happens  
when a person moves  
from one life stage...  
To another...

**PLAN FOR  
THE FUTURE!**



# Why Secondary Transition?

- Disproportionate attendance of students with and without disabilities attending four-year colleges
- Disproportionate rates of college graduation for students with disabilities as compared to those without disabilities
- Disproportionate employment outcomes for students with disabilities

# Think College

- National Coordinating and Technical Center for Inclusive Postsecondary Education (IPSE)
- Resources for students, families, educators, transitions professionals, and many more
- Live and pre-recorded webinars, FAQ, handouts, toolkits
- The only national database of IPSE programs with customizable features
- Sign up for our newsletters and follow us on social media
- Email: [thinkcollegeTA@umb.edu](mailto:thinkcollegeTA@umb.edu)



# What is Inclusive Postsecondary Education (IPSE)?

Higher education programs that provide access to postsecondary education for people with intellectual disabilities.

- 2 and 4-year colleges, tech schools, dual enrollment
- Class, campus, & work in inclusive settings
- Focus on Career Preparation, Independent Living, & Community Engagement



# Why IPSE?

Think College's most recent annual report shows:

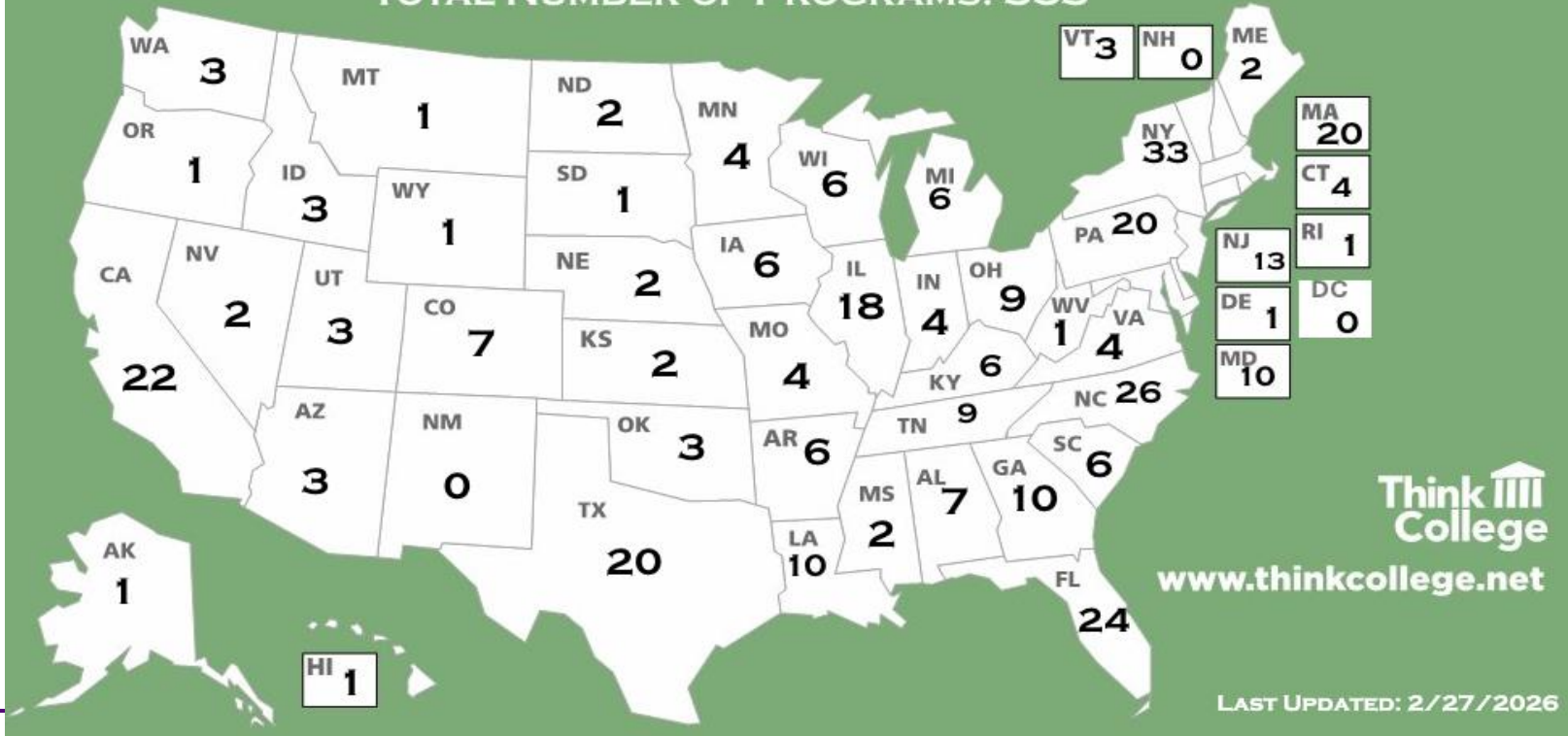
- 65% of exiting IPSE students from our data collection sites, had a paid job one year after completing a program. 67% after two years, and 68% after three years.
- 73% of exiting students completed their program
- 62% of exiting students who completed their program were working in a paid job at exit or within in the first 90 days.
- 85% of respondents reported they were happy or very happy with their social life.

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Data obtained from: Grigal, M., Papay, C., Bukaty, C., Choiseul-Praslin, B., Weir, C. & Lazo, R. (2025). Highlights of the annual report of the Cohort 3 TPSID Model Demonstration Projects (Year 4, 2023–2024). University of Massachusetts Boston, Institute for Community Inclusion.

# COLLEGE OPTIONS FOR STUDENTS WITH INTELLECTUAL DISABILITY

TOTAL NUMBER OF PROGRAMS: 353



Think College

[www.thinkcollege.net](http://www.thinkcollege.net)

LAST UPDATED: 2/27/2026

# Transition IEPs

Let's build on the knowledge and resources from NTACTION and Think College to highlight how a transition IEP can reflect students' real futures and goals.



# Secondary Transition is...

## → Results Oriented

- Schools are held accountable for providing an educational program and transition services that will facilitate the movement from H.S. to post-secondary goals

## → Student-Centered

- Student's interests
- Student's preferences
- Student's strengths and needs

## → Coordinated Effort

- School
- Student/family
- Agencies and support services

# Individuals with Disabilities Education Act (IDEA 2004)

## Primary Purpose

To ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and **prepare them for further education, employment, and independent living** H.R.1350 (IDEA 2004)

# When Does Transition Planning Begin?



- IDEA requires that transition planning starts by the time students reach the age of 16 years old.
- The IEP team does not have to wait until the student's 16th birthday year to consider the student's transition needs.
- Start early and maintain consistency

# The Secondary Transition Process

- Student/young adult driven
- Collaboration: Schools, Agencies, Families
- Age-appropriate transition assessment
- Post-secondary education/training, employment, and independent living goals
- Thoughtful course of study
- Transition services and activities aligned to post-secondary goals
- Measurable annual IEP goals aligned to post-secondary goals
- Ongoing secondary transition process that includes progress monitoring and assessment

# Student Example



Ari is a 16-year-old high school freshman with an intellectual disability. They participates in general education classes, receiving support in electives, science, and history, and receive math and reading instruction in a self-contained classroom. Ari is on a modified curriculum and will receive an Alternative Diploma. Their sibling went to college and they think it would be cool to go to college too. They also want to be a preschool teacher, and live with roommates in an apartment after graduating.

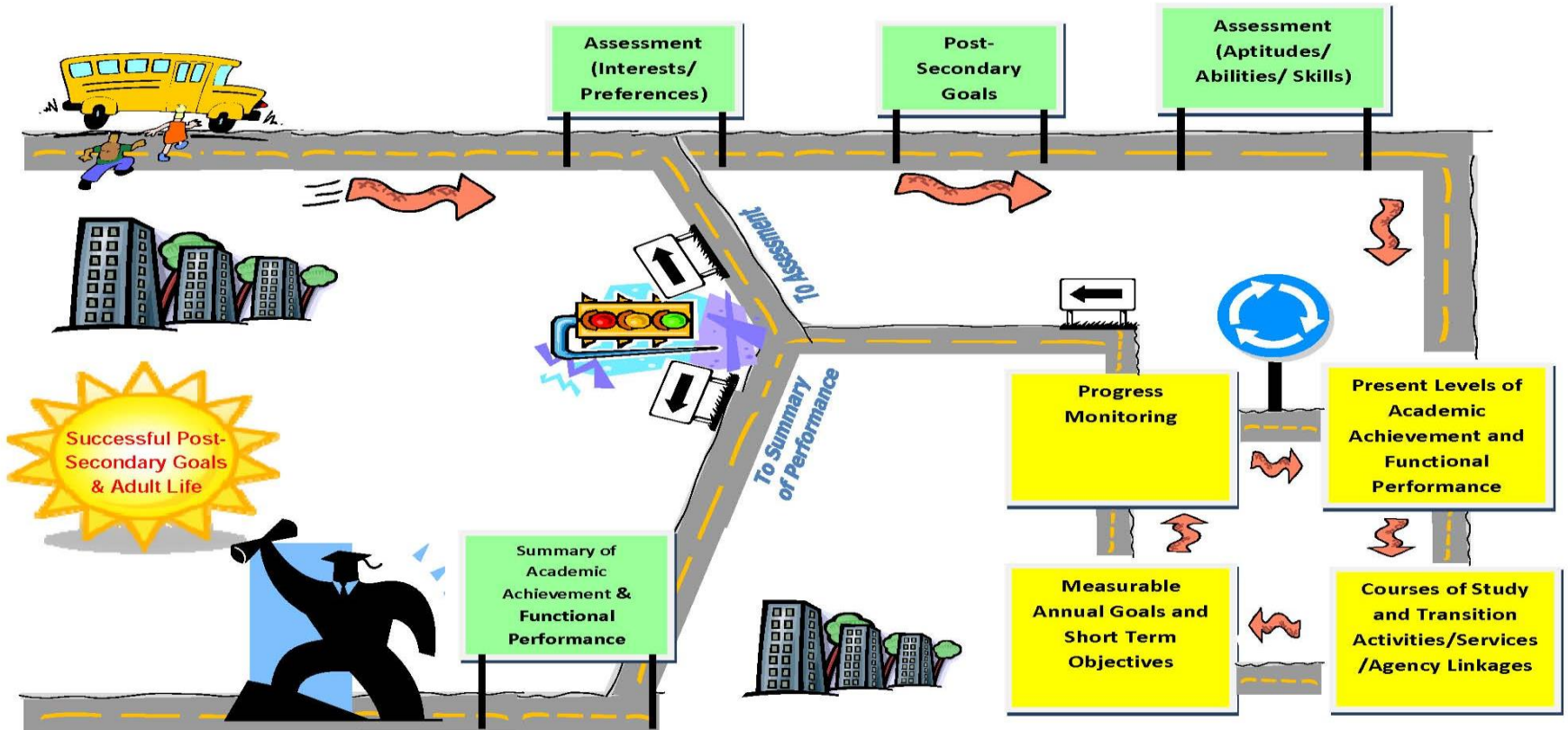
# Transition = A Coordinated Effort

Establish Transition Team Partnerships

- Student
- Parent
- Educator including CTE
- Agency
- Community



# Secondary Transition in a Standards Aligned System: Roadmap



# Student/Youth Engagement

## → Student Driven

- Focus on students wants and needs
- Consider short and long term goals
- Student led

## → Presume Competence

- Learned Helplessness or independence come from you
- There is true dignity in risk
- The development of self-determination is a learned behavior, based on experiences, attitudes and opportunities

## → Use Teachable Moments

- Use real life situations
- Making choices
- Reasonable level of risk
- Living with consequences

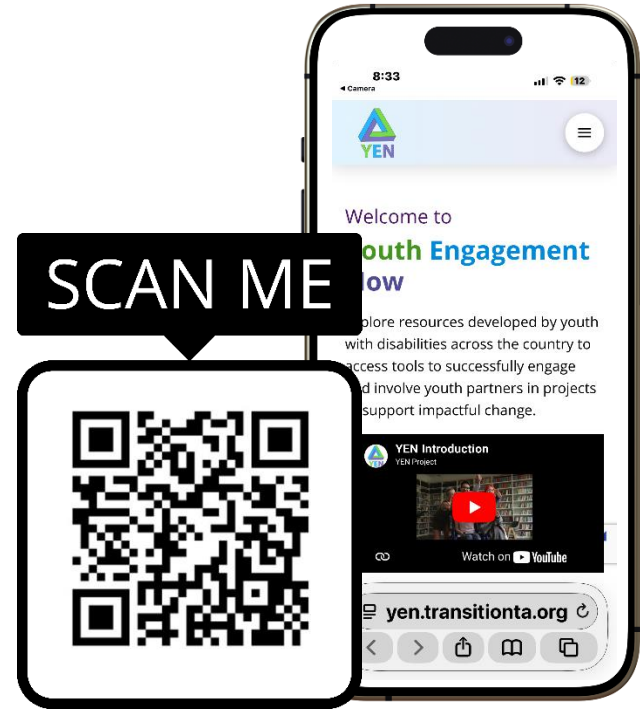


# When are youth most engaged?

- They feel like they are being listened to
- Making their own decisions
- When they are being respected
- Part of the conversation
- Not being judged
- Asked their opinions
- Involved in the planning process
- Spoken to in an age-appropriate manner

# What is YETI?

YETI is a national youth engagement and leadership advisory group that is supported by the National Technical Assistance on Transition: the Collaborative (NTACT:C) and The National Resources for Access, Independence, Self-Advocacy, and Employment Center (RAISE). YETI has over 25 young adult leaders with disabilities from across the country that are working to support and shape the future of self-advocacy, engagement and leadership for transition age students and youth at the state and local levels. <https://yen.transitionta.org>



# Family Engagement in Transition Planning



# Why Family Engagement?

- IDEA 1400 (c)(5)
- Parent input on current levels of function, strengths, interests, hopes and areas of need
- Meaningful participation in planning and informed decision making is an essential component of the transition process
- Transition areas for families to consider

# Families Often Feel Frustrated

- Families perceived there was some type of “secret knowledge” that would open up opportunities for the young adults if they were able to decode the process.
- Families described a feeling that the school personnel or IEP team were “ticking boxes”; that transition planning was a paperwork process.
- Families “perceived a misalignment” between student needs, family priorities, and transition goals.
- Families left IEP meetings feeling discouraged and had little faith in the school systems to transition their youth.
- Families described a lack of knowledge about the process, lack of relevant resources and services, and not knowing what questions to ask during the process.

# Families Need to Be Engaged Partners

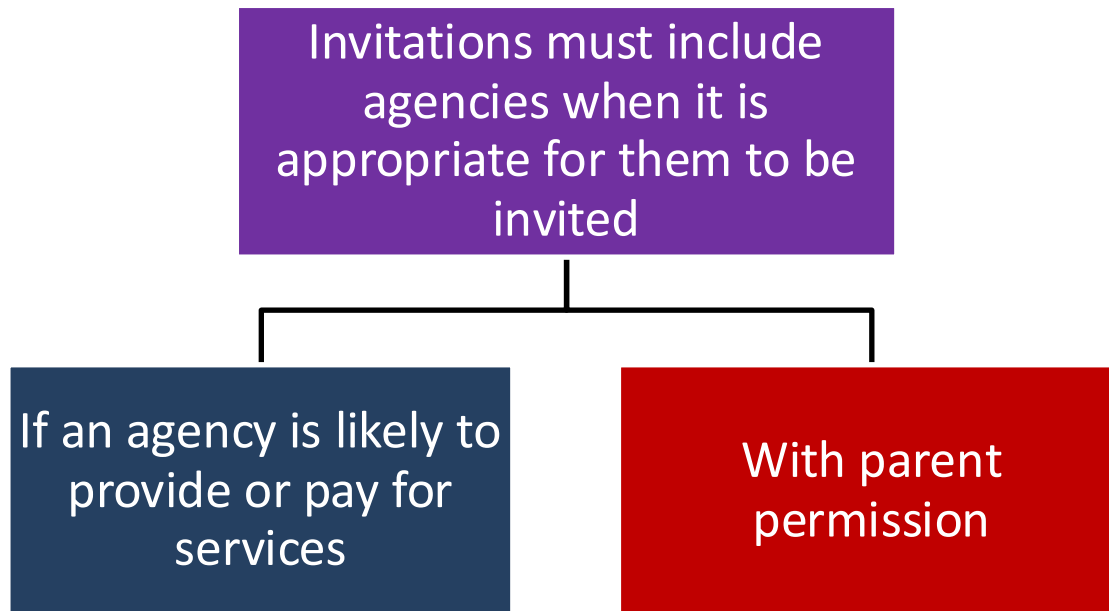
Families know their student better than anyone; consequently, the importance of involving families in the assessment process is critical in order to have a holistic understanding of the student and their post-school goals.



# Agency Engagement



# Agency Invitation to IEP Meeting



# Examples of Agencies

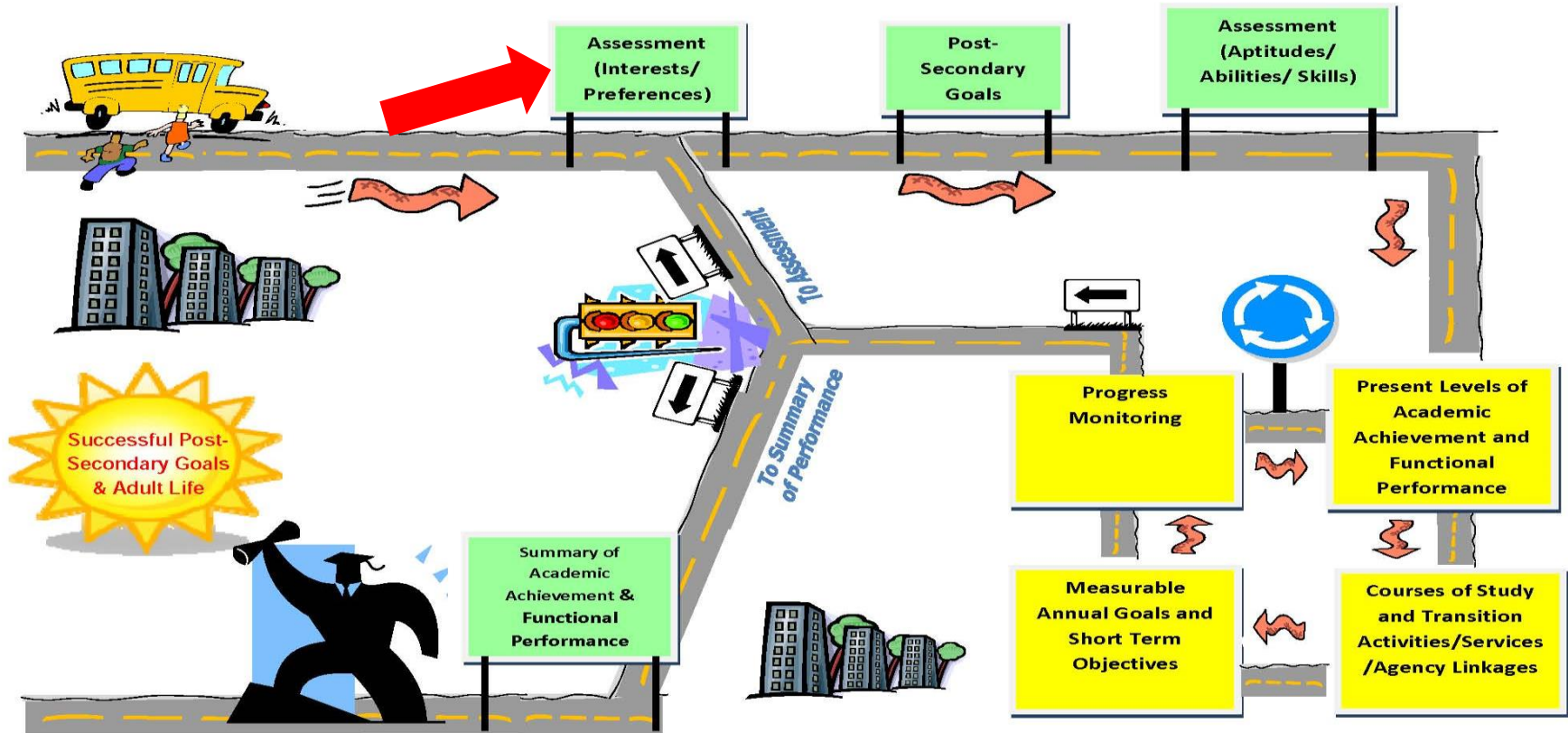
- Vocational Rehabilitation
  - Blindness and Visual Services
- County Mental Health
- Department of Public Welfare
  - Office of Developmental Programs
  - Intellectual Disabilities/Developmental Disabilities
    - Bureau of Autism Services
- Children and Youth Services
- Juvenile Justice System
- Social Security Administration
- The ARC
- Centers for Independent Living
- Disability Specific Agencies

# Who's on Ari's IEP Team?

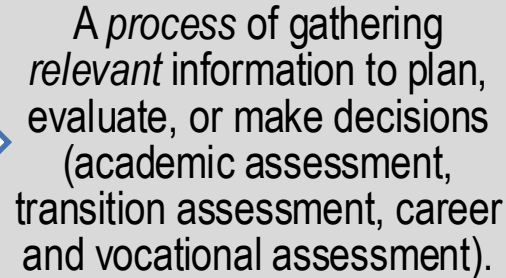


- Ari
- Parents
- School Staff (Special Education Teacher/Case Manager, General Educator(s), Administrators, etc.)
- Vocational Rehabilitation Counselor
- Others?

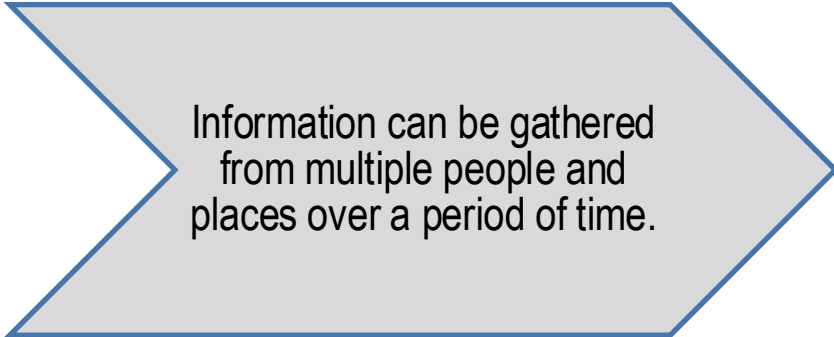
# Secondary Transition in a Standards Aligned System: Roadmap



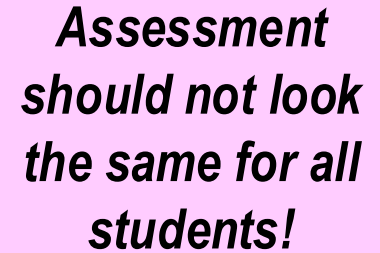
# Assessments is...



*A process* of gathering *relevant* information to plan, evaluate, or make decisions (academic assessment, transition assessment, career and vocational assessment).



Information can be gathered from multiple people and places over a period of time.



***Assessment  
should not look  
the same for all  
students!***

# Transition is a process...

## Identify Interests and Preferences

- **Interests:** a measure of opinions, attitudes, and preferences
- **Preferences:** what the student values and likes

## Set Post-Secondary Goals

- **Post-Secondary Education and Training**
- **Employment**
- **Independent Living**

## Further Assess Abilities, Aptitudes, and Skills

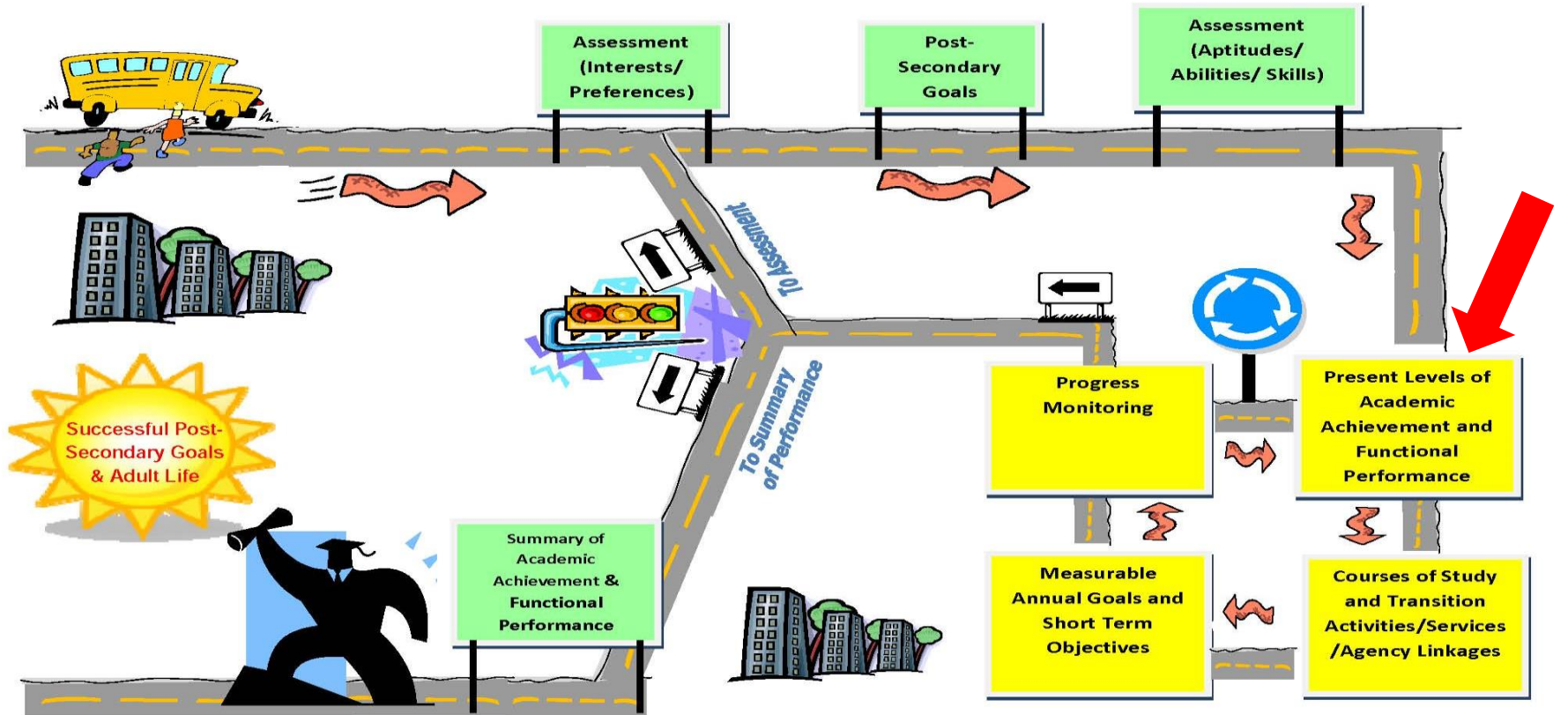
- **Abilities:** talents or acquired skills
- **Aptitudes:** characteristics that inform us of a student's learning strengths or proficiency in a particular area

# Ari's Assessments



Ari's assessments include student and parent interviews, classroom observations, an online career assessment, an aptitude test to identify their strengths, and evaluations in school-based work settings, including the library, the student store, and as an office aide.

# Secondary Transition in a Standards Aligned System: Roadmap



# Present Levels of Academic Achievement and Functional Performance (PLAAFP) must

- Be data driven-precise, measurable and observable.
- Provide a starting point (baseline) for development of measurable annual goals.
- Address each post-secondary transition goal area
- Be relevant, useful, and understandable
- Incorporate information from all team members
- Describe effect of disability on performance
- Identify strengths and prioritize needs
- Guide development of other areas of the IEP

# Ari's PLAAFP

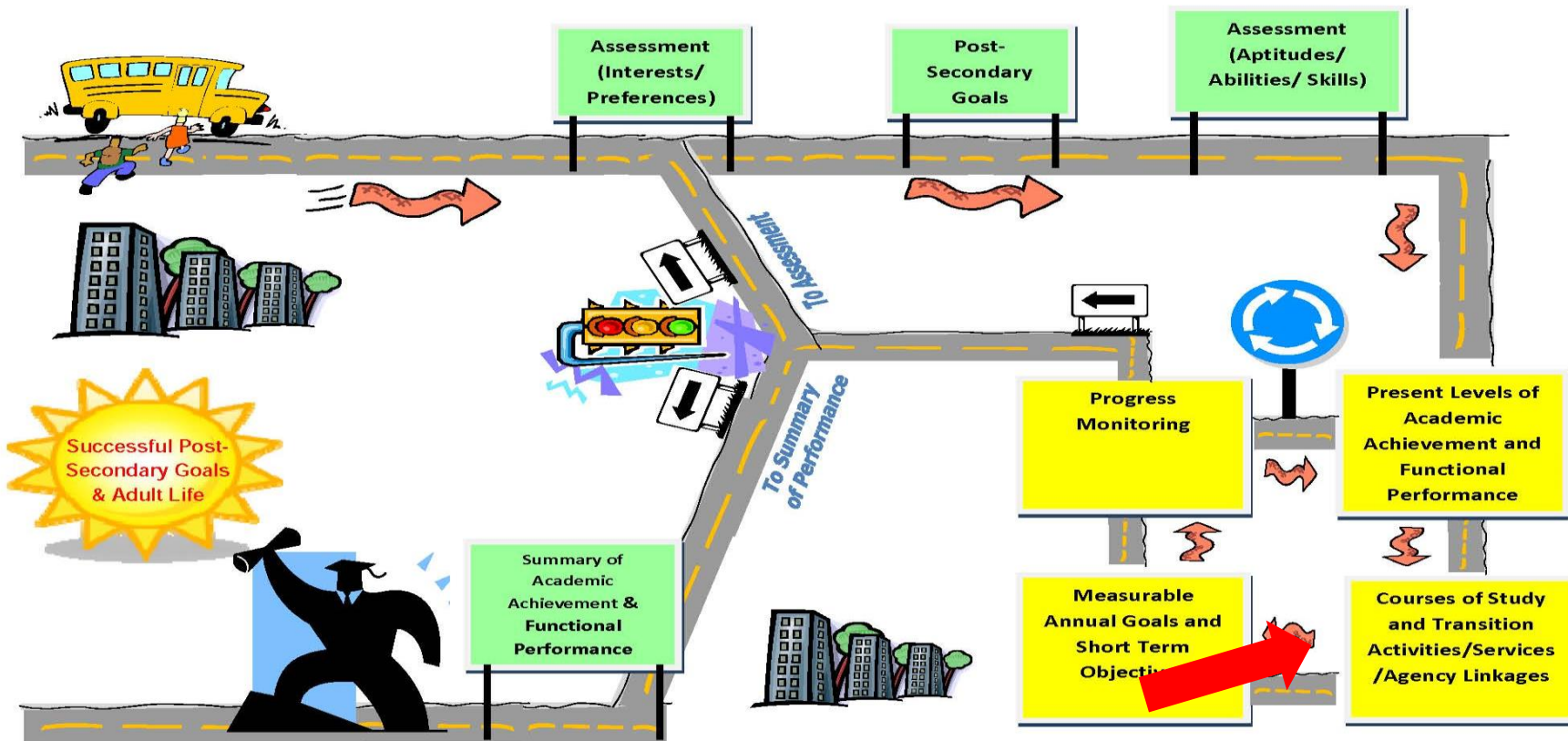


Ari is a 9th-grade student with an intellectual disability who is social, active in school, and enjoys working with children, as demonstrated through their participation in a YMCA summer program. Ari completes most assignments but benefits from extended time.

Ari reads at approximately a 4th-grade level and can complete basic arithmetic but needs support with functional math skills, such as making change. Career assessments indicate strengths and interests in education and caregiving fields. Ari performs well when tasks are clearly structured with a checklist and can complete them independently, but needs support when learning new tasks.

Overall, Ari's strengths in social interaction and interest in working with children, combined with continued support in reading, math, and task acquisition, will help them progress toward their goal of attending college, becoming a preschool teacher, and living independently.

# Secondary Transition in a Standards Aligned System: Roadmap



# Coordinated Set of Activities

- **Student-centered** – focused on the student’s goals for life after high school
- **Results-oriented** – designed to lead to real outcomes (college, career, independent living)
- **Coordinated** – includes collaboration between school, family, and community partners
- **Required Areas May Include:**
  - Instruction (courses, academic skills, self-advocacy)
  - Related Services (speech, transportation, counseling)
  - Community Experiences (job shadowing, volunteering)
  - Employment & Adult Living Goals (career exploration, job training)
  - Daily Living Skills (if appropriate) (money management, transportation)
- **Key Idea** - All activities should connect directly to the student’s postsecondary goals and build the skills needed for their future.

# Ari's Postsecondary Goals

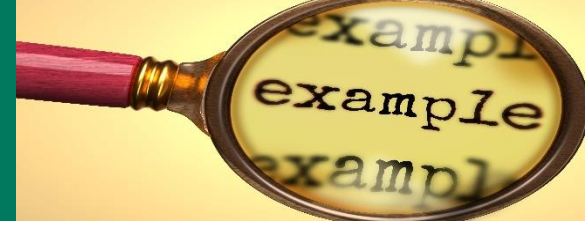


- **Education** - After high school, Ari will attend an inclusive college postsecondary education program for students with intellectual disability, where they will take courses for career development, employability skills, independent living, and early childhood to advance their goal of working in a preschool.
  - **Employment** - After completing their college program, Ari will be competitively employed, working 20+ hours a week in preschool with the support of a job coach.
  - **Independent Living** - Ari will live on a college campus with roommates and independently prepare for their day at school or work, including dressing, personal hygiene, and keeping a schedule/calendar of activities.
-

# What are Courses of Study?

- Part of the “coordinated set of activities” that helps students move from high school to identified post-secondary goals
- Support academic and functional achievement
- Should promote graduation by meeting district standards
- Courses should be aligned with Post-secondary goals
- Include “Programs of Study” at Career Tech Centers and Dual Enrollment IPSE Programs
- Courses should be listed by the course name used in the LEA’s Program of Studies - not “functional curriculum” or “college prep”
- Course of Study must reflect the current year’s courses.

# Ari's Course of Study



## 9th Grade (Freshman)

- English I
- Pre-Algebra
- Physical Science
- Geography / World History
- Introduction to Careers
- Family & Consumer Science

## 10th Grade (Sophomore)

- English II
- Algebra
- Biology
- U.S. History
- Child Development / Parenting
- Computer Applications
- Family & Consumer Science II

## 11th Grade (Junior)

- English III
- Math (Applied Math / Consumer Math)
- Environmental Science
- Government / Economics
- Early Childhood Education I
- Life Skills / Independent Living
- Career Exploration / Work Readiness

## 12th Grade (Senior)

- English IV (Practical Reading & Writing)
- Math (Consumer Math / Financial Literacy)
- Social Studies Elective
- Early Childhood Education II
- Independent Living Skills
- Career Preparation / Employability Skills

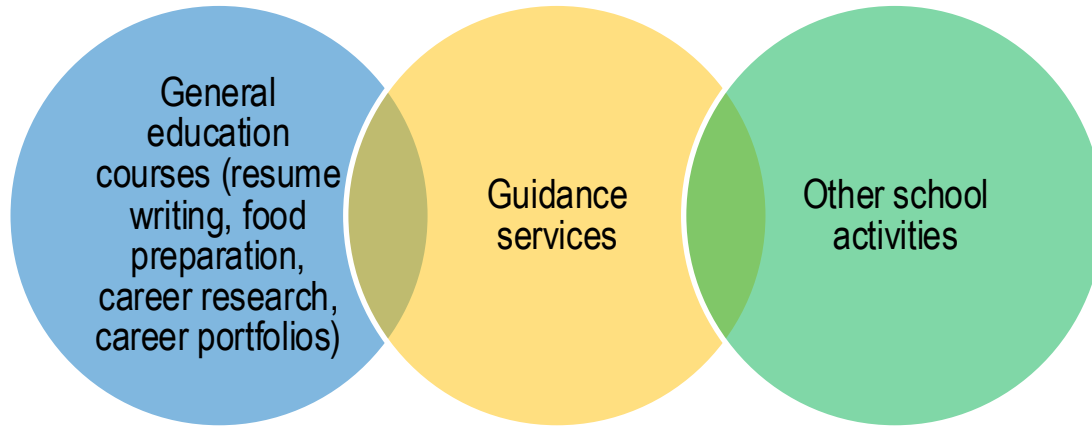
# What are Transition Services/Activities?

- Action steps that support the student's movement towards post-secondary goal areas
- Slated to occur during the current IEP
- Each post-secondary goal area should have at least one service/activity
- Part of the ***coordinated set of activities***



# Services and Activities in General Curriculum

- Make use of transition activities that take place as part of:



- Many schools “map out” activities by grade

# Ari's Activities



## 9th Grade (Freshman)

- Complete interest and career assessments (focus on education/childcare)
- Join the Future Teachers Club at school
- Volunteer at YMCA or school-based childcare events
- Learn to use a planner or digital calendar
- Practice self-advocacy (asking for help, expressing preferences)

## 10th Grade (Sophomore)

- Job shadow in a preschool or childcare setting
- Participate in school-based work experiences (e.g., helping in elementary classrooms)
- Practice email and basic communication skills
- Use a calendar to track assignments and activities
- Begin learning about IEP and personal strengths

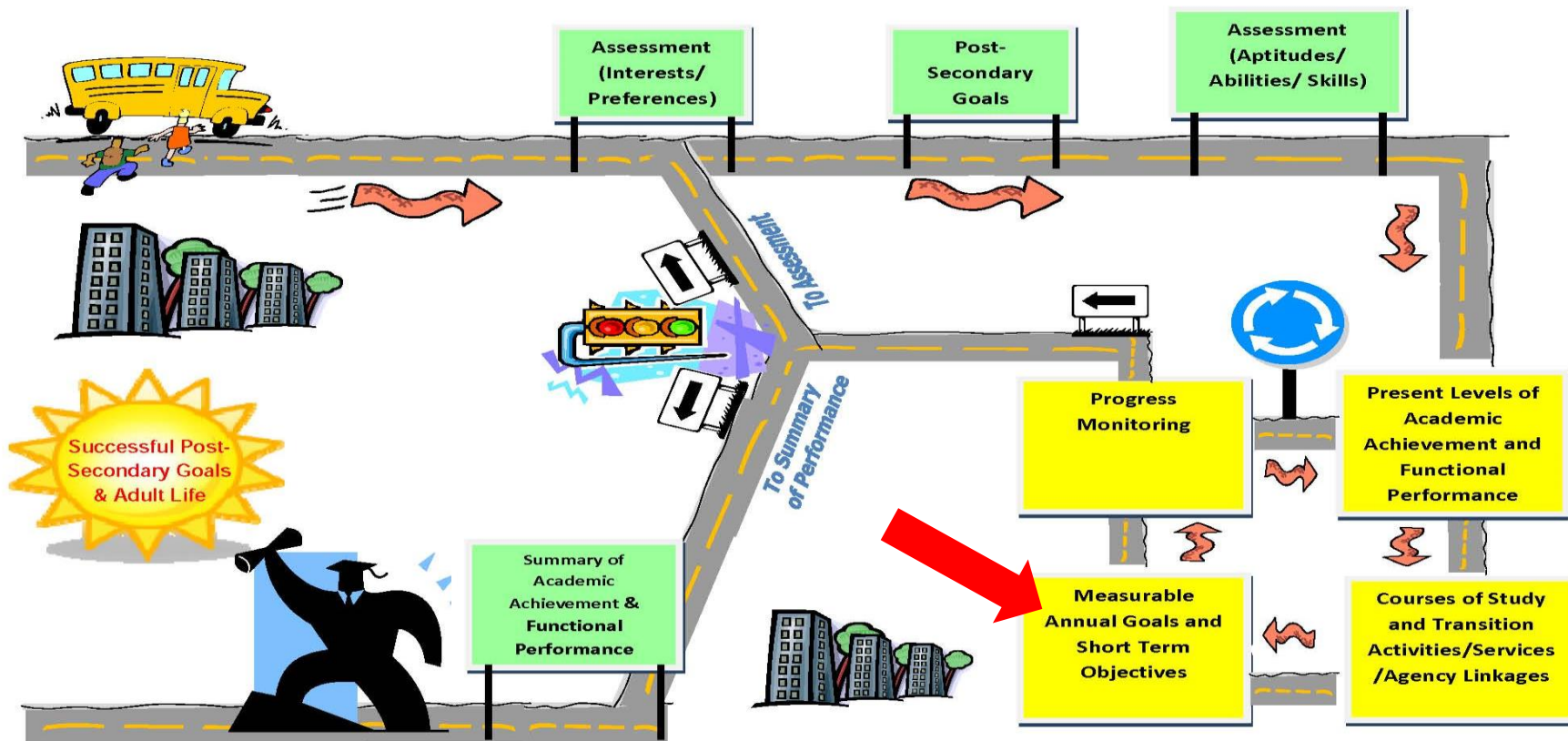
## 11th Grade (Junior)

- Participate in a community-based work experience in a preschool
- Engage in job coaching or supported work experiences
- Attend college fairs for inclusive college programs
- Practice interview skills and workplace communication
- Lead parts of IEP meeting and set personal goals

## 12th Grade (Senior)

- Participate in paid or unpaid work in a preschool setting
- Apply to inclusive postsecondary education programs
- Connect with Vocational Rehabilitation (VR) services
- Visit college campuses and meet program staff
- Practice managing a full daily schedule independently
- Develop a personal budget and money management
- Lead IEP meeting and communicate support needs

# Secondary Transition in a Standards Aligned System: Roadmap



# Measurable Annual Goals (MAG)

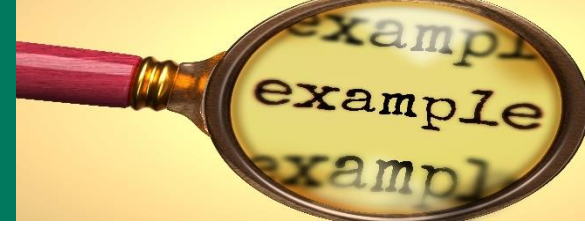
- Build skills (identified in Needs)
- Prioritized: **3-5** goals for most
- Communicate expectations-projects student performance at the end of one year of instruction
- Begin from baseline of skill (present levels)
- Contains measurable, countable **data**.
- Are written to include **progress monitoring**.



# Measurable Annual Goals at a Glance

Condition	Name	Clearly Defined Behavior	Performance Criteria		
<p>Describe the situation in which the student will perform the behavior.</p> <p><i>Materials, settings, accommodations?</i></p> <p>Examples:</p> <p>Given visual cues...</p> <p>During lectures in math...</p> <p>Given active response checks...</p>	<p><b>Use the Student's Name</b></p>	<p>Describe behavior in <u>measurable, observable</u> terms.</p> <p>Use action verbs.</p> <p><i>What will s/he actually DO?</i></p> <p>Examples:</p> <p><b>Locate</b></p> <p><b>Name</b></p> <p><b>Point</b></p> <p><b>Separate</b></p> <p><b>Rank</b></p> <p><b>Choose</b></p> <p>Remember--Academic Standards, Big Ideas, Competencies from the Standards Aligned System (SAS) provide the content for goals.</p>	<p>The <u>level</u> the student must demonstrate for mastery:</p> <p><i>How well?</i></p> <p>Examples:</p> <p>% of the time</p> <p>#times/# times</p> <p>With the # or % accuracy</p> <p>"X" or better on a rubric or checklist.</p>	<p><u>Number of times</u> needed to demonstrate mastery:</p> <p><i>How consistently?</i></p> <p>How consistently will the student need to perform the skill(s) before considered "mastered?"</p>	<p><u>Evaluation Schedule:</u></p> <p><i>How often?</i></p> <p>How often will the student be assessed?</p> <p>What will be the method of evaluation?</p>

# Ari's Measurable Annual Goals



- Given direct instruction, modeling, and opportunities in general education and transition-focused classes, Ari will appropriately request help, clarification, or additional time using verbal or written communication in 4 out of 5 opportunities across the second semester of their freshmen year as measured by teacher observation and data collection, reviewed weekly.
- Given a visual task list and initial instruction during classroom or school-based activities (e.g., FACS tasks, career exploration projects, or volunteer activities), Ari will complete assigned multi-step tasks with no more than 2 prompts in 4 out of 5 opportunities across 9 consecutive weeks, as measured by teacher or staff data collection, reviewed biweekly.
- Given instruction and a visual planner or digital calendar, Ari will record assignments and follow a daily schedule (e.g., bring materials, transition between classes, track tasks) with no more than 1 prompt in 4 out of 5 school days across 4 consecutive weeks, as measured by teacher checklist and progress monitoring, reviewed weekly.

# Alignment: Assessment to Goals

PLAAFP

- Ari benefits from structured support and does not consistently request help or accommodations independently.

NEED

- Ari needs to develop self-advocacy skills to independently request help, clarification, and accommodations across school settings.

Transition

- Practice self-advocacy (asking for help, expressing preferences)

Measurable  
Annual Goal

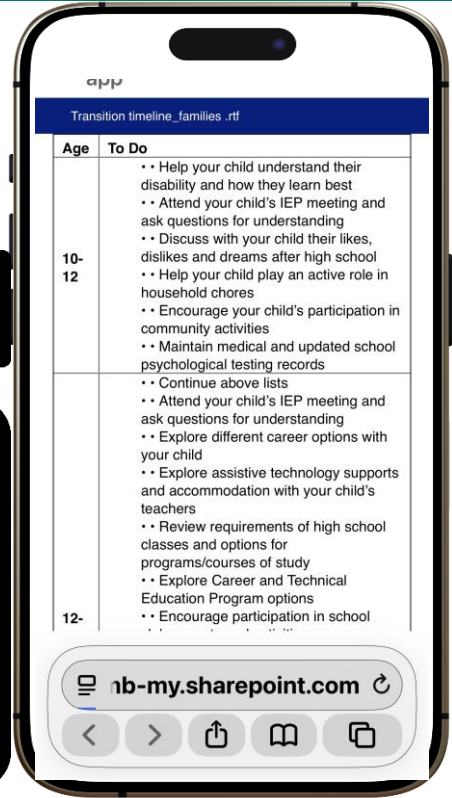
- Given direct instruction, modeling, and opportunities in general education and transition-focused classes, Ari will appropriately request help, clarification, or additional time using verbal or written communication in 4 out of 5 opportunities over the course of the semester.

Progress  
Monitoring

- A special education teacher will use a checklist weekly to review appropriately, asking for help, clarification, or additional time.

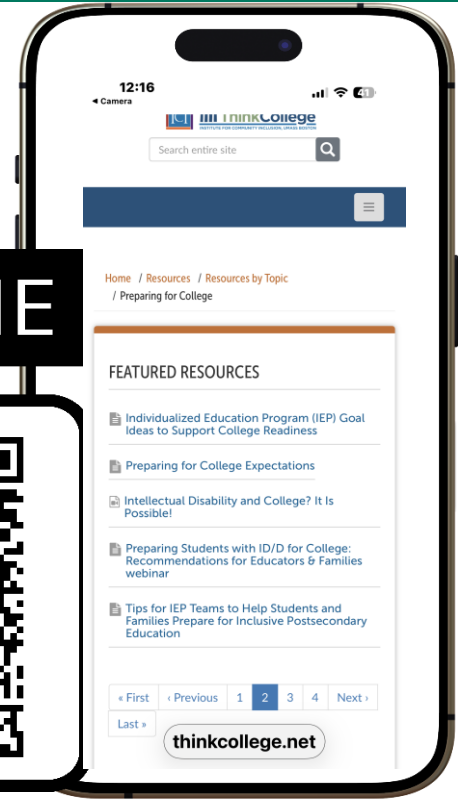
# Additional Resources NTACTION:

- Visit the NTACTION website
- This QR Code shared a Timeline



# Additional Think College Resources:

- Preparing for College topic page
- Example IEP goals
- Transition to College Resources –timeline, foundational skills, tips for IEP teams



# RAISE Youth Directed IEP products

## Student-led Transition IEP Toolkit

This toolkit provides educators, Parent Centers, and youth-serving organizations with ready-to-use videos and accessible worksheets designed to build student voice, self-advocacy, and leadership within the IEP and transition planning process on the following topics:

- Self-Awareness and Self-Advocacy
- Understanding the IEP Process, Terminology & Legal Rights
- Envisioning Success & Creating Meaningful Transition Goals
- Leading or Co-Leading an IEP Meeting
- Wrap-Up Video: Fostering Collaboration



# Questions



# Thank you page

For more information please email:

Mindy Lingo at [mindy.lingo@umb.edu](mailto:mindy.lingo@umb.edu)

or

Michael Stoehr at [mstoehr@charlotte.edu](mailto:mstoehr@charlotte.edu)

