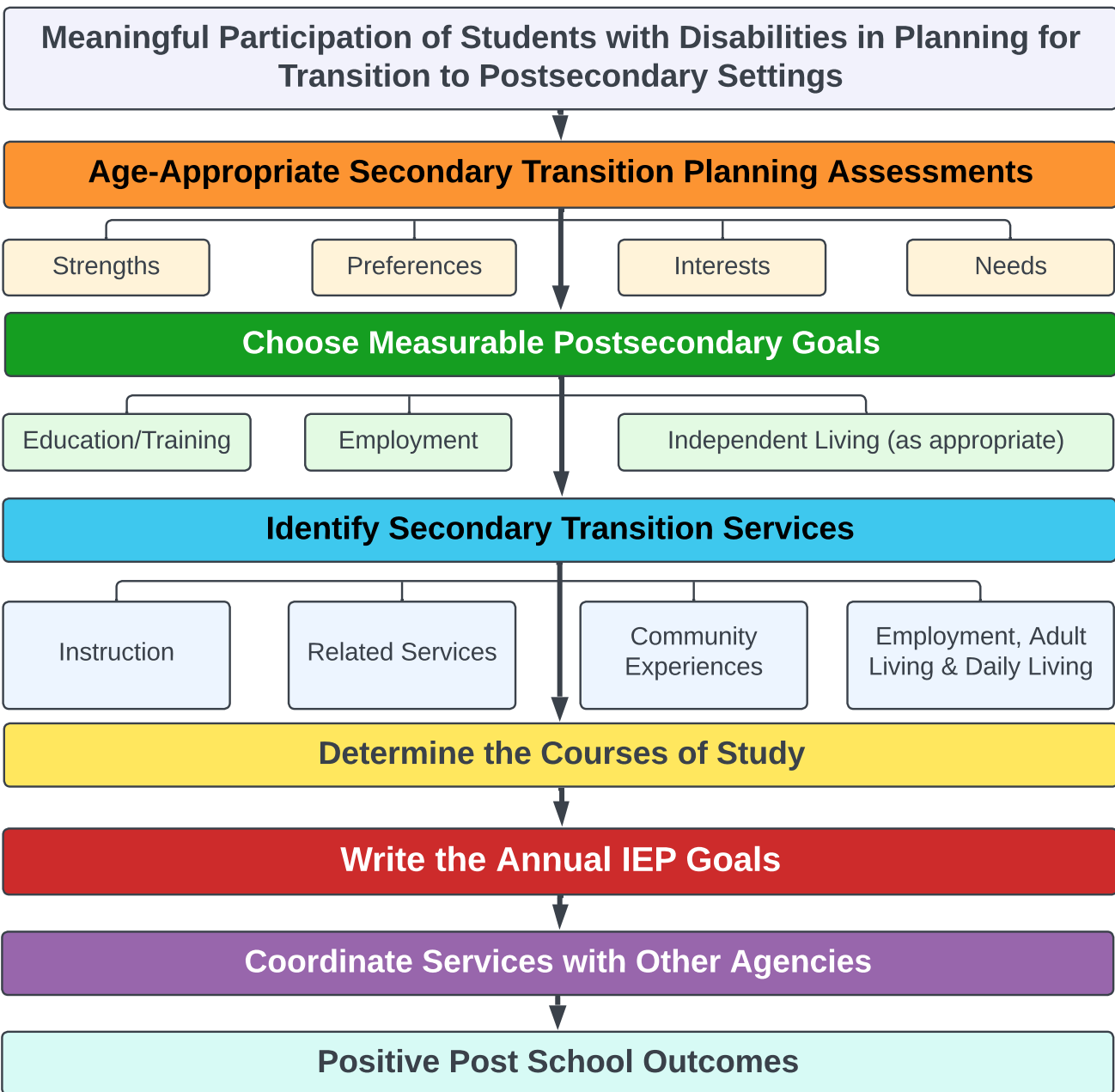


TRANSITION TO POSTSECONDARY SETTINGS FLOW CHART



Adapted from Johnson, C. E. (2012). Transition Services Flowchart.
Center for Change in Transition Services, Seattle University, Seattle, WA

Transition to Postsecondary Settings Flow Chart Definitions

Age-Appropriate Secondary Transition Planning Assessments

Secondary transition planning assessment is defined as the ongoing process of collecting information on a student's strengths, preferences, interest and needs (SPINs) related to current demands and future career, educational, and independent living goals. Secondary transition assessment provides a foundation for defining Individualized Education Program (IEP) goals, secondary transition services, and guides instructional decision-making. (SpEd Rules VII.B.5.b.1)

Measurable Postsecondary Goals

A student's appropriate measurable postsecondary goals (PSGs) are based on the student's SPINs as identified through secondary transition planning assessments. Beginning at age 14, a student's IEP must have at least two PSGs: one for education or training, one for employment, and, where appropriate, one for independent living. The PSGs must include the following: active language and state that they will occur after the student leaves school. PSGs must be updated annually. (SpEd Rules VII.B.2.a and VII.B.5.b.1)

Secondary Transition Services

Secondary transition services are a coordinated set of activities that are: results oriented, facilitate the movement from school to post school activities, are based on individual student needs, and take into account the student's strengths, preferences and interests. During the annual IEP meeting, teams should consider what secondary transition services, activities, and/or specialized instruction are necessary for the student to develop the skills and knowledge needed to facilitate movement toward their PSGs. (SpEd Rules VII.B.2 and VII.B.5.b.2)

Courses of Study

Courses of study address the secondary transition service needs through experiences designed to facilitate success in postsecondary adult activities. This should be a multi-year plan, reviewed and revised annually, that specifies the educational courses and experiences that will assist the student in achieving their PSGs. This information may be contained in a Plan for College and Career Readiness (PCCR). (SpEd Rules VII.B.5.b.3)

Annual IEP Goals

The Student's IEP must have at least one annual IEP goal that links to the student's secondary transition service needs. Annual IEP goals state what the student will do or learn within the next year that will move the student toward achieving their PSGs. The goal must be observable and measurable, just like all other IEP goals. (SpEd Rules VII.B.5.a)

Coordinate Services with Other Agencies

Other agencies can be invited to IEP transition planning meetings as appropriate and with student/family consent. These representatives can link students to services, accommodations, and supports during and after high school. If secondary transition services, experiences, and/or specialized instruction listed above are likely to be provided or paid for by other agencies, then the agency should be invited to the IEP meeting with appropriate consent. (SpEd Rules VII.B.5.b.5)