

# Transition Services At-A-Glance

## WHAT ARE TRANSITION SERVICES?

Transition services are instruction, experiences, and activities that allow students to explore their preferences, interests, needs, and strengths (PINS) in relation to their postsecondary goals. These services prepare students for life after high school.

## LEGAL FOUNDATION

Federal law requires transition services as part of the IEP to be:

- Results-oriented and focused on improving academic and functional achievement
- Based on the individual student's needs, preferences, interests, and strengths
- Designed to facilitate movement from school to post-school activities
- Included in the IEP no later than when the student turns 16 (or younger if appropriate)

## KEY DOMAINS OF TRANSITION SERVICES

Domain	Purpose	Examples
<b>Instruction</b>	Academic and functional instruction building skills for post-school success	<ul style="list-style-type: none"> <li>• Self-advocacy instruction</li> <li>• Financial literacy classes</li> <li>• Career exploration courses</li> <li>• Specialized academic support</li> </ul>
<b>Related Services</b>	Services needed to access integrated work, education, and living environments	<ul style="list-style-type: none"> <li>• Speech therapy to improve employment communication</li> <li>• Occupational therapy for workplace adaptations</li> <li>• Counseling to develop social skills</li> <li>• Agency referrals (VR, DD services)</li> </ul>
<b>Community Experiences</b>	Activities outside school connecting learning to real-world settings	<ul style="list-style-type: none"> <li>• College visits/tours</li> <li>• Job shadows and informational interviews</li> <li>• Community-based instruction</li> <li>• Public transportation training</li> </ul>
<b>Employment Development</b>	Activities to build work skills and explore career options	<ul style="list-style-type: none"> <li>• Work experiences and internships</li> <li>• Job tryouts or sampling</li> <li>• Career planning activities</li> <li>• Resume development</li> </ul>
<b>Daily Living Skills</b>	Activities to develop independence in everyday functions	<ul style="list-style-type: none"> <li>• Money management instruction</li> <li>• Cooking and home maintenance</li> <li>• Personal care/hygiene skills</li> <li>• Time management training</li> </ul>

## CONNECTION TO IEP COMPONENTS

- Must directly support student's **postsecondary goals**
- Should connect to student's **annual IEP goals**
- Must align with student's **courses of study**
- Should address needs identified in the **PLAAFP**
- Must be based on **age-appropriate transition assessments**

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## COORDINATING WITH AGENCIES

- Services may be provided by schools, agencies, or both
- Pre-Employment Transition Services (Pre-ETS) are available through Vocational Rehabilitation
- Agency collaboration requires parent/adult student consent
- Document completed services in the student's PLAAFP

## IMPLEMENTATION ESSENTIALS

- Services must be **individualized** (not one-size-fits-all)
- Update transition services **annually** as student's goals evolve
- Services should occur in **multiple settings** (school, community, workplace)
- Balance services across **all domains** based on individual needs
- Address **current needs** while building skills for **future goals**

## DISTINGUISHING TRANSITION SERVICES

- **Not limited to** activities performed solely by special education staff
- **Not the same as** courses of study (though they should align)
- **Not just** instruction in a classroom setting
- **Not identical to** annual IEP goals (but should support them)
- **Not static** - should evolve as student progresses

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**Remember:** *Effective transition services are individualized, comprehensive, and designed to build a bridge from school to adult life in all domains.*