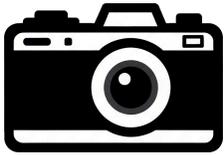


Future-Focused Planning: A Secondary Transition Services Mini-Guide



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IDEA Definition of Secondary Transition Services

Transition planning is focused on the student's future. "It is used to describe the very intentional, organized and coordinated process of guiding young people with disabilities with education, experiences, supports and services to help them have successful and meaningful lives beyond high school" (NTACT the Collaborative, <https://transitionta.org/topics/secondary-education/transition-planning/>).

Secondary transition services play an indispensable role in transition planning.

Focus One

Definition ([20 U.S.C. § 1401\(34\)](#))

Secondary transition services are a coordinated set of activities for a student with a disability that:

- Are designed within an outcome-oriented process.
- Aim to improve the student's academic and functional achievement.
- Are based on the individual student's strengths, preferences, interests, and needs (SPIN).
- Facilitate the student's movement from school to post-school activities.

Post-school activities may include:

- Postsecondary education (college, vocational school, technical training).
- Vocational training and employment.
- Adult living (independent living skills, community participation).
- Community participation and engagement.

Focus Two

Required secondary transition services components in the state of Florida
[Section 1003.5716, Florida Statutes](#)

Transition services needs must be identified by age 12 or during 7th grade, whichever occurs first, and transition services must be included in the IEP beginning no later than the first IEP in effect when the student turns 14 or prior to the first day of high school (or younger if determined appropriate by the IEP team). They must include:

Instruction – teaching academic, vocational, or functional skills needed for post-school success.

Related services – supports to help the student benefit from education (OT, PT, counseling, etc.).

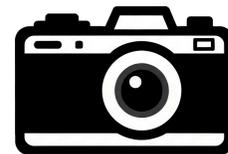
Community experiences – learning and practicing skills in real-world settings.

Employment and adult living objectives – work skills, independent living, financial literacy.

Daily living skills – if appropriate, for students who need explicit instruction to live independently.

Functional vocational evaluation – assessing the student's strengths, preferences, and interests for career planning.

Secondary Transition Services Components continued. . .



Focus 2 continued - Required secondary transition services components in the state of Florida

Individualization - Each student has unique abilities and needs.

Secondary transition services must be individualized. The services must be:

- Based on the student's strengths, preferences, interests, and needs (SPIN).
- Outcome-oriented, meaning they are linked to specific postsecondary goals.
- Updated annually through the IEP process Key.

Measurable Postsecondary Goals (MPGs)

Each transition Individual educational plan (TIEP) must have a measurable postsecondary goal for education/training and employment/career with aligned transition service(s) that support the student to achieve each goal. If appropriate, a postsecondary goal should be included for independent living skills with aligned transition services.

The descriptions of each postsecondary goal area are as follows:

- Education/Training: Four-year college/university, technical college, two-year college, military, church mission, vocational training program, apprenticeship, internship (paid or unpaid), on-the-job training, Job Corps.
- Employment/Career: Competitive integrated employment including supported, employment, customized employment, military, self employed, or family business.
- Independent Living Skills in the following areas: finances, transportation, self-care, recreation/leisure, home maintenance, healthcare, community participation, self advocacy, self-determination, social skills, interpersonal skills, and assistive technology as needed.

Takeaways - Regardless of the uniqueness of each student, every student needs to exit high school with the following:

- The skills of self-determination and self-advocacy. These skills will support the student throughout all aspects of his/her entire life. Transition planning that is student-led to the greatest extent possible requires a solid grasp on self-determination and self-advocacy skills.
- A plan for life after high school. Exiting high school is the passage into a world that holds many possibilities and each student needs a plan that works for them.
- Services that are coordinated and integrated, often including local community providers, vocational rehabilitation, training, career and technical education, and/or other types of higher education, and, ultimately, employment and career.





Secondary Transition Services Across the Continuum

Focus 3

Instruction Teaching new knowledge or skills that prepare the student for college, career, or independent living	Related Services Supports that are functional and goal- linked – not just therapy for therapy’s sake.	Community Experiences "Learning by Doing" in real settings.
Remedial or support classes in reading, writing, math	Speech-language therapy for workplace communication	Job shadowing and internships in real workplaces
Career and technical education (CTE) courses	Occupational therapy for vocational or daily living skills	Community-based instruction (shopping, banking, dining out)
Self-determination and self-advocacy instruction	Physical therapy for mobility and stamina	Community-based vocational education
Financial literacy classes	Counseling for social-emotional skills and college/career adjustment	Volunteering with civic or recreational organizations
Technology training (assistive tech, computer literacy)	Transportation or travel training	Participating in community recreation or leisure programs
Driver’s education or travel training	Vocational rehabilitation consultation	Public transportation training and travel in the community
Study skills/Learning Strategies	Nursing/health support for independent living	Visiting postsecondary programs and cultural enrichment sites
Career Exploration classes	Audiology or assistive hearing services	Civic participation (voting, attending meetings)
Instruction in job seeking skills	Orientation & mobility (O&M) training	Health and safety in community settings (clinics, pharmacies, emergency preparedness)
Health and Wellness education		Learn about Americans with Disabilities Act
Food Preparation training		

Secondary Transition Services Across the Continuum



Focus 3

Employment & Adult Living Career preparation and independent living skills	Daily Living Skills (if needed) Functional Vocational Evaluation if needed
Work-based learning: internships, apprenticeships, co-op programs	Speech-language therapy for workplace communication
Obtain a paid part-time job	Occupational therapy for vocational or daily living skills
Workplace skills: punctuality, teamwork, communication	Physical therapy for mobility and stamina
Vocational evaluation and career counseling	Counseling for social- emotional skills and college/career adjustment
Attend college/career fair	Transportation or travel training
Financial management: budgeting, banking, taxes	Vocational rehabilitation consultation
Housing skills: exploring living options, household management	Nursing/health support for independent living
Health and wellness: medication, nutrition, medical appointments	Audiology or assistive hearing services
Transportation planning for independence	Orientation & mobility (O&M) training
Community participation and volunteer opportunities	
Participate in Pre-ETS through VR	

Transition Services Side-by-Side View: Target Population

Focus 4

Pre-Employment Transition Services

34 CFR §§ 361.48(a) and 34 C.F.R.
361.48(b)(18)

Target Population

Pre-employment transition services are only available to students with disabilities.

As defined in Section 7(37) of the Rehabilitation Act and C.F.R. § 361.5(c)(51), a “student with a disability” is an individual with a disability in a secondary, postsecondary, or other recognized education program who falls within the requirements for minimum and maximum age (determined by each state), and is either:

- Eligible for, and receiving, special education or related services under Part B of the Individuals with Disabilities Education Act, or
- Is a student who is an individual with a disability, for purposes of Section 504 of the Rehabilitation Act.

Pre-employment transition services must be made available statewide to all who meet the definition of a “student with a disability” who may need such services and are either:

- Eligible for vocational rehabilitation services, or
- Potentially eligible for vocational rehabilitation services (i.e., all students with disabilities, including those who have not applied or been determined eligible for vocational rehabilitation services)

Vocational Rehabilitation Transition Services

34 CFR § 361.48(b)(18)

Target Population

VR Transition services may be provided to students and youth with disabilities.

As defined in Section 7(42) of the Rehabilitation Act and C.F.R. § 361.5(c)(58), a “youth with a disability” is an individual with a disability who is not younger than 14 years of age; or older than 24 years of age.

VR Transition services are provided to students and youth with disabilities:

- That have been determined eligible for the VR program,
- and in accordance with an approved IPE [the IPE may include a general goal of competitive integrated employment or a description of the individual’s projected post school employment outcome].

A student with a disability who has been determined eligible for the VR program, and is not on a waiting list for services, may receive any VR services, including pre-employment transition services, necessary to assist them in achieving their employment outcome, so long as those services are identified on their IPE (34 C.F.R. § 361.48(b)(18)).

Individuals With Disabilities Education Act, 20 U.S.C. § 300.43 (2004)

Target Population

IDEA Transition services are provided to students who receive ESE services.

Under IDEA, 34 C.F.R. § 300.101, state and local education agencies must ensure that a free appropriate public education (FAPE) is made available to all eligible children with disabilities between the ages of 3 and 21, inclusive, and consistent with State law. FAPE includes the provision of special education and related services at no cost to the parents as stated.

IDEA Transition services must be addressed beginning with the first IEP in effect when the student turns age 16, or younger, if determined appropriate by the IEP Team, and updated annually. Individual state policies may require transition planning begin earlier, with several beginning transition planning at age 14 and as early as age 12.

The provision of IDEA Transition services included in the student’s IEP, continues until the student graduates with a regular high school diploma or reaches maximum age requirements for FAPE under IDEA and as defined by the state. The IEP Team determines the transition services and whether a student with a disability remains eligible for and entitled to special education services within the requirements of IDEA and the state.

Transition Services Side-by-Side View: Description of Activities/Services

Focus 4

Pre-Employment Transition Services 34 CFR § 361.5(c)(42) and 34 CFR § 361.48(a)(2)

Description of Activities/Services

The five required pre-employment transition service activities may be provided either in a group setting or on an individual basis.

1. Job exploration counseling.
2. Work-based learning experiences, which may include in-school or after school opportunities, or experience outside the traditional school setting (including internships), that is provided in an integrated environment in the community to the maximum extent possible.
3. Counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs at institutions of higher education.
4. Workplace readiness training to develop social skills and independent living.
5. Instruction in self-advocacy (including instruction in person-centered planning), which may include peer mentoring (including peer mentoring from individuals with disabilities working in competitive integrated employment).

Adapted from National Technical Assistance Center on Transition (NTACT), **A Side-by-Side View: Transition Services**

<https://transitionta.org/wp-content/uploads/docs/compa-rison-side-by-side-transition-services.pdf>

VR Transition Services 34 CFR §361.5(c)(55) and 34 CFR §361.48(b)

Description of Activities/Services

The full array of individualized VR services may be provided to an eligible student or youth with a disability in need of such services so long as they are included on an approved IPE to assist in preparing for, securing, retaining, advancing in or regaining an employment outcome that is consistent with the individual's unique strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice. Any allowable VR service can be provided as a VR transition service under an IPE.

The individualized VR transition services provided will depend on the student's or youth's individual needs and include, but are not limited to:

- An assessment for determining eligibility and VR needs by qualified personnel.
- Counseling and guidance, including information to assist an individual in exercising informed choice.
- Referral and other services to secure needed services from other agencies through agreements, if such services are not available under the VR program.
- Job-related services, including job search and placement assistance, job retention services, follow-up services, and follow-along services.
- Transition services for students with disabilities, that facilitate the transition from school to postsecondary life, such as achievement of an employment outcome in competitive integrated employment, or pre-employment transition services for students.
- Supported employment services for individuals with the most significant disabilities.
- Services to the family of an individual with a disability necessary to assist the individual to achieve an employment outcome.

Individuals With Disabilities Education Act, 20 U.S.C. § 300.43 (2004)

Description of Activities/Services

Transition services provided through IDEA §300.43 are designed to meet individual student needs and skill development necessary to meet their postsecondary goals and may include the following areas:

Instruction. The student is provided instruction in the skills necessary to achieve their identified post-school goals. This instruction may occur in the school and/or community settings.

Related Services. The student may require support from various adult services to achieve his or her post-school goals. Examples include an evaluation for assistive technology, a disability resource center at an institution of higher education, or meetings with a mental health counselor.

Community Experiences. Community experiences take place in integrated community settings and are designed to provide opportunities for career exploration, development of workplace skills and experiences that provide students information about postsecondary education and training.

Development of Employment and Other Post-School Adult Living Objectives. Employment objectives are designed to help students develop work related behaviors, career exploration, skill training and experience paid work. Adult living objectives include things such as registering to vote, renting a home, acquiring transportation, accessing medical services, applying for college, and benefits planning.

Daily Living Skills.

Development of these skills will allow the student to live as independently as possible or desired. This includes the development of skills in self-determination/advocacy that develop a student's ability to make choices about where they live, learn, play, and work in their community.

IDEA (2004) requires that outside agency partners, and representatives from postsecondary education, or mental health providers, be invited to IEP team meetings as appropriate. This helps ensure that the students' needs, preferences, and interests remain at the forefront of transition planning. The local education agency must obtain permission from parents (or from the student directly, if at the age of majority) for outside agencies to attend.

The Final Focus



Where do transition services occur?

Transition services must be contained within the transition IEP and are aligned with each postsecondary goal. The transition services occur during the current IEP year and are designed to support a student to develop, refine, and/or work towards achieving their post-secondary goals upon exiting high school.

Transition services are not limited to what happens within the walls of the school. While some services do occur in the classroom, consider identifying services your students can work on at home and in the community. Partner with agencies like Vocational Rehabilitation early in the transition planning process to help expand the opportunities available to your students. Getting a job, performing in a school play, playing a sport, joining an art class, going to summer camp or volunteering are activities we all participated in outside of the classroom. Utilizing these experiences to determine our likes and dislikes can be valuable. It's important to provide our students with these rich experiences or activities to help them figure out their strengths, preferences, needs, and interests.

How do you determine which secondary transition services students need to focus on to meet their post-school goals?

Transition assessments are the starting point in understanding your students' strengths, preferences, interests, and needs. Additional ways to identify the skills needed for postsecondary education, training, employment, career and independent living, include the following:

- Consult with school counselors to determine what services can best prepare a student for postsecondary education, including career and technical education.
- Encourage students and families to connect with Vocational Rehabilitation for assistance with finding employment.
- Assist students and families to connect with Centers for Independent Living for support with independent living skills

Final Takeaways

- Secondary transition services must be coordinated and integrated, often including community providers, vocational rehabilitation, or higher education connections.
- Secondary transition planning is student-led to the greatest extent possible, promoting self-determination and self-advocacy.
- IDEA emphasizes well-rounded planning for life after high school, not just academics.
- Reach out to disability support services to inquire about the supports they offer and how the students can access those supports.

Resources

National Technical Assistance Center on Transition (NTACT-C) <https://transitionta.org/topics/secondary-education/>

Secondary Transition Services Side-by-Side View-NTACT-C <https://transitionta.org/sidebyside/>

Pacer Center “What Transition Services can the school provide?”

<https://www.pacer.org/guides/adulthood/pfa-300/>

Section 1003.5716 Florida Statutes

[https://www.leg.state.fl.us/statutes/index.cfm?](https://www.leg.state.fl.us/statutes/index.cfm?mode=View%20Statutes&SubMenu=1&App_mode=Display_Statute&Search_String=1003.5716&URL=1000-1099/1003/Sections/1003.5716.html)

[mode=View%20Statutes&SubMenu=1&App_mode=Display_Statute&Search_String=1003.5716&URL=1000-](https://www.leg.state.fl.us/statutes/index.cfm?mode=View%20Statutes&SubMenu=1&App_mode=Display_Statute&Search_String=1003.5716&URL=1000-1099/1003/Sections/1003.5716.html)

[1099/1003/Sections/1003.5716.html](https://www.leg.state.fl.us/statutes/index.cfm?mode=View%20Statutes&SubMenu=1&App_mode=Display_Statute&Search_String=1003.5716&URL=1000-1099/1003/Sections/1003.5716.html)

Zarrow Institute on Transition and Self-Determination materials supporting transition services and activities, assessments, and goal setting. This site includes the “Whose Future Is It Anyway?” curriculum (free to download).

<https://www.ou.edu/education/zarrow/resources/curriculum>

The IRIS Center

<https://iris.peabody.vanderbilt.edu/module/cou2/cresource/q1/p03/>