



Special Education Transition Services & Activities

Transition Services & Activities Overview

Transition services and activities are a necessary piece of each transition Individualized Education Program (IEP). They are integral to ensuring that a free appropriate public education (FAPE) is being delivered to children with disabilities, providing related services designed to meet their unique needs and prepare them for further education and training, employment, and independent living.

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

- Must be based on the individual student's needs, taking into account the student's strengths, preferences, and interests;
- Must include instruction, related services, community experiences, development of domains, and postsecondary goals;
- Gather data/outcomes of the service and summarize the findings;
- Modify postsecondary goals based on the result of the service; and
- Determine what the student needs next to help them on their path.

Things to Consider for Transition Services & Activities

- Transition services and activities should look different each year as the student grows and gets closer to postsecondary life. Services cannot be repeated multiple years in a row.
- There must be a transition service or activity that relates directly to each postsecondary domain (i.e., education and training, employment, and independent living).
- Transition services and activities must be individualized to the student.
- Transition services and activities should be in alignment to the student's overall postsecondary trajectory and contain direct language relating to postsecondary goals.
- Transition services and activities must be completed during the current IEP year with the oversight or assistance of a staff member. They can also include a family member, but that is not required.
- Transition services can be coursework or activities that fall into the student's Graduation Pathway if it relates directly to the student's individual postsecondary goals (e.g., Welding Technology II for a student that wants to be a welder).
- Transition assessments cannot be used as a transition service or activity, but a transition assessment can be used to follow up a service (e.g., using a job shadow reflection assessment after the student completes an experience as their transition service).



Domain Examples: Transition Services

Education & Training

Education and training service and activity examples include:

- Career and technical education coursework/certification;
- College visit or college research (must be specific to appropriate degree program and/or geographic location student indicates interest);
- Identify potential post-school providers of related services and funding;
- Learn and practice study, communication, or self-advocacy skills;
- Research college scholarship or tuition assistance opportunities; and
- Visit a career center (must be specific to student’s stated field of interest).

Employment

Employment service and activity examples include:

- Career research (must be specific to student’s stated field of interest);
- Job experiences or job shadow (pre-employment transition services);
- Job application (must be specific to student’s stated field of interest);
- Mock interviews or occupational interview (of someone currently in the field);
- Resume building for job-specific needs; and
- Work-study or internship/apprenticeship in their career field of interest.

Independent Living

Independent living training service and activity examples include:

- Assistive technology training;
- Budgeting/finance support;
- Community-based instruction;
- Demonstrate appropriate hygiene and grooming;
- Grocery shopping, cooking, or public transportation skills development; and
- Life skills class (specific subject area needed).

Description	Frequency	By Whom	Completion Date	To Support
Career and Technical Education (CTE) coursework	One per year	Student, staff, CTE staff	End date of IEP	Education/ Training Skills, Employment Skills
Student is interested in welding as a career. Student is enrolled in the CTE center in the Welding Technology Pathway and will take “Principles of Welding Technology” course this year. Student will report to school staff if they would like to continue in this pathway.				
Description	Frequency	By Whom	Completion Date	To Support
Budgeting/ Finance	Three per year	Student, staff, parent	End date of IEP	Independent Living
Student lacks confidence in their ability to independently manage personal finances. Student will participate in a minimum of three class outings where they will make a budget, purchase item(s), and ensure correct change.				