

The Transition Individualized Education Program

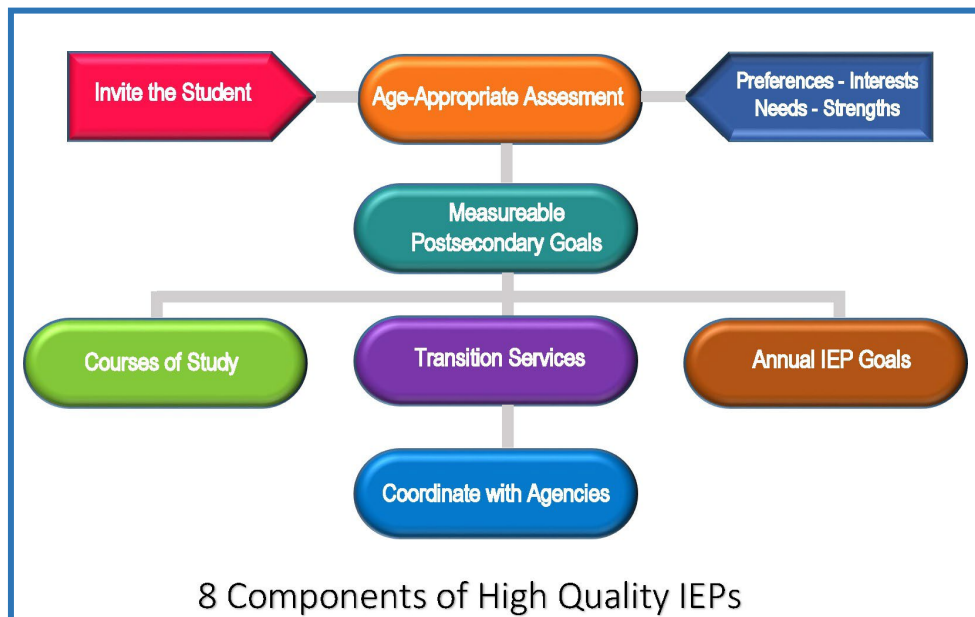
THE TRANSITION INDIVIDUALIZED EDUCATION PROGRAM (IEP)

INTRODUCTION

Effective transition IEP planning helps students determine what they want to do after leaving high school and prepare each student with the tools necessary to reach their preferred destination. The IEP team will help the student investigate their preferences, interests, needs and strengths (PINS), develop meaningful annual and long-term transition goals that align with their PINS, and set in place the services needed to reach these goals. The overall purpose of this planning is to assist secondary students experiencing disability prepare to become independent young adults.

Each of these integral pieces of transition IEP planning will be provided in this section's content. Each component will be described, and tools and resources to enable a student-centered, high quality transition plan for each student will be provided and discussed.

IEP COMPONENTS



IEP COMPONENT SUB-SECTIONS

- INVITE THE STUDENT
- AGE-APPROPRIATE TRANSITION ASSESSMENT (AATA)
- PRESENT LEVEL OF ACADEMIC ACHIEVEMENT FUNCTIONAL PERFORMANCE (PLAAFP)
- POST-SECONDARY GOALS
- TRANSITION SERVICES
- COURSES OF STUDY
- ANNUAL IEP GOALS
- COORDINATE WITH AGENCIES