



Transition Planning Guide

This is a guide Individualized Education Program (IEP) Teams can utilize to aide in transition planning. Use of this guide does not equate to compliance in the student's Individualized Education Program. The probing questions are not meant to be reviewed and/or documented in isolation. Some or all questions must be reviewed to document Secondary Transition requirements accurately. The probes do not cover all Secondary Transition requirements. Additional requirements for Secondary Transition can be found in the Guide Steps as well as (A.A.C. R7-2-401 G., IDEA 300.320, IDEA 300.43).

Which formal or informal age-appropriate assessment(s) was used to determine the student's strengths, interests, and preferences?		Do all components align?
What are the student's strengths ? Explain how the student's strengths connect to the MPGs?		
What are the student's interests ? Explain how the student's interests connect to the MPGs? (<i>Likes and wants of the student</i>)		
What are the student's preferences ? Explain how the preferences connect to the MPGs? (<i>Requires action or effort from the student toward goals</i>)		
What are the student's Measurable Post-Secondary Goals?	Education/Training:	
<i>(Goals must reflect the student's strengths, interests, and preferences; occur after high school; and be able to be measured. These areas may be combined into one goal or be contained in separate goals. The education/training and employment goals are required.)</i>	Employment:	
	Independent Living (if needed):	

<p>Services/Activities</p> <p><i>Explain which service/activity supports each MPG. Each MPG has to have at least one service/activity aligned to assist the student in preparing for their MPGs.</i></p>		<p>Do all components align?</p>
<p>Courses of Study</p> <p><i>Explain which course(s) support each of the MPGs. Each MPG has to have at least one course that supports it.</i></p>		
<p>Aligned Annual IEP Goals</p> <p><i>Explain how the IEP goal(s) are aligned to each of the MPGs. Each MPG must have at least one annual IEP goal that supports it.</i></p>		
<p>What outside agencies could support these efforts?</p> <p><i>Think about whether outside agencies, including Pre-ETS providers, may be needed to support the student's MPGs. If so, determine if they can/should be invited to the IEP meeting. If so, ensure parental consent is obtained prior to inviting the agency. Remember: The PEA cannot obligate another agency to pay for services, so if this may be the case, the agency needs to be invited.</i></p>		