

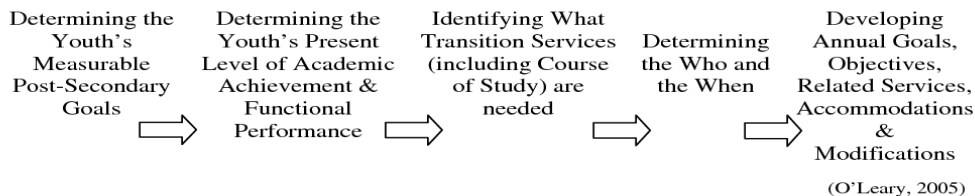
Key Component – Writing the Transition Plan in the IEP



This section discusses the IEP transition planning components required under IDEA 2004 and the NH Rules for the Education of Children with Disabilities. Since no law spells out how IEP teams complete these requirements, we are going to use a model that many New Hampshire school districts have been using to develop transition plans. This model, described by Dr. Ed O’Leary, is aligned with the transition planning requirements of an IEP. This method is also considered nationwide as a best practice in secondary transition planning.

Typically, IEP development begins with reviewing evaluations and information about the youth and determining their present levels of performance. Using the present level of performance, annual goals are written and the process ends with filling in the transition planning requirements – measurable post-secondary goals and transition services. What makes O’Leary’s model more effective for transition planning is that it starts with what is often considered the end point – what a youth wants to do after high school and then back plans. IEP teams focus on what a youth’s goals for post school life are, determine what the youth’s skills are in relation to those goals and then asks, what are the transition services, including the course of study, needed by youth to support them in reaching their goals?

To create the transition plan in the IEP, we will break it down into steps that will build upon one another. The process looks like this:



While we will not describe the process for developing annual goals, objectives, etc., we will talk about how transition planning requirements impact the annual goals and objectives.