

CCTS Transition Services Flowchart

Conduct Age-Appropriate Transition Assessments

Strengths

Preferences

Interests

Needs

Write Measurable Postsecondary Goals

Education/Training

Employment

Independent Living (as needed)

Identify Transition Services

Specially Designed
Instruction

Related
Services

Community
Experiences

Employment &
Living Skills

Write the Course of Study

Write the Annual IEP Goals

Coordinate Services with Adult Agencies



Indicator B13: Transition Services Sequence

- 1. Age-Appropriate Transition Assessments** are the foundation for transition services. IEP teams collect student information from formal and informal assessments in the areas of strengths preferences, interests, and needs.
- 2. Measurable Postsecondary Goals** must be included in student IEPs no later than age 16. Postsecondary goals are based upon age-appropriate transition assessments related to education/training, employment and, when appropriate, independent living skills. These goals are reviewed annually.
- 3. Transition Services** are a coordinated set of activities based upon current age-appropriate transition assessments. These include instruction, related services, community experiences, and the development of employment and other post-school adult-living objectives. When appropriate, they also include acquisition of daily living skills and provision of functional vocational assessments.
- 4. Course of Study** is a current description of activities and classes the student will complete to achieve their desired postsecondary goals as described in the IEP.
- 5. Annual IEP Goals** are statements that describe what students can reasonably be expected to accomplish within 12 months. These goals support academic and functional skills necessary to achieve postsecondary goals.
- 6. Adult Agencies** can be invited to IEP transition planning meetings as appropriate and with student/family consent. These representatives can link students to services, accommodations, and supports after high school.