

Secondary Transition

O K L A H O M A S T A T E D E P A R T M E N T O F E D U C A T I O N
S P E C I A L E D U C A T I O N S E R V I C E S

SPECIAL POINTS OF INTEREST:

- Brief highlight of federal regulation and definition.
- Transition Planning: A Community Effort

UNDERSTANDING THE LAW

Under the Individuals with Disabilities Education Act (IDEA), transition planning from school to adult life begins, at the latest, during high school. Transition planning is required, by law, to start once a student reaches 16 years of age, or younger, if appropriate. This transition planning becomes formalized as part of the student's Individualized Education Program (IEP).

planning what type of transition services a student needs to prepare for adulthood, the IEP team must first consider areas such as vocational training, community employment and post secondary education for the

areas should also be considered.

The transition services themselves are a coordinated set of activities that are based on an individual transition assessment that identifies the student's needs, preferences and interests. The information provided on this page will help you learn more about transition - what the law requires, what IEP teams should focus on in an effort to ensure an appropriate transition plan is developed.



Transition services are intended to prepare students to make the transition from the world of school to the world of adulthood. In

student. If the IEP team thinks that independent living and community participation are appropriate for a student then these

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COMMON DEFINITIONS

The purpose of IDEA include ensuring that all children with disabilities have available to them appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment and independent living. [34 CFR 300.1 (a)]

Transition services means a coordinated set of activities for a child with a disability that is based on the child's needs to facilitate the movement from school to post-school activities (postsecondary education or employment).

TRANSITION PLANNING: A COMMUNITY EFFORT

Each year more than 300,000 students leave the security of high school. Most of these children are unprepared to begin their adult life (West, L. 2010). When you have in a disability then you have even more challenges not faced by their peers in order to gain entry to and succeed in life after high school (Leak, & Cholmay, February 2004).

The National Organization of Disabilities reported that individuals with disabilities of all working ages, only 35% reported having a full-time or part-time job versus 78% of those without disabilities (National Organization on Disabilities, 2004).

Transition refers to a change in status from behaving primarily as a student to assuming emergent

adult roles in the community. These roles include employment, maintaining a home, becoming appropriately involved in the



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around you."*

Chaz Bone

community, as well as experiencing satisfactory personal and social relationships (Halpern, 1991).

Students with special needs require specialized transition services in order to prepare them for

life after high school. The extent to which youths with disabilities succeed depends on the effectiveness of planning beginning no later than the first IEP in the ninth grade year or the age of 16, whichever occurs first or earlier if determined appropriate by the IEP team.

During high school, the IEP teams must focus on present educational needs as well as on the student's post-secondary goals. Thinking about the student's goals for their future will assist the IEP teams in designing instructional programs that reflect the skills needed for targeted post-school environments in the areas of education/training, employment, and independent living as needed.

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