

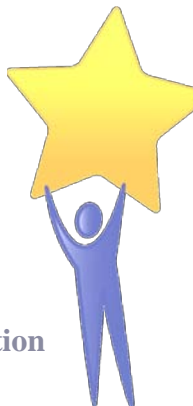
Using the Transition Planning Form (28M/9)

December 30, 2014

MASSACHUSETTS DEPARTMENT OF
ELEMENTARY AND SECONDARY
EDUCATION



What is the Transition Planning Form (TPF)?



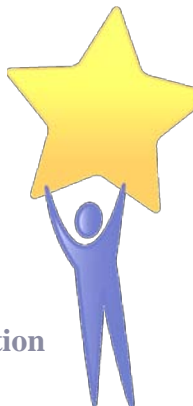
The TPF and Transition Planning in Massachusetts

School districts must use the Transition Planning Form (TPF) for secondary transition planning with all students with IEPs who are 14 - 22 years of age, or younger if appropriate.*

The form was developed for transition planning that occurs either prior to or at the time of the annual development of the IEP.

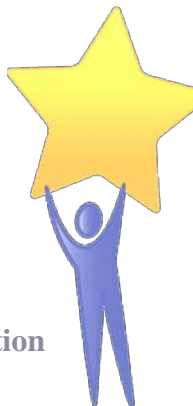
*Massachusetts requirement:

http://www.doe.mass.edu/sped/advisories/09_1ta.html



A Mandated Form

The TPF is a mandated form and must be maintained with the IEP in the student's file. However, it is not part of the IEP and need not be attached to the IEP.



A Flexible Documentation Tool

- ★ **Flexible brainstorming tool**
- ★ **Guides** and **documents** the Team's Transition planning discussion.
- ★ Informs IEP development
- ★ Provides an action plan to be implemented by student, family, community members, whole school, adult agencies, etc.
- ★ A state-mandated form that must be maintained with the IEP but is not part of the IEP. *Nothing on the TPF is mandated to occur.*





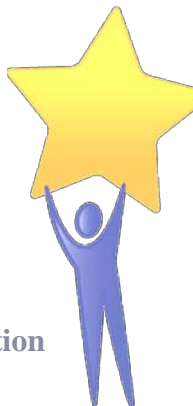
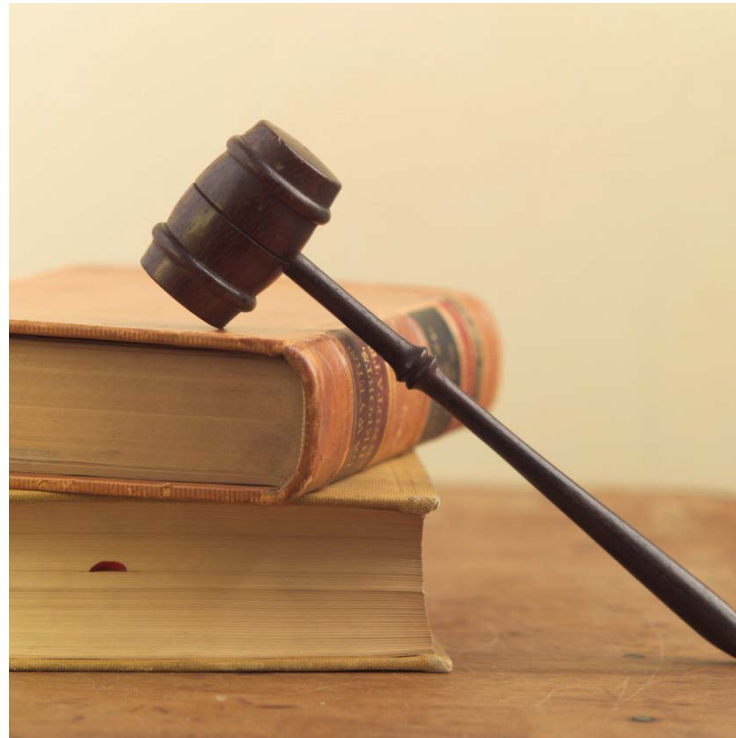
- ★ The IEP is a roadmap for the student to achieve his/her vision through specially designed instruction, related services.

The IEP is Different from the TPF.

- ★ The IEP is a legal document spelling out what the district will do.



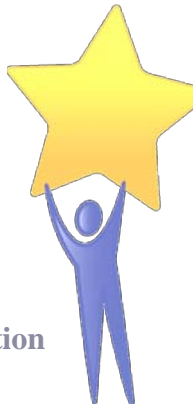
How can Teams understand the TPF in a legal and procedural context?



The TPF and IDEA 2004

The TPF helps districts meet the requirements of secondary transition planning in IDEA 2004 and is part of required documentation for districts to demonstrate compliance for Indicator 13 of the federal State Performance Plan/Annual Performance Report,

www.doe.mass.edu/sped/spp/



Defining Secondary Transition

A **coordinated set of activities** for a child with a disability that is designed to be within a **results-oriented process**, that is focused on improving **the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities**, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.

-- IDEA 2004: 34 CFR 300.43, Transition Services



The coordinated set of activities must:

be based on the individual child's needs, taking into account the child's **strengths, preferences, and interests**; and includes:

- (i) Instruction;
- (ii) Related services;
- (iii) Community experiences;
- (iv) The development of employment and other post-school adult living objectives; and
- (v) If appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.

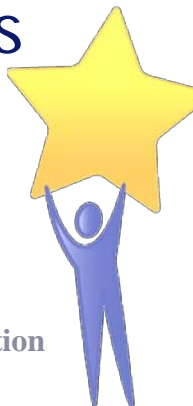
34 CFR 300.43 (a)(2)



Complementary Documents

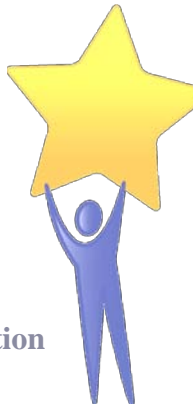
The TPF and IEP, working together, document the student's "**coordinated set of activities...** within a **results-oriented process,**" to ensure that each student enjoys a planful, stepwise, individualized transition process from ages 14 – 22.

The TPF allows the Team to "think outside of the box," and to document actions to be taken by multiple stakeholders in the student's life. The IEP is the legal contract spelling out what the school has agreed to do.



The TPF must include:

- ★ The student's postsecondary goals
- ★ The student's disability-related needs
- ★ The student's action plan needed to achieve the postsecondary goals



The IEP must include:

Appropriate measurable postsecondary goals based upon **age appropriate transition assessments** related to **training, education, employment**, and, where appropriate, **independent living skills**; and the **transition services (including courses of study)** needed to assist the child **in reaching those goals**.

34 CFR 300.320(b)(1) &(2)



TPF and IEP

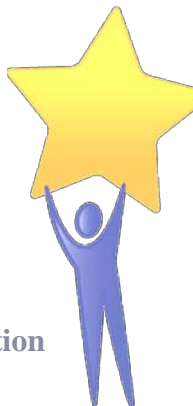
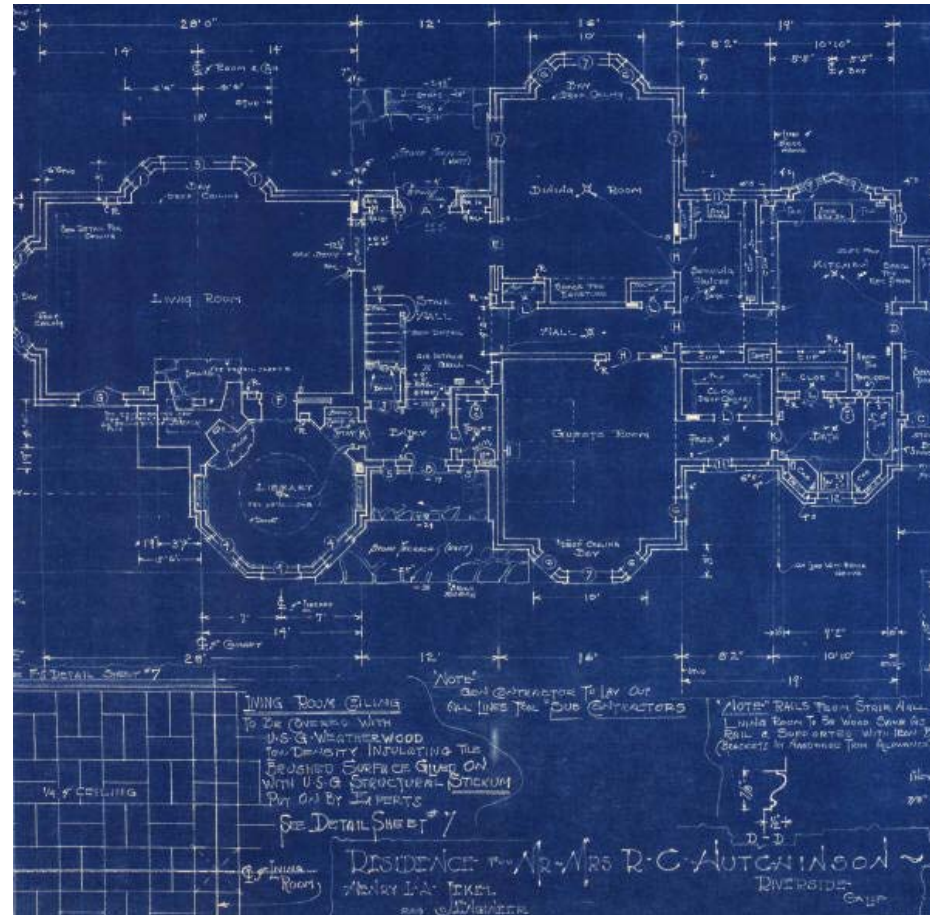
The TPF and IEP, used together, provide a framework for the Team to comprehensively discuss the student's

- ★ postsecondary goals, strengths, preferences, interests;
- ★ transition assessments;
- ★ disability-related needs and annual IEP goals;
- ★ action plan, including transition services, that will be needed to assist the student to develop skills necessary to achieve his/her postsecondary goals.

Once the TPF is complete, it informs the development of the IEP.



How should teams use the TPF?



In What Order?

- ★ The Team discusses and completes the TPF **before** completing the IEP form.
- ★ The **student's** vision statement/postsecondary goals from the TPF are transferred directly to the Vision statement on the IEP. (The rest of the Team may add their thoughts to the Vision statement when it is on the IEP, if desired.)
- ★ The student's disability-related needs from the TPF are used to inform annual goal development on the IEP. An annual IEP goal should focus on building skills that will make the biggest difference to the student during that school year. Each year's annual goals build skills, year over year, that will lead to the realization of the student's vision/postsecondary goals.
- ★ Elements from the Action Plan *may* be included in the IEP, if the school district is responsible for them.



Postsecondary Goals

TPF Page 1

POST-SECONDARY VISION

Write the student's POST-SECONDARY VISION in the box below. In collaboration with the family, consider the student's preferences and interests, and the desired outcomes for post-secondary education/ training, employment, and adult living. This section should correspond with the vision statement on IEP 1.



IDEA Requirements

IDEA requires that postsecondary goals (i.e. the vision statement):

- ★ be appropriate,
- ★ be measurable (i.e. countable),
- ★ be annually updated,
- ★ be based upon age-appropriate transition assessment, and
- ★ express the student's future intentions in each of the areas of education/training, employment, and - if appropriate - independent living.



How Many? What Kind?

Each student's TPF and IEP vision statement should **explicitly** include at least*:

1. One measurable postsecondary goal in the area of **education/training**;
2. One measurable postsecondary goal in the area of **employment**;
3. If appropriate, one measurable postsecondary goal in the area of **independent living**.

*34 CFR 300.320(b)(1)



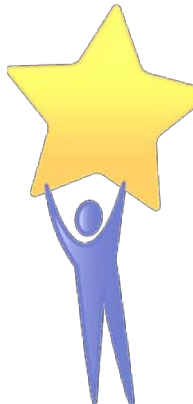
Reducing/Removing Barriers by Building Student Skills

TPF Page 1

DISABILITY RELATED NEEDS

Write the skills (disability related) that require IEP goals and/or related services in the box below. Consider all skills (disability related) necessary for the student to achieve his/her post-secondary vision.

Note: Since each year's IEP will document only those annual goals that will make the greatest difference for the student in one year, there may not necessarily be a one-to-one correspondence between the disability-related needs on the TPF and the annual goals on the IEP. Each year's annual IEP goals build skills, year over year.



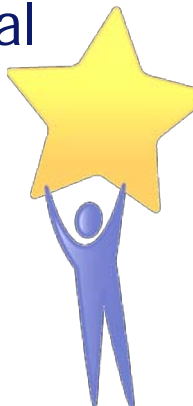
The Vision as Concrete Guide

Vision (TPF 1 and IEP):

After I get out of high school, I am going to live at home until I get a job and then I'm going to get an apartment with maybe a friend or two who have jobs and we can live in the city but near my house and my mom and dad.

Disability Related Needs (TPF 1):

- ★ Communication (making choices, associating cause-effect, language pragmatics)
- ★ Career skills (career exploration skills, soft skills, skills related to specific job experiences, e.g. time-limited internships)
- ★ Activities of Daily Living (self-care, menu planning, personal safety, money management, self advocacy)
- ★ Academic skills (expanded sight words, functional math skills, augmentative communication technology use)



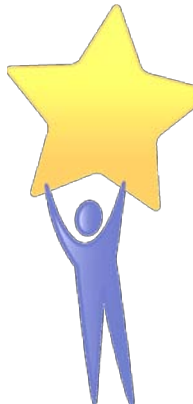
The Vision as Concrete Guide

Vision (TPF 1 and IEP)

Thomas would like to be an emergency medical technician (EMT). He plans to enroll in an EMT training program within a year after graduating from high school. He wants to live in his own apartment, perhaps with friends.

Disability Related Needs (TPF 1):

- ★ Mathematics skills
- ★ Reading skills
- ★ Activities of daily living
(independence, self-advocacy, money management)
- ★ Study skills



The Vision as Concrete Guide

Vision (TPF 1 and IEP):

Following high school, Gabriel intends to pursue a bachelor's degree at a four year college. He thinks he might want to own his own business.

Disability Related Needs (TPF 1):

- ★ Self-regulation
- ★ Organizational skills
- ★ College readiness skills
- ★ Writing skills
- ★ Self advocacy skills



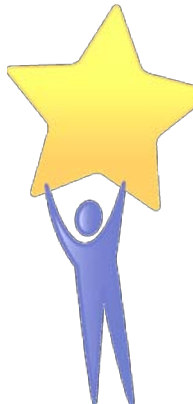
The Vision as Concrete Guide

Vision (TPF 1 and IEP):

Beatriz wants to work in a law office, like her mother. After graduating from high school, Beatriz hopes to enroll full time at a local community college to obtain an associate's degree in paralegal studies.

Disability Related Needs (TPF 1):

- ★ Time management, self-regulation
- ★ Organizational skills
- ★ Writing skills
- ★ Activities of Daily Living
(financial management, long-range planning, self-advocacy)



TPF Page 2

Teams use the Action Plan section to brainstorm and document how the student, the family, educators, adult service providers, community members, and other stakeholders in the student's life **will support the student to develop the student's skills** in the areas of **Instruction, Employment, and Community Experiences/Post School Adult Living**.



Instruction		
What?	How?	Who?
Help student develop necessary skills: <ul style="list-style-type: none"> • self determination • functional • academic 	Opportunities/Experiences:	<ul style="list-style-type: none"> • Student • Educators • Family • Adult service providers • Community Members • Etc.
Employment		
What?	How?	Who?
Help student develop necessary skills: <ul style="list-style-type: none"> • self determination • functional • academic 	Opportunities/Experiences:	<ul style="list-style-type: none"> • Student • Educators • Family • Adult service providers • Community Members • Etc.
Community Experiences/Post School Adult Living		
What?	How?	Who?
Help student develop necessary skills: <ul style="list-style-type: none"> • self determination • functional • academic 	Opportunities/Experiences:	<ul style="list-style-type: none"> • Student • Educators • Family • Adult service providers • Community Members • Etc.

Transition Planning is a activity that includes the student, family, school and community.



The TPF and IEP, when used together, are powerful and complementary planning tools that can structure a comprehensive, stepwise, individualized secondary transition process for students with IEPs aged 14-22.

