

## What are Secondary Transition Services?

For all students with IEPs aged 14-22, secondary transition services are a coordinated set of activities based on what a student needs, what they are good at, what they like, and what they want to do. These activities are designed to help them achieve their vision for adult life. [Individuals with Disabilities Education Act (IDEA), 34 C.F.R. § 300.43.]

## Secondary Transition Services Should Start at Age 14 and be:

- Thoughtfully planned and documented every year at the IEP Team meeting by the school, the student, the family, and partners such as adult agencies or employers.
- Implemented every year to build the student's skills and move them closer towards success in postsecondary education or training, competitive employment, independent living, and community participation.

## Why are Secondary Transition Services Important?

Secondary transition services give students the instruction and experiences they need to set and achieve goals and to gain skills that will help them become successful adults.



## Resources

The LINK Center, a transition project of the Federation for Children with Special Needs: [www.fcsn.org/linkcenter/](http://www.fcsn.org/linkcenter/)

MA ESE Special Education Secondary Transition Website: [www.doe.mass.edu/sped/secondary-transition/](http://www.doe.mass.edu/sped/secondary-transition/)

Technical Assistance Advisory SPED 2017-1: Characteristics of High Quality Secondary Transition Services: [www.doe.mass.edu/sped/advisories/2017-1ta.pdf](http://www.doe.mass.edu/sped/advisories/2017-1ta.pdf)

Massachusetts Work-Based Learning Plan: [www.massconnecting.org/content/overview-work-based-learning-plan](http://www.massconnecting.org/content/overview-work-based-learning-plan)

Massachusetts Guide for Implementing Individual Learning Plans: [www.doe.mass.edu/ccr/school\\_counseling/ilpguidance2014.pdf](http://www.doe.mass.edu/ccr/school_counseling/ilpguidance2014.pdf)

Massachusetts One-Stop Career Centers: [www.mass.gov/massachusetts-one-stop-career-centers](http://www.mass.gov/massachusetts-one-stop-career-centers)



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## TIPS: Transition Information for Students with IEPs and their Parents



## Secondary Transition Services

A series of brochures produced by The LINK Center - a project of the Federation for Children with Special Needs, and the Massachusetts Department of Elementary and Secondary Education (ESE)

## Secondary Transition Services: What you need to know...

### TIP 1: Every year at the transition IEP meeting, ask questions such as:

- What skills does the student have now because of last year's transition services?
- Did the student achieve last year's annual IEP goals? If not, why not?
- What information do we have from transition assessments to help us plan this year's transition services?
- What individualized transition services does the student need this year?
- Who are the right people to provide this year's transition services? For example, will it be a speech therapist? A special educator? A job coach? A guidance counselor? An English teacher? A travel trainer? A vocational rehabilitation counselor?
- Where will this year's transition services take place? For example, in high school, at an independent living center, on a college campus, or at a work site?
- How will we track the skills the student is gaining because of transition services?

*Secondary transition services build the skills that students need to live successful lives as adult learners, workers, and community members.*



**TIP 2: Secondary transition services help students to learn skills they can use in adult environments. For example, depending on the vision and disability-related needs of each student, secondary transition services can help a student:**

- Continue their education or training after high school
- Get and keep a job to support themselves
- Live as independently as possible and advocate for their own needs
- Participate in and access their community
- Understand and take care of their medical, financial, and personal needs

**TIP 3: Secondary transition services should be based on what a student needs, what they are good at, what they like, and what they want to do. Secondary transition services:**

- Must be individually tailored to meet each student's unique needs
- Should not be limited by existing programming or disability type
- As much as possible should be provided alongside age-appropriate people who do not have disabilities, both in school and in the community
- Promote the student's independence
- Help the student to make meaningful and effective progress toward achieving their goals

*Students who receive coordinated and individualized secondary transition services are prepared for postsecondary education, competitive employment, independent living, and community participation.*

## Examples of Results-Oriented Secondary Transition Services

**Max** is starting his last year of high school. He will graduate with a diploma and plans to attend college away from home. He takes two AP courses, with support from Learning Center teachers. Max has ADHD and learning disabilities and uses text-to-speech software and organizational apps on his iPad. A guidance counselor is helping him research colleges, put together his applications, and decide how to disclose his disabilities to a college Disability Support Office and future friends and professors.

**Sonja** is 20 and interested in working with animals when she finishes high school at age 22. Her school has connected her with the local animal shelter, where she volunteers, and she receives travel training to take the bus there. Sonja's teacher is also exploring the possibility of a paid internship at local dog groomers, kennels, or pet stores. Due to Sonja's disability, she has trouble understanding social situations. The school has designed a curriculum for her to practice and improve her communication skills at the animal shelter and in future job sites. The staff at the shelter also supports Sonja by modeling communication and practicing with her. Sonja, her teachers, and the animal shelter use the Massachusetts Work-Based Learning Plan to track her job skills.

**Manuel** is a sophomore and expects to graduate with a diploma after his senior year. His vision is to move out of his parents' house and live in an apartment with a roommate. He has autism and is very strong academically, but has difficulty with social and executive functioning skills. To be independent, Manuel must learn how to manage his money and get a job. Manuel and his team developed an IEP that includes a financial literacy goal, a technology goal to use his phone to meet timelines, and a social skills goal. Manuel has a paid internship through the Massachusetts Rehabilitation Commission (MRC).

Students will be motivated by transition plans that meet *their* interests, needs, strengths and preferences.