

# WHAT IS POSTSECONDARY TRANSITION PLANNING?

Postsecondary Transition Planning is a coordinated set of activities that are results oriented and focus on improving academic and functional achievement for success in life after high school.

## WHAT AREAS DO POSTSECONDARY TRANSITION GOALS ADDRESS?



Education  
Vocational



Employment



Training



Community/  
Independent Living

Postsecondary goals and transition services are just one component of a student's IEP. The student's annual IEP goals (the student's academic and function goals) should complement and address the student's transition service needs, as appropriate. IEP teams assess the relationship of the student's postsecondary goals to the student's needs in developing the student's other annual IEP goals."

U.S. Department of Education, Office of Special Education and Rehabilitation Services, *A Transition Guide to Postsecondary Education and Employment for Students and Youth With Disabilities*. Washington, D.C., 2020

## WHY DOES TRANSITION PLANNING MATTER?

The Individuals with Disabilities Education Act (2004) requires transition planning for students with individualized education programs (IEPs).

**Age Requirement:** Transition planning begins with the first IEP that occurs before or by the student's 16th birthday. Some states begin the process much earlier. Check your state laws.

Two laws—the Americans with Disabilities Act (1990) and Section 504 of the Rehabilitation Act of 1973—ensure that students with disabilities have accessible educational, employment, and community environments with aids and services necessary to function in these settings.

# ROLES AND RESPONSIBILITIES OF SLPS AND SECONDARY SCHOOL PERSONNEL IN POSTSECONDARY TRANSITION PLANNING

**Conduct or contribute** to age-appropriate transition assessments.

**Support** students in developing self-advocacy skills.

**Develop** goals for postsecondary education and vocational training, employment, and community/independent living.

**Assist** with postsecondary educational and vocational placements.

**Collaborate** with students, parents, and secondary school personnel to create an individualized and specific plan that considers the student's needs, strengths, interests, and preferences.

**Inform** students and families about available services (e.g., disability support, counseling).

**Remain** culturally responsive to student and family values.

**Identify** necessary accommodations and assistive technologies.

Educate students and parents about their legal rights.

**Contribute** to the summary of performance (SOP).

## WHEN DOES THE POSTSECONDARY TRANSITION PROCESS END?

According to IDEA, the public-school transition to adulthood process ends with . . . graduation with a high school diploma, aging out of the special education system (age determined by your state's laws), and/or the student dropping out.

At the end of special education services, the school district must provide a Summary of Performance (SOP). The SOP includes a summary of academic and functional performance with recommendations on how to assist the student in meeting postsecondary goals.

