

Sample IEP Transition Plan for Students Exploring Careers



Name: Tanya Brown Grade: 11

Projected Graduation Date: June 2018

Student's Strengths, Preferences and Interests

In transition planning, it's important to connect kids' strengths and interests to what they want to do after high school. IEP teams use interviews and career assessments to help gather this information.

Tanya is a sociable teen who reported in her interview with the transition specialist that she likes to spend time with friends and play sports. She's on the high school varsity softball, swimming and soccer teams.

In a recent interview with her parents and counselor, Tanya reported that she wants to be involved in a sports-related career. She would like to start working right after graduation, but she also plans to look into vocational or college programs in the field.

Based on her most recent evaluation and present level of performance in her current IEP, Tanya has ADHD and dyscalculia. She has difficulty focusing in class, especially in areas she struggles in, like math. Tanya doesn't drive due to anxiety, which may limit her job opportunities.

Measurable Postsecondary Goals

Transition goals must target what kids will do after high school. It's helpful if the goals in your child's transition plan match up with IEP goals. Keep in mind that the goals may change over time as you and your child plan for the future.

Postsecondary Education / Vocational Training: After graduation, Tanya will research and find vocational or college programs in sports medicine or athletic training.

Jobs and Employment: After high school graduation, she will find employment that is related to sports. After college or vocational training, Tanya will work in a sports-related industry.

Independent Living (if needed): Tanya will practice taking public transportation to allow her to get to work.

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Supporting IEP Goals and Services

The IEP team can put in place IEP goals and transition services to support your child's transition goals. It's important that the plan list people and resources that can help. These include colleges, employment agencies and other transition specialists.

Supporting IEP Goal	Transition Activities / Services	Person / Agency Involved
By December 2017, Tanya will complete a career assessment to identify careers that match her strengths, skills, interests, likes and dislikes.	Tanya will complete a career assessment and discuss the results with the transition specialist.	Tanya, her parents, transition specialist
By January 2018, Tanya will identify certificate programs for sports-related jobs like lifeguarding or coaching.	Tanya will do online research into certificate programs and discuss her findings with her guidance counselor and transition specialist.	Tanya, her parents, high school counselor, transition specialist
By March 2018, Tanya will identify three types of sports degrees she might be interested in pursuing in the future.	Tanya will meet with her coaches and the high school's athletic director to talk about sports degrees. She will also research degrees online.	Tanya, her coaches, high school athletic director
By April 2018, Tanya will identify five vocational schools, two-year colleges or four-year colleges with programs she'd like to know more about.	When she has a list of five programs, Tanya will do basic research on their admissions process. Tanya, her parents and high school counselor will meet to talk over her list.	Tanya, her parents, high school counselor
By April 2018, Tanya will apply to a sports-related certificate program.	Tanya will obtain application forms, complete them, and submit them.	Tanya, her parents, high school counselor
By June 2018, Tanya will research job opportunities related to sports and begin the application process.	Tanya will obtain application forms for several job opportunities and will complete at least one.	Tanya, her parents, transition specialist