



How to Use the Idaho Transition Planning App to prepare for your transition IEP

You can use this transition planning app in a variety of ways to plan for your future goals and dreams.

- Complete the transition app and have information for your transition plan ready!
- Print and sign the app report to use for your upcoming transition IEP meeting. Share this plan with your family and teachers before your meeting.
- Invite anyone to your transition IEP meeting who you think can help you explain what supports you need to be successful.
- Speak up at your transition IEP meeting to share your goals and what you need to reach them. Bring your plan so that you can lead your meeting!
- Changed your mind? Just use the app again. Print the new report and share your new plan with your family and teacher.

Tips to Make Your Transition IEP Meeting Successful:

- Your plan is a tool for you to think about and plan your future.
- Ask for a copy of your Transition IEP.
- Review your goals from last year's IEP.
- Make notes about the things you want to keep and things you want to change.
- Write down any questions you have about your plan.
- Your IEP meeting is about you! Using this app will help you prepare to talk about your:
 - Goals
 - Disability
 - Strengths
 - Interests
 - Best learning style
 - Accommodations and modifications
- Be a part of the team! Ask questions, know the people on your team, and know what they can do for you.
- Be prepared to express your opinions, and listen to the opinions of others.

ID Transition Forward Transition Planning Student Report

Student Name: Jane Doe

Current Grade: 12th grade

Date: March 18, 2025

This report outlines my interests, hopes, needs, and future plans that I would like to discuss at my IEP meeting regarding my Transition Plan.

I am 16 years or older. I'm attending my IEP team meeting to provide input and develop a statement of required services and supports to help me prepare for and transition to adult life. This plan will be updated each year until I graduate. In Idaho, by the time I am in 11th grade or approaching 18 years, I will need to be told how my rights will change once I turn 18 and am officially considered an adult. I will discuss Supported Decision Making and other alternatives to guardianship if needed.

About Me!

To help me figure out where I'm going, let's talk about what I'm currently doing in life or interested in.

My hobbies are: Hiking, camping, fishing

At school, I'm currently involved in: FBLA

My goals after high school:

Education and/or Training:

- Attend a 4-year college or university and earn an undergraduate degree
University of Oregon

Employment - The job I would like to have is

Lawyer

Independent Living - I would like to:

Live in a dorm

Transition and Related Assessments

Let's talk about the results of my age-appropriate transition assessment. How does it relate to the results of this report are there any additional assessments I need to reach my goals?

***Transition Planning Tip:** An age-appropriate transition drives the transition planning process.
Age Appropriate Transition Assessments

I. My Employment Goal

I would like my IEP team to discuss the following options so I can reach my measurable goal(s) for employment after high school.

I am interested in jobs in the following career clusters:

- Business Management & Administration
- Education & Training
- Government & Public Administration

I request my IEP team explain the different types of jobs available within each career cluster listed above.

More information can be found on the Idaho Career and Education Systems website at <https://portal.idcis.intocareers.org> or <https://nextsteps.idaho.gov/career-clusters>

Skills I am good at are: I can run fast. Math facts are easy, but not the word problems

The Pre-Employment Transition Services for job exploration, counseling and work-based learning experiences that I feel need to be discussed and possibly included in my plan are:

- Support to explore career interests and determine student's skills and strengths related to work (Academic Career Planning (ACP))
- Give information about the Idaho Division of Vocational Rehabilitation (IDVR) and/or help student complete the IDVR application or referral
- Teach interviewing skills
- Teach about disability disclosure to a boss and employment rights, Section 504 of the Rehabilitation Act (WIOA) and Americans with Disabilities Act (ADA) and provide opportunities to talk about their disability in relation to employment and life after high school
- Provide opportunities to take on tours of local businesses, informational interviews, and job shadows they are interested in

I will work part time in the area of anything in college to get me money

I might need help on the job to be most successful due to my disability. I think I will need the following accommodations:

- frequent breaks
- bigger computer screen
- assistive technology
- ability to sit and stand as needed
- job coach
- additional time to learn new tasks

***Transition Planning Tip:** Some students will need support obtaining, maintaining, and increasing employment outcomes. Please take time during this transition planning meeting to talk about the services that the Division of Vocational Rehabilitation (DVR) provides and if it's appropriate to pursue for student and family. <https://vr.idaho.gov/how-to-apply/>

II. My Education and Training Goals for After High School

I would like my IEP team to discuss the following options so I can reach my measurable goal for education and/or training after high school.

I want to continue my education and/or training by attending:

Attend a 4-year college or university and earn an undergraduate degree - University of Oregon

I want to study: Business Administration

The Pre-Employment Transition Services for after high school and higher education services that I feel need to be discussed and possibly included in my plan are:

- Set up a meeting, to include family, with the school counselor to talk about college requirements and job training options
- Plan for high school classes to reach her/his goals (course of study)
- Work to figure out what assistive technology might be helpful for school
- Plan one or more college tours (online or in-person)
- Provide opportunities for college experience including college tours, special events, college fairs, dual enrolled credits, and any other available options to experience life on a college campus.

I think I will need the following accommodations and/or modifications to reach my full potential:

- Extended time for assignments
- Taking tests in alternate environment
- Preferential seating
- Tests read

We should discuss what I am currently getting in high school and what is available to me after high school based on my goals.

III. My Goal for Independent Living After High School

I would like my IEP team to discuss the following options so I can reach my measurable goals for independent living after high school. After high school, I want to: Live in a dorm

The Independent Living Skills that I am good at are:
cleaning my room

The Pre-Employment Transition Services for social and independent living skills training for home and community that I feel need to be discussed and possibly included in my plan are:

- Provide opportunities to learn about and practice being in the community (what to do at a restaurant, bank, grocery store, etc.)
- Provide opportunities to learn about healthy relationships, including sex education and personal safety
- Teach money skills including setting up a home budget, open a bank account, pay bills, file taxes, etc.
- Support to explore places to live after graduation, including family living, dormitories, independent living, etc.
- Teach and talk about what changes when the student turns 18 years of age; to include voting rights, Supported Decision Making, alternatives to guardianship, etc.
- Teach advocacy skills to speak up for her/himself at school, work, and in the community to include self-regulation and problem solving

***Transition Planning Tip:** Providing opportunities for students to practice self-advocacy within

school, home and their community is an important part of providing transition services.

IV. Goals for Self-Advocacy

Being a strong self-advocate and understanding my disability is important for me to be successful in college, employment, and day to day life.

I want help with my self-advocacy skills over the course of middle and high school:

- Provide opportunities to run their own IEP meetings Leading and Being Involved in My IEP

***Transition Planning Tip:** Self-advocacy is one of the predictors of post school success for a student planning their future. Make sure to consider activities and/or instruction that include self-advocacy skill building for each student.

V. Course of Study

A well-developed and thought out course of study will help me reach my goals. I'd like to discuss the classes I'm interested in taking as they relate to my goals after high school.

Classes that I'm good at or would like to take are:

- Science
- Math
- Physical Education

VI. Community Agency and Adult Services

I would like my IEP team to talk about any referrals that need to be included in my Pre-Employment Transition Services to help identify options that I need to connect with as I enter adulthood.

Some examples of these include:

- Aging and Disability Resource Centers (ADRC)
- Division of Vocational Rehabilitation (DVR)
- Department of Health Services (DHS)
- Independent Living Centers (ILC)

VII. My Summary of Performance

Before we end the meeting, I'd like to talk about a graduation requirement called the Summary of Performance. It is a summary of my academic achievement and functional performance. I will need to share this with adult service providers and postsecondary education. I'd like to talk about how I can be involved in the creation of this document so I can better understand how to share it and advocate when transitioning from high school to the adult world.

***Transition Planning Tip:** The Summary of Performance is required upon graduation. It is a good idea to begin the discussion of what a Summary of Performance entails to provide self-advocacy skills in preparing for life after high school.

Student's Digital Signature: Jane Doe

Signature of Student

Name of Parent

Signature of Parent