
WHAT IS THE TRANSITION PLANNING FORM (TPF)?

- The TPF is developed to support a collaborative transition planning process.
- The TPF is a mandated form in Massachusetts that is developed in conjunction with the IEP & then maintained with the IEP. The TPF is updated annually.
- The content of the TPF includes a post-secondary vision, disability related needs, and an action plan for
 - ◇ instructional needs
 - ◇ employment planning
 - ◇ community experience/
post-school adult life
- The action plan for the TPF is individualized for each student and may include steps that the student, **family**, and *school* can take to support the transition from school to adult life.



RESOURCES

Information on Transition Planning in Massachusetts, the TPF, & Age of Majority

[http://www.doe.mass.edu/sped/links/
transition.html#links](http://www.doe.mass.edu/sped/links/transition.html#links)

Information on the 688 Referral Process

<http://www.doe.mass.edu/sped/688>

Information on Secondary Transition under IDEA

[http://idea.ed.gov/explore/view/p/%2Croot
%2Cdynamic%2CTopicalBrief%2C17%2C](http://idea.ed.gov/explore/view/p/%2Croot%2Cdynamic%2CTopicalBrief%2C17%2C)

Transition Wiki

<http://transitiontopics.wikispaces.com/>

National Collaborative on Workforce & Disability

<http://www.ncwd-youth.info/>



TRANSITION PLANNING



PROMOTING
COLLABORATION BETWEEN
STUDENTS, NPS STAFF,
FAMILIES, AND THE NEWTON
COMMUNITY

NEWTON PUBLIC SCHOOLS

WHAT IS TRANSITION PLANNING?

- The **I**ndividuals with **D**isabilities **E**ducation **A**ct (IDEA) is a federal law that mandates that transition planning occur for students in special education.
- IDEA defines transition services as a coordinated set of activities for a child that promotes movement from school to post-school activities.
- The “coordinated set of activities” are individualized to the students’ needs, strengths, preferences, and interests.

WHY DO TRANSITION PLANNING?

- To provide support for students as they create a vision and plan for their future.
- To promote collaboration between families, the school, and the community in developing and implementing an appropriate, meaningful, and smooth transition to adult life for the student.



WHEN & WHERE DOES TRANSITION PLANNING TAKE PLACE IN NPS?

- In Massachusetts, the transition planning process begins no later than age 14. By age 14, students are invited to attend their IEP Meetings & the development of a Transition Planning Form (TPF) must occur.
- Team discussions regarding transition planning will take place at a student’s IEP meeting & are documented on the TPF.
- The TPF includes an action plan that is like a “To Do” list of transition activities (i.e. Parent/Guardian will introduce student to travel on the MBTA bus, student will participate in a club/activity, school staff will discuss post-secondary options with student).

By Age 14

- Student is invited to attend the IEP meeting.
- The Team begins discussion of the transition planning process & an initial TPF is developed.

By Age 17

- Team discusses transfer of rights and age of majority.

At Age 18-Age of Majority

- Decision-making rights are transferred to the student. (See back for resources)

2 years before Graduation or turning 22

- If applicable, a Chapter 688 referral is made to the appropriate adult agency.
- Chapter 688 is a law that focuses on connecting students with severe disabilities with appropriate adult supports. To receive adult supports, student must be found eligible for services by the adult agency.

WHO IS INVOLVED IN THE TRANSITION PLANNING PROCESS?

- People who may be involved in the transition planning process include parents, students, guidance counselors, general educators, related service providers, community members, and special educators.
- Families have an active role in the transition planning process.

HOW CAN FAMILIES SUPPORT TRANSITION AGE YOUTH?

- Encourage your child to attend & participate in the IEP meeting beginning at age 14.
 - Initiate conversations with your child about his or her vision for the future & goal setting.
 - Establish expectations (i.e. taking responsibility for actions/decisions, planning ahead, maintaining commitments etc...)
 - Take public transportation with your child.
 - Support the development of time management skills.
 - Learn more about resources in the community & attend workshops.
 - Foster independence in your child.
 - Encourage your child to share his or her opinions, wants, needs, & ideas.
 - Identify chores your child can complete at home & establish jobs your child is responsible for.
 - Reinforce work-related behaviors at home (i.e. following directions, maintaining good hygiene, etc).
 - Encourage volunteering, interning, and work experiences.
 - Explore your child’s interests through after school activities, clubs, or sports.
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