

Checklist for Effective Transition Planning		
These guidelines facilitate compliance with transition mandates as well as reflects <i>best practice</i> for effective transition planning.	Yes	No
Was transition assessment included in the assessment plan and conducted prior to age 14 or 16? (depending on state requirements)		
Did the transition assessment process include identification of the learner's future goals (i.e., postschool outcomes), as well as <i>strengths and needs</i> ?		
Did the assessment process include gathering information from the student and parent?		
Was transition assessment data summarized in the present level of performance?		
Were the <i>strengths and needs</i> that were described in the present level of performance addressed within the IEP planning process?		
Have the learner's future goals guided the transition planning process?		
Were students and parents actively engaged in developing the transition IEP?		
Were other team members engaged in the transition planning process (e.g., OT, PT, Speech, D/APE)?		
Was the general education curriculum considered as a means of addressing transition needs?		
Does the IEP include a <i>Course of Study</i> ?		
Have goals/objectives, specific to needs identified from the transition assessment been considered for the IEP?		
Does the transition IEP include a <i>Statement of Needed Transition Services</i> to document planning relative to "instruction, related services, community experiences, employment, daily living/adult living objectives, and functional vocational evaluation"?		
Has the role of <i>other</i> agency personnel been considered?		
Have <i>other</i> agency personnel been invited to a planning meeting?		