

Individualized Transition Plan (ITP)



<https://www.calstatela.edu/academic/ccoe/programs/cats/individualized-transition-plan-ity>

The ITP is a section of the [IEP](#) that outlines transition goals and services for the student with disability. The [IDEA](#) requires that all students must have an ITP by the age of 16. The ITP is the template for mapping out short-term to long-term adult outcomes from which annual goals and objectives defined.

There are two important components in the ITP. One is a plan including educational goals for a child with disabilities to achieve independent adult life after leaving school. It should include in the areas of [independent living](#) , [employment](#) (including supported employment), post-secondary education, [self-determination skills](#) . Law will require ITP planning should include experience in the community. Schools provide various unique programs for students between 16-22 years of age who are in transition from high school to adulthood.

The other component of the ITP is establishing an inter-agency linkage. School should play a role of case manager creating a collaborating team between school and other government and public service organizations. Parents also can contact and invite professionals from the future [service organizations](#). This inter-agency linkage is a key component ensuring a seamless smooth transition from school to adulthood for people with disabilities.

What must be included in the ITP?

- Address the student's preferences, interests, strengths, and needs
- Participation of parents
- List of participants for specific goals
- A coordinated set of activities demonstrating use of various strategies, community and adult living experiences
- Annual goals
- Responsibilities of parents and students

Why is transition planning [important](#) ?

Transition to adulthood is challenging for students with disabilities. Without guidance, students often fail or isolate themselves from the community. Transition planning provides student, family and the educators to be ready for the real world. The goals are tailored to the student's strengths and provide the options for his/her future.

ITP team members

- Student
- Parents and family members
- Special education teachers
- School administrator
- Occupation teacher
- General education teacher
- Counseling teacher
- Professionals from the adult service organizations
- Job developer
- Employer and community leaders
- Job coach
- Transition specialist

Transition Factors

Parents should prepare the following transition factors that will help children with disabilities to achieve secure adulthood in an integrated community.

1. Transition plan should start as early as possible.
2. Transition plan should be comprehensive covering not only employment, but also independent living, post-secondary education, leisure/recreation, and functional instructions.
3. Transition assessment should be focused on finding what a child with disabilities "CAN DO" and what he/she likes to do. It might be helpful to know what the child cannot do and to provide supports in education. However, the future plan cannot be developed based on what child cannot do. The most important thing is to find something child can do and would enjoy doing rest of his/her life.
4. Student's active participation in planning will motivate him/her to achieve the goals.
5. Participation of parents and family member is necessary for the successful transition.
6. Transition plan should reflect family values, culture, and characteristics of community.
7. One-on-one assistant might be helpful for students with disabilities to learn skills in the transition plan. However, during this period of transition from high school to adulthood, education should be delivered in settings that are close to the real world as much as possible. Try to fade out the staff support and build in more natural support.
8. Transition plan should be established no later than the age of 16.
9. When there are many goals and objectives that students with disabilities should accomplish before graduation from high school, make sure to prioritize them and teach goals starting with the higher priority.
10. Regional Center develops a person-centered plan for the services. A person-centered approach promotes how a person with developmental disabilities wants to live, describes where a person wants their life to go, and determine what needs to be done. Make sure this plan reflects the ITP goals of school education.

A person-centered plan includes:

- Respect for the person with the disability and their family
- Support for the individual
- How they will support the life of the individual with disability
- A plan of action with responsible parties
- Planning for post-secondary education
- Career exploration opportunities
- Job-seeking skills training
- Structured employment opportunities
- Participation in career
- Independent living skills training
- Community based instruction (CBI) and travel training
- Personal interest in leisure and recreation