**Definition of “Transition Services” in the Individuals with Disabilities Education Act**

**1401(34)**

(34) Transition services: The term “transition services” means a coordinated set of activities for a child with a disability that—

(A)

is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;

(B)

is based on the individual child’s needs, taking into account the child’s strengths, preferences, and interests; and

(C)

includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation.

**Individuals with Disabilities Education Act, section 614(d)(1)(A)(i)(VIII)**

**(20 U.S.C.1414(d)(1)(A)(i)(VIII))**

(VIII) beginning not later than the first IEP to be in effect when the child is 16, and updated annually thereafter—

(aa)

appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills;

(bb)

the transition services (including courses of study) needed to assist the child in reaching those goals; and

(cc)

beginning not later than 1 year before the child reaches the age of majority under State law, a statement that the child has been informed of the child’s rights under this chapter, if any, that will transfer to the child on reaching the age of majority under [section 1415(m) of this title](https://www.law.cornell.edu/uscode/text/20/lii%3Ausc%3At%3A20%3As%3A1415%3Am).