



NTACT

National Technical Assistance Center on Transition

Aaliyah is a 17 year old sophomore who lives in an apartment in a large city with her grandmother and three siblings. Her grandmother took them into her home when Aaliyah was four years old. Aaliyah's parents' rights have been terminated by the courts. Her grandmother has full legal and educational decision-making rights.

Aaliyah repeated 1st grade to build foundational literacy and math skills after months of Tier 2 Response to Intervention (RtI) interventions for reading, writing, and math. She would make progress then regress once the interventions were phased out. After 2nd grade, her school began the special education referral process for the suspected disability of Specific Learning Disability. During the referral process, she failed the required hearing screening. Upon further testing by an audiologist, she was diagnosed as having a mild to moderate hearing loss in her left ear and a moderate loss in her right ear. Therefore, the team reconvened and decided to modify their referral to the suspected disability category of Hearing Impaired. Upon evaluation completion, when Aaliyah was 10 years old, the IEP team determined that she qualified for special education services under the disability category of Hearing Impaired (editor note: deafness is more appropriate).

Aaliyah communicates through spoken English and lipreading. She does not use sign language to communicate. Although she has binaural behind the ear hearing aids, she uses them inconsistently. The school district has also provided her with a personal FM system to use in her classes. Although her hearing loss was detected by 3rd grade, Aaliyah continues to struggle in accepting her hearing loss, especially in situations like asking for clarification when she does not understand something. She also struggles in using her accommodations and asking for help when she has issues in class. She doesn't like being viewed as different from her hearing peers.

For elementary and middle school, Aaliyah attended her neighborhood school. However, when entering high school, the IEP team thought it would be best that she attend the high school where the district's deaf and hard of hearing program is located. It is approximately a 40 minute bus ride from her home. It was hoped that being around other deaf and hard of hearing students would help with Aaliyah acceptance of her hearing loss. She receives all her ELA instruction in a resource setting one class period daily from a teacher of the deaf. She participates in a general education math class where the teacher of the deaf co-teaches. Aaliyah also meets with the teacher of the deaf for 30 minutes twice per week to develop self-determination and self-advocacy skills. Although Aaliyah is at a school with other deaf and hard of hearing students, she does not like to participate in any social events with them. She prefers to only be around hearing peers; she continues to struggle with her identity.

Based on the Woodcock Johnson-III results, Aaliyah demonstrates deficits in reading comprehension, written expression, math computation, and math reasoning. She struggles with

learning and retaining new content vocabulary. She has not been able to master basic math facts. Aaliyah receives the following accommodations on state, district and school assessments and assignments: double extended time, a reader, a scribe, paraphrasing, use of a calculator, and the use of assistive technology. She is also allowed to test individually in a quiet environment. Closed captions are to be used on all recorded and live television shows as well as any online videos. With these accommodations, she has earned passing grades in her core academic courses in high school (1.8 GPA) and is currently on track to graduate high school with a regular diploma. However, she is currently at risk of failing math this school year. If she does fail, she may not have enough credits to graduate on time. Additionally, since she is already 17 years old and only a sophomore (she repeated a grade and has a late birthday), there is risk of her dropping out of high school.

In preparation for her IEP, Aaliyah completed a pre-IEP preparation document developed by her case manager. Aaliyah reported that she enjoys spending time with friends, especially hanging out at the mall. She likes attending church with her family and sometimes will help in the church nursery. She emphasized that it is important to her that she is not seen as different.

According to her school transition survey, Aaliyah does not enjoy school. Although she receives a lot of support and is passing her classes (except math), she finds high school challenging. She would rather be working and earning money to support herself and her family. Aaliyah is not interested in attending college. However, she would like to take more classes to improve her computer skills. She believes that will help her in her future job. She would like to get a full-time job at a retail store. Aaliyah reported that she feels that she and her siblings have been a burden to her grandmother. She would like to live in her own apartment where she can take care of herself. Based on the O*Net Career Interest Inventory, Aaliyah likes to begin and carry out business projects. She prefers to act rather than plan. She also prefers routine and consistency in what she does. Aaliyah has yet to meet with her school's VR counselor and is unaware of any services that this person can provide to her. Aaliyah's case manager would like to introduce her to hard of hearing professionals who could talk to her about living as an adult with a hearing loss, help her accept her hearing loss, and possibly guide her to a more focused career option.

The parent/guardian documents were completed by Aaliyah's grandmother. On the parent survey, she reported that she fears Aaliyah may drop out of high school. Her goal is for Aaliyah to graduate high school and attend a local community college. She would like for Aaliyah to find a career that is sustainable, something longer lasting than retail. The grandmother thinks it would be beneficial for Aaliyah to take a career exploration class to see what types of careers she might be interested in. Aaliyah's grandmother shared that she just wants Aaliyah to live a safe and happy life. She is concerned Aaliyah could get into drugs like both her parents. She appreciates that Aaliyah is willing to help care for her siblings.

In preparation for her IEP meeting, Aaliyah's general education math teacher and teacher of the deaf provided input. Her math teacher shared that although Aaliyah puts forth the effort, she seems to struggle comprehending new math concepts and applying strategies that have already been taught. With the use of a calculator and when given the formula,

Aaliyah is able to complete basic algebraic concepts. However, she is unable to do so without these accommodations. The teacher of the deaf reported that Aaliyah struggles to read and comprehend fiction and non-fiction above a fifth-grade level. Aaliyah’s teacher also mentioned that her writing lacks organization and concept development. She makes many spelling errors, most likely due to incomplete acquisition of phonemic awareness secondary to her late-diagnosed hearing loss. The teacher of the deaf also reported that Aaliyah is still struggling with accepting her hearing loss. She frequently makes negative comments about herself and wishes that she was normal. Both teachers reported that Aaliyah seems too embarrassed to request accommodations.

Age	17 years old
Disability	Hearing Impaired
Placement	<ul style="list-style-type: none"> ● Mostly general education classes ● Co-taught math class ● Resource ELA class ● Additional support services for self-advocacy skills
Strengths	<ul style="list-style-type: none"> ● Helps grandmother care for siblings ● Mostly Cs ● Interpersonal skills
Interests	<ul style="list-style-type: none"> ● Enjoys spending time with friends ● Likes to hang out at the mall ● Enjoys attending church with her family ● Helping in the church nursery ● Improving computer skills to expand future work opportunities
Preferences	<ul style="list-style-type: none"> ● Wants to live in own apartment ● Wants to get a job where she can take care of herself ● Does not want to be seen as different
Needs	<ul style="list-style-type: none"> ● Clear understanding of postsecondary options that match her interests and skills ● Confidence in ability work, to attend college or vocational training ● Access to Vocational Rehabilitation for career exploration ● Confidence and understanding of accommodations ● Self-advocacy skills ● Access to hard of hearing adult role models who work in various careers ● Exposure to deaf/hard of hearing peers using accommodations and exploring vocational interests

	Postsecondary Vision	Transition Assessment Documentation
Aaliyah	<ul style="list-style-type: none"> ● Work in retail ● Take computer classes ● Live in own apartment ● Use public transportation to get to work 	<ul style="list-style-type: none"> ● School transition survey ● Pre-IEP preparation document ● AIR Self-Determination Scale ● O*Net Career Interest Inventory ● Meeting with case manager
Aaliyah's grandmother	<ul style="list-style-type: none"> ● Graduate from high school and not drop out ● Attend a local community college ● Find a career that is long-lasting ● Live safely and independently (fear of getting into drugs like her parents) 	<ul style="list-style-type: none"> ● Parent survey ● IEP meeting documentation
Additional Assessment Data Gathered	<ul style="list-style-type: none"> ● Grades ● Curriculum-based assessments ● Teacher reports ● IEP progress monitoring data 	

Present Levels of Academic Achievement and Functional Performance (PLAAFP)

Academics: Aaliyah receives special education services under the disability category of Hearing Impaired. She is in general education classes for most of her day. She maintains a C average and currently has a 1.8 GPA; however, she is currently failing her co-taught math class (report card, teacher reports). Aaliyah has deficits in reading comprehension, written expression, math computation, and math reasoning (WJ-III). Therefore, she receives her ELA instruction in a resource setting and is in a co-teaching math class, both of which are served by a teacher of the deaf. To date, Aaliyah has met all state testing requirements.

Functional: Aaliyah has not accepted her hearing loss and does not feel comfortable asking for accommodations or help as she does not want to be treated differently (student interview). Aaliyah meets with the teacher of the deaf twice per week for 30 minutes each to develop self determination and self advocacy skills. Aaliyah plans to work full-time in retail and live independently (transition survey). She functions best when she is in an environment with routines and consistency, where she can do business-related projects (career interest inventory). Aaliyah's needs access to career exploration options and to discuss postsecondary needs and goals with a VR counselor (family interview, transition survey).

Formula for writing a postsecondary goal:

_____ , _____ will _____ where and how
 (After High School) (Student) (behavior)
 (After graduation) (Upon completion of high school)

Formula for writing an annual goal that supports the postsecondary goal:

Given _____ , _____ will _____
 condition (student) (behavior) (criteria) (time frame)
 (teaching strategies) e.g., 3 out 4 times (by June 20__)
 e.g., direct instruction 80%
 modeling
 peer tutoring

**Indicator 13 Checklist Form A
 (Meets Minimum SPP/APR Requirements)**

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. (20 U.S.C. 1416(a)(3)(B))

1. Is there an appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living?	
<p>Example: Education and Training</p> <ul style="list-style-type: none"> After graduating from high school, Aaliyah will take computer courses at the local community college, using the accommodations she coordinates with disability services at the college. <p>Reasons for Examples</p> <ul style="list-style-type: none"> Participation in postsecondary education 	<p>Non-Examples: Education and Training</p> <ul style="list-style-type: none"> Aaliyah plans to take computer classes. ACE class designed for students at risk for dropping out, consider co-enrollment in vocational program matched with student’s interests on career surveys to increase job prospects beyond entry level retail and increase motivation to complete graduation credits

<p>is the focus of this goal.</p> <ul style="list-style-type: none"> ● Enrolling in specific courses for skill development is acceptable, as long as it is based on documented students’ interests, preferences, and strengths. ● Taking community college courses occurs after high school. 	<ul style="list-style-type: none"> ● After graduation, Aaliyah will apply for computer courses. <p style="text-align: center;">Reasons for Non-Examples</p> <ul style="list-style-type: none"> ● “Plans” and “expects” do not indicate something that must occur after high school. Plans and expectations are not observable or measurable. ● While measurable (i.e., apply) the goal is more akin to a transition service which will occur while Aaliyah is in high school.
<p style="text-align: center;">Example: Employment</p> <ul style="list-style-type: none"> ● Upon completion of high school, Aaliyah will obtain full-time entry-level employment in retail. <p style="text-align: center;">Reasons for Example</p> <ul style="list-style-type: none"> ● Focus of the goal statement is Aaliyah’s postsecondary employment. ● Goal does indicate an outcome (having a career in a particular field) that can be observed and measured. 	<p style="text-align: center;">Non-Examples: Employment</p> <ul style="list-style-type: none"> ● Aaliyah has expressed an interest in getting full-time employment in retail. ● Upon completion of high school, Aaliyah will apply for a job in retail. <p style="text-align: center;">Reasons for Non-Examples</p> <ul style="list-style-type: none"> ● “Want” or “expressed interest” are not outcomes. ● While measurable (i.e., apply) the goal is more akin to a transition service which will occur while Aaliyah is in high school.
<p style="text-align: center;">Examples: Independent Living</p> <ul style="list-style-type: none"> ● After high school, Aaliyah will rent her own apartment. ● After high school, Aaliyah will advocate for herself at college, in work, and in the community. <p style="text-align: center;">Reasons for Examples</p> <ul style="list-style-type: none"> ● Reflects data gathered through the transition assessment process and was noted as important by both Aaliyah and her family. ● Goals are something Aaliyah will do after graduation from high school. ● Goals are observable and measurable. 	<p style="text-align: center;">Non-Examples: Independent Living</p> <ul style="list-style-type: none"> ● After high school, Aaliyah will explore housing options available to her in her community. ● Aaliyah wants to be able to ask adults for what she needs to be successful. <p style="text-align: center;">Reasons for Non-Examples</p> <ul style="list-style-type: none"> ● Exploring housing options is an activity that could happen during high school. ● “Wants” is not measurable.

2. Is (are) the postsecondary goal(s) updated annually?

Example: Education and Training/ Employment/ Independent Living

- Each postsecondary goal reflected information gathered during the recent transition assessment process, including data gathered since the implementation of Aaliyah's last IEP.

Reason for Example

- The postsecondary goal reflects the information indicated in the updated information in the PLAAFP section of the IEP.

Non-Example: Education and Training/ Employment/ Independent Living

- Aaliyah's postsecondary goal is the same goal that was on her IEP last year.

Reason for Non-Example

- No change to reflect current transition assessments (students evolving preferences, interests, strengths, and needs).

3. Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment?

Example

In the PLAAFP section of the IEP:

- Teacher reports
- Report Card
- Student interview
- Parent interview
- Career interest inventory
- Student transition survey
- Standardized assessment data

Reasons for Example

- It includes information gathered over time.
- It reflects student strengths, interests, and preferences.
- It considers present and possible future environments because the data relate logically with Aaliyah's stated postsecondary goals.
- The information is from multiple sources and places.
- The data sources are age-appropriate.

Non-Example

- Aaliyah is on track to graduate. She is below grade level in reading comprehension, written expression, math computation, and math reasoning.

Reasons for Non-Example

- There is no reference to any transition assessment or documentation. The example on the left includes multiple, ongoing age-appropriate transition assessments, which were discussed in Aaliyah's PLAAFP.

4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?

Examples: Education and Training

- Instruction in reading comprehension and written expression (all 4 quarters, teacher of the deaf)
- Instruction in math computation and math reasoning (all 4 quarters, teacher of the deaf and math teacher)
- Update four-year plan to include opportunities related to postsecondary goals (3rd quarter, guidance counselor)
- Participate in a deaf mentoring program (all 4 quarters, Aaliyah, teacher of the deaf, guidance counselor)

Reasons for Examples

- The transition services listed reflect the transition assessment data gathered and will support Aaliyah’s success with her currently identified postsecondary goals.
- Timelines and persons responsible for each service are indicated.

Non-Examples: Education and Training

- Intensive reading, writing and math instruction
- Instruction in filling out a FAFSA application.

Reasons for Non-Examples

- No responsible agencies or timeframes listed.
- While relevant to postsecondary goal of possible attending community college to take computer courses, there are other steps to be completed THIS year.

Examples: Employment

- Participate in Pre-ETS for career exploration and work based learning experiences (by 2nd quarter, teacher of the deaf, VR counselor)
- Complete referral for Vocational Rehabilitation eligibility determination (by 4th quarter, grandmother)
- Explore career options by meeting hard of hearing professionals (ongoing, teacher of the deaf, VR counselor)

Reasons for Examples

- Meeting with the VR counselor will support her reaching her postsecondary goals
- The transition services listed reflect the transition assessment data gathered and

Non-Example: Employment

- Job shadowing in a doctor’s office

Reasons for Non-Example

- No responsible parties or timeframes listed
- This does not relate to Aaliyah’s postsecondary goals.

<p>will support Aaliyah’s success with her currently identified postsecondary employment goal.</p> <ul style="list-style-type: none"> ● Timelines and persons responsible for each service are indicated. 	
<p style="text-align: center;">Examples: Independent Living</p> <ul style="list-style-type: none"> ● Self-advocacy instruction provided (by the end of the 3rd quarter, teacher of the deaf) ● Complete Casey Life Skills Assessment (by 3rd quarter, Aaliyah & case manager) ● Aliyah will make her own appointments, give medical or audiological history, and apply for Medicaid by age 18 (Aaliyah, grandmother). ● Aaliyah will create a budget based on entry level retail wages, expected rent, food, transportation, medical and recreation costs to identify any gaps in future plans (by 4th quarter, Aaliyah, teacher of the deaf). ● After attending workshop(s) with other deaf/hh teens and adults, Aaliyah will identify successful attributes of individuals who use self-advocacy skills to educate others about equal access and accommodations (by 4th quarter, Aaliyah, teacher of the deaf) <p style="text-align: center;">Reasons for Examples</p> <ul style="list-style-type: none"> ● The transition services listed reflect the transition assessment data gathered and will support Aaliyah’s success with her currently identified postsecondary independent living goals. ● Timelines and persons responsible for each service are indicated. 	<p style="text-align: center;">Non-Example: Independent Living</p> <ul style="list-style-type: none"> ● Complete the Brigance Transition Skills Inventory to identify areas of instruction in daily living skills ● Complete the Informal Inventory of Independence and Self-Advocacy Skills for D/HH Students http://www.handsandvoices.org/pdf/SAIInventory.pdf <p style="text-align: center;">Reasons for Non-Example</p> <ul style="list-style-type: none"> ● This is not an appropriate assessment for Aaliyah. ● Persons responsible and timelines are not indicated.

5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?

<p style="text-align: center;">Example</p> <p>Two remaining years of courses of study listed, reflecting the state’s graduation requirements and identify electives of:</p> <ol style="list-style-type: none"> 1. Career Exploration 2. Computer Applications I 3. Computer Applications II 4. Math for the Workplace 5. Cooperative Work Experience <p style="text-align: center;">Reasons for Example</p> <ul style="list-style-type: none"> ● Courses listed are relevant to the student’s postsecondary goals ● Course of study is aligned with Aaliyah’s postsecondary plans, including preparing her to receive a diploma. 	<p style="text-align: center;">Non-Example</p> <ul style="list-style-type: none"> ● Aaliyah’s current schedule is listed on the IEP. <p style="text-align: center;">Reason for Non-Example</p> <ul style="list-style-type: none"> ● Course of study does not indicate progress in the curriculum across the span of high school, moving toward Aaliyah’s postsecondary goals.
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6. Is (are) there annual IEP goal(s) related to the student’s transition services needs?

<p style="text-align: center;">Examples: Education and Training</p> <ul style="list-style-type: none"> ● After reading literary or informational texts at her instructional level, Aaliyah will answer comprehension questions with 80% accuracy on 4 out of 5 trials as measured by teacher probes. ● When given a grade level topic, Aaliyah will develop 5 cohesive paragraphs using correct organization, punctuation, capitalization, and spelling with 80% accuracy on 3 consecutive assignments as measured by teacher rubrics. ● When given multi-step math problems, Aaliyah will complete the problems with 80% accuracy on 4 out of 5 trials as measured by teacher made quizzes. <p style="text-align: center;">Reasons for Examples</p> <ul style="list-style-type: none"> ● Developing reading comprehension, written expression, and math skills were 	<p style="text-align: center;">Non-Examples: Education and Training</p> <ul style="list-style-type: none"> ● Aaliyah will get better at reading comprehension ● Aaliyah will improve her writing ability. ● Aaliyah will solve math problems. <p style="text-align: center;">Reason for Non-Examples</p> <ul style="list-style-type: none"> ● Goals do not include all components, which are condition, measurable behavior, criteria, and timeframe.
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<p>all supported by transition data as areas of need for Aaliyah.</p> <ul style="list-style-type: none"> ● Goals support Aaliyah’s postsecondary goals, as well as transition services to prepare for that goal. ● Each goal includes an effective condition, measurable behaviors, criteria, and a timeframe. 	
<p style="text-align: center;">Examples: Employment</p> <ul style="list-style-type: none"> ● Given 2 job shadowing experiences with hard of hearing professionals, Aaliyah will identify her likes and dislikes of each setting by completing a job interest survey and verbally describing her experiences by the end of 4th quarter of the current school year. ● Given a mnemonic strategy for completing a job application and guided practice, Aaliyah will complete a job application with 100% accuracy by the end of the 4th quarter of the current school year. <p style="text-align: center;">Reasons for Examples</p> <ul style="list-style-type: none"> ● Behavior of identifying likes and dislikes is a logical step in helping Aaliyah narrow her focus for potential jobs. ● This relates to Aaliyah’s current postsecondary employment goal and needs she has related to that goal. ● Goals include a condition, measurable behaviors, criteria, and a timeframe. 	<p style="text-align: center;">Non-Examples: Employment</p> <ul style="list-style-type: none"> ● Aaliyah will job shadow 2 hard of hearing professionals in the community. ● Aaliyah will complete a job application. <p style="text-align: center;">Reasons for Non-Examples</p> <ul style="list-style-type: none"> ● Statements suggest an activity, rather than a learned skill. An activity is appropriate as a transition service, but it is not appropriate as an annual goal because no skill development occurs. ● Goals do not include all components (condition, measurable behavior, criteria, and timeframe)
<p style="text-align: center;">Example: Independent Living</p> <ul style="list-style-type: none"> ● Given role play scenarios, Aaliyah will advocate for her needs for 4 out of 5 trials across 3 consecutive weeks. ● Given information presented orally, Aaliyah will identify when she needs to use assistive technology to comprehend the information presented for 4 out of 5 trials across 3 consecutive weeks 	<p style="text-align: center;">Non-Example: Independent Living</p> <ul style="list-style-type: none"> ● Aaliyah will say what she wants or needs. ● Consider using the Hands & Voices Safety checklist when addressing independent living skills http://www.handsandvoices.org/resources/OUR/SafetyAttachmentPlanTemplate_v1-1.pdf

<ul style="list-style-type: none"> Given direct instruction on the city's public transportation system, Aaliyah will independently travel to six destinations with 100% accuracy by end of 2nd quarter. <p style="text-align: center;">Reasons for Example</p> <ul style="list-style-type: none"> This relates to Aaliyah's postsecondary independent (and her postsecondary education) goal and needs she has related to that goal. Goal includes an effective condition, measurable behavior, criteria, and a timeframe. 	<p style="text-align: center;">Reasons for Non-Example</p> <ul style="list-style-type: none"> This goal does not reflect the required four components for compliant goals: condition, measurable behavior, criteria, and timeframe. Self-advocacy is an important component of self-determination, but there is not enough information for this to be observable or measurable.
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7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?	
<p style="text-align: center;">Example</p> <ul style="list-style-type: none"> Notification of conference including Aaliyah as an invitee IEP meeting notes indicate that Aaliyah presented her goals, using a PowerPoint for the IEP planning team. <p style="text-align: center;">Reason for Example</p> <ul style="list-style-type: none"> There is evidence that Aaliyah was invited to the IEP meeting where transition services would be discussed. 	<p style="text-align: center;">Non-Example</p> <ul style="list-style-type: none"> Aaliyah's signature on the IEP. <p style="text-align: center;">Reasons for Non-Example</p> <ul style="list-style-type: none"> There is no evidence that Aaliyah was invited to the IEP meeting where transition services would be discussed. Attending the IEP does not indicate that Aaliyah was invited prior to the IEP, as required by law.

8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP meeting with the prior consent of the parent or student who has reached the age of majority?	
<p style="text-align: center;">Examples</p> <ul style="list-style-type: none"> A consent form signed by Aaliyah's grandmother, indicating that a representative of the VR agency may attend the IEP meeting. A meeting notice in the file, indicating invitation to the vocational rehabilitation counselor 	<p style="text-align: center;">Non-Example</p> <ul style="list-style-type: none"> When meeting with her case manager, Aaliyah verbally shared that she wanted to talk to the VR counselor. <p style="text-align: center;">Reason for Non-Example</p> <ul style="list-style-type: none"> 'Verbal' report from a student is not proof of participation from an outside agency or consent for participation.

<p style="text-align: center;">Reasons for Examples</p> <ul style="list-style-type: none"> ● Parental consent or student consent (once age of majority) is required to contact any outside agencies and release student information. ● An invitation documents that providers who are likely to provide or pay for transition services were invited to attend the meeting. 	
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