



# NTACT

National Technical Assistance Center on Transition

Allison is an 18-year-old junior who lives at home with her mom, dad, and six siblings. She enjoys spending time with friends during and after school; her favorite classes are ones with her friends. Allison was identified as having a specific learning disability that affects reading comprehension and written expression. In English Language Arts, Allison utilizes her content-specific accommodations and has maintained a B average. For written expression, she uses a word processor and receives extended time by an extra 50% for essays and tests. For reading comprehension, she listens to audio texts to improve her comprehension. Along with her interpersonal skills and friendly nature, Allison's oral expression skills are a strength for her. Allison is in all general education courses. Allison dedicated herself to meeting each of her IEP goals for the past year.

Allison reported on her school's career planning survey administered to all juniors that her responsibilities at home include caring for younger siblings and doing light household chores. Her older sister, Jessie, graduated from college and is finishing up her first year of teaching at an elementary school, which is near the family home. For fun, Allison visits her sister's classroom and helps make materials for lessons. When her special education teacher interviewed Allison to prepare for her IEP meeting, Allison explained that she enjoys spending her free time with others. She has decided that she wants to work with preschoolers or kindergarteners, but she is not sure if she wants to be a classroom teacher. At the beginning of the school year, Allison completed the Career Employment Education Checklist, which indicated a preference for educational instruction and community and social service occupations and strengths with her interpersonal skills. After high school, Allison is planning to go to a four-year university, not a community college, which she also indicated on the school's junior year survey.

Allison likes to work out at the gym with friends and play softball on a county league team. She loves movies and shopping with her sisters. On the school's parent survey, Allison's parents indicated they are concerned about how her lack of homework completion will affect her in college. They also reported that Allison has not been managing her time well this year. They are concerned that Allison does not have the organizational skills to effectively manage her study time and social life. Allison also reported that her organizational skills could be a barrier to achieving her postsecondary goals. Allison has begun making changes to be more organized; however, she has yet to use her planner successfully. She regularly submits assignments after their deadlines, according to progress notes from teachers for her case manager.

Allison reports to each of her teachers about her disability and accommodation needs at the beginning of each semester. When in middle school Allison was "mortified" (her words) about having a disability. However, through a small group led by her guidance counselor for freshman with learning disabilities, Allison says she has gained an understanding about her disability and is proud about the challenges she has overcome. Nonetheless, on the AIR Self-Determination Assessment, Allison did not rate herself at the highest level on demonstrating skills at school.

Because Allison wants to work with children, her parents are adamant that Allison attend a university that offers a degree in child development. In the parent interview, her

parents expressed concern about spending money on college if it is not related to her postsecondary plans. In the interviews with Allison’s parents and Allison, her special education teacher explained that Allison will need to meet with disability services at the universities she’s considering, so she can determine a good match for supports for her. While she is proud of her accomplishments, Allison views her disability as a challenge and is afraid her disability may stop her from being successful at college. She expressed concern in her meeting with her special education teacher that she needs to make a good decision about finding a college with the best major and the best supports. Her teacher suggested Allison make an appointment with the school’s counselor to ensure her course of study aligns with her postsecondary goals. Her teachers believe that Allison will be successful, but they know she will need to meet assignment and project deadlines.

<b>Age</b>	<ul style="list-style-type: none"> <li>• 18 years old</li> </ul>	
<b>Disability</b>	<ul style="list-style-type: none"> <li>• Specific Learning Disability that affects reading comprehension and written expression</li> </ul>	
<b>Placement</b>	<ul style="list-style-type: none"> <li>• Mostly general education courses</li> <li>• Receives special education services in co-taught English Language Arts and support skills courses</li> </ul>	
<b>Strengths</b>	<ul style="list-style-type: none"> <li>• Maintains B average</li> <li>• Oral expression</li> <li>• Interpersonal skills</li> <li>• Met previous year’s IEP goals</li> <li>• Utilizes accommodations</li> <li>• Describes her disability and accommodation needs to teachers</li> </ul>	
<b>Interests</b>	<ul style="list-style-type: none"> <li>• Socializing with friends</li> <li>• Helping her sister in her first-grade classroom</li> <li>• Working out at the gym with friends</li> <li>• Playing softball</li> <li>• Going to the movies</li> <li>• Shopping with sisters</li> <li>• Working with children (in the future)</li> </ul>	
<b>Preferences</b>	<ul style="list-style-type: none"> <li>• Being in classes with friends</li> <li>• Enjoying free time with others</li> <li>• Going to a four-year university not a community college</li> <li>• Working with children but not sure she wants to be a teacher</li> </ul>	
<b>Needs</b>	<ul style="list-style-type: none"> <li>• Clear understanding of postsecondary options that match her interests and skills</li> <li>• Time-management and organization strategies</li> <li>• Confidence for success in college</li> </ul>	
	<b>Postsecondary Vision</b>	<b>Transition Assessment Documentation</b>
<b>Allison</b>	<ul style="list-style-type: none"> <li>• Be more organized</li> </ul>	<ul style="list-style-type: none"> <li>• AIR Self-Determination Assessment</li> </ul>

	<ul style="list-style-type: none"> <li>• Go to a four-year college and succeed</li> <li>• Work with young children</li> </ul>	<ul style="list-style-type: none"> <li>• Informal interviews</li> <li>• Career Employment Education Checklist</li> <li>• School career planning survey for juniors</li> </ul>
<b>Allison's Parents</b>	<ul style="list-style-type: none"> <li>• Enroll in a college program that will help her achieve her career goals</li> <li>• Find a school and social life balance</li> </ul>	<ul style="list-style-type: none"> <li>• School Parent Survey</li> <li>• Parent Interviews</li> </ul>
<b>Additional Assessment Data</b>	<ul style="list-style-type: none"> <li>• Met college entrance and state testing requirements (to date)</li> </ul>	

**Present Levels of Academic Achievement and Functional Performance (PLAAPF)**

**Academics:** Allison qualifies for special education services for her specific learning disability, which affects her reading comprehension and written expression. Allison spends most of her school day in general education classes, maintains a B average, and utilizes accommodations (i.e., extended time for essays and tests, word processing, and audio texts) (report card, teacher reports). Allison needs additional support with **writing organization, writing mechanics, and reading comprehension**, which she receives in a co-taught English Language Arts and self-contained resource class. With supports, Allison has maintained a B in English Language Arts, which indicates college readiness. To date, Allison has met state testing requirements.

**Functional:** Allison wants to work with children after obtaining a four-year degree (junior year survey). She needs to explore career options (student interview), but she has strengths for working in educational instruction and community and social service occupations and interpersonal communication (Career Employment Education Checklist). Allison describes her disability and accommodation needs to teachers (teacher reports, informal interviews). Allison **struggles meeting assignment deadlines and needs to improve organizational skills** to prepare for college expectations (teacher reports, parent interview, student interview).

**Formula for writing a postsecondary goal:**

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

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

Given \_\_\_\_\_ , \_\_\_\_\_ will \_\_\_\_\_  
 condition , (student) will (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))

<b>1. Is there an appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living?</b>	
<p><b>Example: Education and Training</b></p> <ul style="list-style-type: none"> <li>• After graduation from high school, Allison will attend a four-year college and take courses in Child Development.</li> <li>• The summer after high school, Allison will take a course in first aid and CPR to obtain certification through the local Red Cross.</li> </ul> <p><b>Reasons for Examples</b></p> <ul style="list-style-type: none"> <li>• Participation in postsecondary education is the focus of this goal.</li> <li>• Obtaining a degree at a college can be observed and measured.</li> </ul>	<p><b>Non-Example: Education and Training</b></p> <ul style="list-style-type: none"> <li>• The fall after graduation from high school, Allison plans to enroll in a four-year university in the Southeast.</li> <li>• Allison wants to take a CPR/first aid class after high school.</li> </ul> <p><b>Reasons for Non-Examples</b></p> <ul style="list-style-type: none"> <li>• “Plans” do not indicate something that must occur after high school. Plans are not observable or measurable.</li> <li>• “Wants” are not observable and measurable outcomes.</li> </ul>

<ul style="list-style-type: none"> <li>• Obtaining a college degree occurs after graduation from high school.</li> <li>• Obtaining CPR certification is an observable goal that is relevant to her future plans of working with children. If this occurred during high school, this would be listed on the transition services section of her IEP.</li> </ul>	
<p style="text-align: center;"><b>Example: Employment</b></p> <ul style="list-style-type: none"> <li>• After earning her four-year degree, Allison will obtain full-time employment working with children.</li> <li>• The summer after high school, Allison will work part-time at the child development center near her home.</li> </ul> <p style="text-align: center;"><b>Reasons for Examples</b></p> <ul style="list-style-type: none"> <li>• Focus of the goal statement is Allison’s postsecondary employment.</li> <li>• Goal does indicate an outcome (having a career in a particular field) that can be observed and measured.</li> <li>• Outcome occurs after high school.</li> <li>• Goal is supported by Allison’s postsecondary education/training goal.</li> </ul>	<p style="text-align: center;"><b>Non-Example: Employment</b></p> <ul style="list-style-type: none"> <li>• Allison hopes to work with young children someday.</li> <li>• Allison is thinking about applying for a job at a daycare.</li> </ul> <p style="text-align: center;"><b>Reasons for Examples</b></p> <ul style="list-style-type: none"> <li>• “Hopes” are not observable and measurable outcomes.</li> <li>• “Thinking about” is not observable and measurable</li> <li>• Applying for a job, like Allison applying at a daycare, needs to specify that it occurs after high school.</li> </ul>
<p style="text-align: center;"><b>Examples: Independent Living</b></p> <ul style="list-style-type: none"> <li>• After high school, Allison will use strategies to effectively manage her time, so that she successfully meets her deadlines for college.</li> <li>• After high school, Allison will self-advocate for accommodations in college.</li> </ul> <p style="text-align: center;"><b>Reasons for Examples</b></p> <ul style="list-style-type: none"> <li>• Reflects data gathered through the transition assessment process.</li> <li>• Goal is something Allison will do after graduation from high school.</li> <li>• Goal is observable and measurable.</li> <li>• Goal supports Allison’s postsecondary education goal.</li> </ul>	<p style="text-align: center;"><b>Non-Examples: Independent Living</b></p> <ul style="list-style-type: none"> <li>• Allison hopes she can manage the demands of college</li> <li>• Allison will access disability supports to assist with college.</li> </ul> <p style="text-align: center;"><b>Reasons for Non-Examples</b></p> <ul style="list-style-type: none"> <li>• “Hopes” are not observable and measurable outcomes.</li> <li>• Additionally, the goals must explicitly state that it occurs “upon graduation” or “after high school.”</li> <li>• Consider including specific information related to transition data: “Upon graduation, Allison will access disability services to receive <u>supports with her accommodations and time-management.</u>”</li> </ul>

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

**Example: Education and Training / Employment / Independent Living**

- In her PLAAFP, the following is written: “Allison wants to work with children after obtaining a four-year degree (junior year survey).”

**Reason for Example**

- Postsecondary goals are identified in each required area and reflect current assessment data.

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

“Allison Will get a job after high school (same goal from her IEP in 9<sup>th</sup> grade).

**Reasons for Non-Example:**

- Using assessment data from previous school years
- Current assessment information indicate that Allison’s postsecondary goals should be updated (and have more specificity) than in 9<sup>th</sup> grade.

**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
- Student interview
- Parent interview
- School junior year survey
- Career Employment Education Checklist

**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 Allison’s stated postsecondary goals.
- The information is from multiple sources and places.
- The data sources are age-appropriate.

**Non-Example**

In the PLAAFP section of the IEP:

- “Allison has strong oral expression skills. Allison’s learning disabilities are in written expression and reading comprehension, which necessitate accommodations for her to be successful in her general education classes.”

**Reasons for Non-Example**

- All of the assessment information documented in the IEP is academic
- The example on the left includes multiple, ongoing age-appropriate transition assessments, which were included in Allison’s PLAAFP.

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

<p style="text-align: center;"><b>Examples: Education/Training</b></p> <ul style="list-style-type: none"> <li>• Schedule a meeting with a representative for FAFSA (guidance counselor and Allison by 1st quarter of senior year)</li> <li>• Support filling out the FAFSA (FAFSA representative by 2<sup>nd</sup> quarter of senior year)</li> <li>• Exploration of postsecondary institutions to study Child Development (case manager by 4<sup>th</sup> quarter of junior year)</li> <li>• Assistance applying for college (case manager by 2<sup>nd</sup> quarter of senior year)</li> <li>• Touring two postsecondary institutions and the campus's disability support services center (Allison and Allison's parents by 1<sup>st</sup> quarter of senior year)</li> <li>• Update four-year plan to include opportunities relating to postsecondary goals (guidance counselor by 2<sup>nd</sup> quarter senior year)</li> <li>• Schedule a meeting with college disability support services (Allison and Allison's family 2<sup>nd</sup> quarter senior year)</li> <li>• Instruction on time-management and organization skills (case manager by 4<sup>th</sup> quarter of junior year)</li> <li>• Direct instruction on reading comprehension strategies (general education and resource teachers by 4<sup>th</sup> quarter of junior year)</li> </ul> <p style="text-align: center;"><b>Reasons for Examples</b></p> <ul style="list-style-type: none"> <li>• The transition services listed reflect the transition assessment data gathered and will support Allison's success with his currently identified postsecondary goals.</li> <li>• Timelines and persons responsible for each service are indicated.</li> </ul>	<p style="text-align: center;"><b>Non-Examples: Education/Training</b></p> <ul style="list-style-type: none"> <li>• Instructional support for decoding</li> <li>• Use of calculator for math</li> <li>• Complete application process at a community college</li> </ul> <p style="text-align: center;"><b>Reasons for Non-Examples</b></p> <ul style="list-style-type: none"> <li>• No responsible agencies or timeframes listed</li> <li>• Allison's reading disability is in comprehension rather than decoding</li> <li>• Allison does not have a Math disability</li> <li>• Allison's postsecondary goal for education is to attend a four-year institution, not a community college</li> </ul>
<p style="text-align: center;"><b>Examples: Employment</b></p> <ul style="list-style-type: none"> <li>• Job shadow experience with children (work program coordinator by 4<sup>th</sup> quarter of junior year)</li> </ul>	<p style="text-align: center;"><b>Non-Examples: Employment</b></p> <ul style="list-style-type: none"> <li>• Job shadowing at a fast food restaurant</li> <li>• Referral to the Developmental Disabilities</li> </ul>

<ul style="list-style-type: none"> <li>Part-time employment in a position related to working with children (work program coordinator by 1<sup>st</sup> quarter senior year)</li> <li>Vocational rehabilitation referral to determine eligibility for tuition assistance (case manager and vocational rehabilitation counselor by 1st quarter of senior year)</li> </ul> <p style="text-align: center;"><b>Reasons for Examples</b></p> <ul style="list-style-type: none"> <li>Allison’s postsecondary goal for education is to attend a four-year institution</li> <li>Allison’s postsecondary goal for employment is child development</li> <li>Allison has a learning disability and would likely qualify for services through Vocational Rehabilitation</li> </ul>	<p>Services (DDS)</p> <p style="text-align: center;"><b>Reasons for Non-Examples</b></p> <ul style="list-style-type: none"> <li>No responsible parties or timeframes listed</li> <li>Allison’s postsecondary goal for employment is child development</li> <li>Allison has a learning disability not an intellectual disability. She would not qualify for services through DDS</li> </ul>
<p style="text-align: center;"><b>Example: Independent Living</b></p> <ul style="list-style-type: none"> <li>Driver’s education (driver’s education teacher by second semester)</li> </ul> <p style="text-align: center;"><b>Reasons for Example</b></p> <ul style="list-style-type: none"> <li>Relevant to Allison’s postsecondary goals</li> <li>Responsible parties and timeframes listed</li> </ul>	<p style="text-align: center;"><b>Non-Example: Independent Living</b></p> <ul style="list-style-type: none"> <li>Driver’s education</li> </ul> <p style="text-align: center;"><b>Reasons for Non-Example</b></p> <ul style="list-style-type: none"> <li>No responsible parties or timeframes listed</li> </ul>

<b>5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?</b>	
<p style="text-align: center;"><b>Example</b></p> <p>Final 3 semesters of courses of study listed, reflecting state’s graduation requirements and identify electives of:</p> <ol style="list-style-type: none"> <li>Psychology</li> <li>Cooperative Work Experience</li> <li>Child Development</li> <li>Resource Supports</li> </ol> <p style="text-align: center;"><b>Reasons for Examples</b></p> <ul style="list-style-type: none"> <li>Courses listed are relevant to the student’s postsecondary goals</li> <li>Courses listed reflect the student’s current and anticipated graduation date during 12<sup>th</sup></li> </ul>	<p style="text-align: center;"><b>Non-Example</b></p> <p>For Allison’s upcoming 12<sup>th</sup> grade year the courses listed include:</p> <ol style="list-style-type: none"> <li>Occupational English I, II, III, IV (4 Credits)</li> <li>Occupational Mathematics I, II, III (3 Credits)</li> <li>Life Skills Science I, II (2 Credits)</li> <li>Social Studies I (Government/US History), II (Self-advocacy/Problem solving) (2 Credits)</li> <li>Computer proficiency as specified in IEP</li> <li>Health and Physical Education (1 Credit)</li> <li>Career Technical Education (4 Credit)</li> <li>Occupational Preparation (6 Credit)</li> </ol> <p style="text-align: center;"><b>Reasons for Non-Examples</b></p>

<p>grade.</p>	<ul style="list-style-type: none"> <li>• Courses do not reflect adequate courses of study to meet Allison’s postsecondary goal of graduating from a four-year university.</li> <li>• Listing of course requirements throughout high school, do not indicate Allison’s progress and “standing” in progressing through her courses of study.</li> </ul>
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**6. Is (are) there annual IEP goal(s) related to the student’s transition services needs?**

<p><b>Example: Education and Training</b></p> <ul style="list-style-type: none"> <li>• Given direct instruction to use a graphic organizer for prewriting expository essays, Allison will complete the graphic organizer with 80% accuracy as measured by teacher rubrics by the end of the 1<sup>st</sup> school semester.</li> <li>• By the end of the first school quarter, given explicit instruction on organization steps, Allison will use her assignment notebook to write each of her assignments and due dates for 8 out of 10 consecutive trials with 100% accuracy.</li> </ul> <p><b>Reasons for Examples</b></p> <ul style="list-style-type: none"> <li>• Developing writing and organization skills were both supported by transition data as areas of need for Allison.</li> <li>• Goals support Allison’s postschool goals attending a four-year college, as well as transition services to prepare for that goal.</li> <li>• Goals include a condition, measurable behaviors, criteria, and a timeframe.</li> </ul>	<p><b>Non-Example: Education and Training</b></p> <ul style="list-style-type: none"> <li>• Allison will solve single and multistep math problems.</li> <li>• Allison will state the steps to follow during an emergency</li> </ul> <p><b>Reasons for Non-Examples</b></p> <ul style="list-style-type: none"> <li>• IEP goals are written for areas affected by the student’s disability. Allison’s disability is in reading comprehension and written expression, not in math.</li> <li>• Additionally, there are no criteria stated for the adequacy by which Allison will solve math problems or state steps in an emergency.</li> <li>• Goals do not include all components (condition, measurable behavior, criteria, and timeframe).</li> <li>• Goals do not relate to Allison’s postschool aspirations.</li> <li>• No data support these goals.</li> </ul>
<p><b>Examples: Employment</b></p> <ul style="list-style-type: none"> <li>• Given 2 job shadowing experiences, one in each of the following: early childhood education and elementary education, Allison will identify her likes and dislikes of each setting by completing a job site interest survey and verbally describing her preferences during the duration of this IEP.</li> </ul>	<p><b>Non-Examples: Employment</b></p> <ul style="list-style-type: none"> <li>• Allison will job shadow an elementary school teacher and a daycare worker at the local daycare.</li> <li>• Allison will complete a job application.</li> </ul>

<ul style="list-style-type: none"> <li>Given a mnemonic strategy for completing a job application and guided practice, Allison will complete a job application with 100% accuracy by the end of the 4th quarter of the current school year.</li> </ul> <p style="text-align: center;"><b>Reasons for Examples</b></p> <ul style="list-style-type: none"> <li>Behavior of identifying likes and dislikes of each early childhood setting is a logical step in helping Allison narrow her career path after college.</li> <li>Annual goals may also provide Allison with information that help her select courses in college that best prepare for a career in early childhood education.</li> <li>Goals include a condition, measurable behaviors, criteria, and a timeframe.</li> </ul>	<p style="text-align: center;"><b>Reasons for Non-Examples</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Goals do not include all components (condition, measurable behavior, criteria, and timeframe)</li> </ul>
<p style="text-align: center;"><b>Example: Independent Living</b></p> <ul style="list-style-type: none"> <li>Given an assignment notebook, Allison will write all assignments in her notebook for all subjects for 15 consecutive days by the end of the semester.</li> </ul> <p style="text-align: center;"><b>Reasons for Example</b></p> <ul style="list-style-type: none"> <li>This relates to Allison’s current needs to be successful in adult life.</li> <li>Goal includes an effective condition, measurable behavior, criteria, and a timeframe.</li> </ul>	<p style="text-align: center;"><b>Non-Example: Independent Living</b></p> <ul style="list-style-type: none"> <li>Allison will use her assignment notebook.</li> </ul> <p style="text-align: center;"><b>Reason for Non-Example</b></p> <ul style="list-style-type: none"> <li>These goals do not reflect the required four components for compliant goals: condition, measurable behavior, criteria, and timeframe.</li> </ul>

<b>7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?</b>	
<p style="text-align: center;"><b>Example</b></p> <ul style="list-style-type: none"> <li>Notification of conference including Allison as an invitee.</li> </ul> <p style="text-align: center;"><b>Reasons for Example</b></p> <ul style="list-style-type: none"> <li>There is evidence (data/documentation) that Allison was invited to the IEP meeting where transition services would be discussed.</li> </ul>	<p style="text-align: center;"><b>Non-Example</b></p> <ul style="list-style-type: none"> <li>Allison’s signature on the IEP</li> </ul> <p style="text-align: center;"><b>Reasons for Non-Example</b></p> <ul style="list-style-type: none"> <li>There is no evidence that the student was provided advance notice of the IEP meeting where transition services would be discussed (like other members of the IEP team).</li> <li>Attending the IEP does not indicate that Allison</li> </ul>

	was invited prior to the IEP, as required.
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**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?**

<b>Examples</b>	<b>Non-Example</b>
<ul style="list-style-type: none"> <li>• A consent form signed by Allison, who is 18, indicating that the LEA may contact the disability services office at the university of her choosing.</li> <li>• An invitation to conference in the file, mailed to an individual in the disability services office of the university to which Allison wants to attend.</li> </ul> <p style="text-align: center;"><b>Reasons for Examples</b></p> <ul style="list-style-type: none"> <li>• Parental consent or student consent, if age of majority, is required to contact any adult agencies and release student information, which was provided.</li> <li>• An invitation documents that a representative from Disability Services of the college was invited to attend the meeting.</li> </ul>	<ul style="list-style-type: none"> <li>• Statement on IEP regarding services received that Allison will receive 45 minutes/ month rehabilitation counseling from adult Rehabilitation Services.</li> <li>• Allison verbally reporting to her special education case manager that she plans to visit college campuses over the summer with her family.</li> </ul> <p style="text-align: center;"><b>Reasons for Non-Examples</b></p> <ul style="list-style-type: none"> <li>• If services are being provided and paid for that agency must be invited to attend the meeting and documentation of consent (parent or student if age of majority) evident, but no consent was documented.</li> <li>• Verbal report from student is not proof of participation from outside agency or consent for participation.</li> </ul>

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