



NTACT

National Technical Assistance Center on Transition

Carla is 13 years and 9 months old. She is in 8th grade and lives at home with her mother and father. Carla spends most of her day in self-contained classes. However, she does attend Nutrition, Physical Education (PE), and Chorus with students without disabilities. She receives instruction in self-contained settings for Language Arts, Math, Community Living Instruction, Science, and Social Studies. Based on initial evaluations, using the WISC-IV and the Vineland Adaptive Rating Scale, Carla was diagnosed with a moderate intellectual disability. She receives special education services to address delays in academic and functional skills, associated with this original diagnosis. Based on results from the Vineland Adaptive Rating Scale completed last year as part of a re-evaluation for services, Carla has difficulty with daily living and fine-motor skills, but socialization is a relative strength of hers.

This year, Carla is making progress more quickly on each of her annual IEP goals, according to data collection sheets her teachers use in the classroom. She has earned As and Bs on her last four report cards. Carla is accessing the general curriculum through extended standards and modifications. Her parents have expressed regret but understand that she will not receive a regular education diploma, but a certificate of IEP goal completion at the end of her high school career. They explained in comments on their survey, that while they are saddened Carla won't get a high school diploma, they feel her instruction can prepare her to be independent and to be able to access the college experiences for students with disabilities they have heard about. They are concerned about the cost of such programs because they had never anticipated saving money for Carla for college until now.

On a parent survey, Carla's mother and father reported they are pleased with the progress Carla is making. Last year at Carla's IEP meeting, they shared how excited they were that Carla met her IEP goals. They did express concerns, however, about Carla hugging strangers in public. On the parent edition of the Transition Planning Inventory—Second Edition (TPI-2), Carla's parents reported they would like teachers to instruct Carla about maintaining her own hygiene and about puberty. They noted that Carla struggles with basic hygiene, including using deodorant, showering independently, brushing her hair, and maintaining oral hygiene. On the survey, Carla's parents explained they want Carla living in her own home with supports when she is an adult. Because Carla seems to be growing up so fast now and thinking about being a grown-up, her parents requested this IEP meeting to begin discussing plans for after high school, even though the transition component is not required in their state until Carla is in ninth grade.

On an IEP goal summary sheet, each of Carla's teachers reported she enjoys sitting by friends during class and at lunch. Results of curriculum-based assessments (CBAs) indicate that Carla can identify all numbers from 1 through 1,000, can add and subtract one- or two-digit problems on paper, and use a calculator for basic computations. Also, on CBAs, Carla identifies bills and coins by name but cannot accurately count mixed denominations of money. Additionally, based on a formal reading assessment, Carla interacts with books by touching pictures and commenting. She answers comprehension questions correctly about texts written

at a 1.8 grade reading level approximately half of the time. Carla can read approximately 200 sight words. Based on portfolio assessments, Carla types her first and last names, address, and phone number independently; she can also type written information. During her general education classes, Carla works with peer tutors who provide models and support. Carla told her teacher that she enjoys working one-to-one with her same-aged peers. Her teachers noted that she benefits from working with same-aged peers and the modifications to the curriculum documented in her IEP. On a teacher report and at the IEP meeting, Carla’s general education teacher for Nutrition, however, reported that Carla can be distracted by peers and sometimes needs extra prompts for completing work. Carla’s special education teachers reported that she follows directions, is respectful, and tries hard with her work. Carla explained that she likes making good grades and seeing that she is meeting her goals. Carla’s special education teacher for Language Arts, Social Studies, and Community Living noted that during free time, Carla looks at picture books, magazines, and has peers read to her. She also enjoys using the iPad but has difficulty with the necessary fine-motor skills.

Based on an “All About Me” PowerPoint and the TPI-2, Carla wants to go to college to study hospitality. In her “All About Me” PowerPoint, Carla stated she wants to study hospitality because she likes spending time with others and making people smile. Carla also explained that she has older friends with disabilities who she knows through a YMCA program, who work at the local hotel. She also wants to live with a spouse in their own home with a cat named Clark one day. Through the TPI-2 Carla also identified that she wants to learn to cook and do laundry. During informal interviews with special education teachers, Carla also wants to go on weekend trips sponsored by the local YMCA with her friends.

Age	<ul style="list-style-type: none"> • 13 years and 9 months old
Disability	<ul style="list-style-type: none"> • Moderate Intellectual Disability
Placement	<ul style="list-style-type: none"> • Predominantly in self-contained settings: Nutrition, PE, and Chorus with peers without disabilities
Strengths	<ul style="list-style-type: none"> • Meeting IEP goals • Earned As and Bs last four report cards • Enjoys being with peers with and without disabilities • Basic math skills • Identifies bills and coins • Can type written information • Follows directions and eager to succeed in school • 1.8 grade reading inconsistently
Interests	<ul style="list-style-type: none"> • Interested in reading picture books and magazines • Using the iPad • People • Learning to cook • Learning to do laundry
Preferences	<ul style="list-style-type: none"> • Spending free time with same-aged peers

	<ul style="list-style-type: none"> • Working with same-aged peers/peer tutors • Going to college • Working at a hotel • Live in her own home 	
Needs	<ul style="list-style-type: none"> • Community safety instruction • Home-based supports for self-managing hygiene • Money instruction • Laundry and cooking instruction 	
	Postsecondary Vision	Transition Assessment Documentation
Carla	<ul style="list-style-type: none"> • Studying hospitality in college • Live in her own house • Have a spouse • Have a cat • Learn to cook • Learn to do laundry • Go on weekend trips with friends 	<ul style="list-style-type: none"> • “All About Me” PowerPoint • Transition Survey • Informal interviews • TPI-2
Carla’s Family	<ul style="list-style-type: none"> • Developing and maintaining good hygiene and social skills • Living in her own residence with supports, as needed • Attending a college program for students with intellectual disabilities 	<ul style="list-style-type: none"> • Parent survey • TPI-2
Additional Assessment Data	<ul style="list-style-type: none"> • Grades • Vineland Adaptive Behavior Rating Scales • Curriculum based assessments • Formal reading assessment • IEP Goal Progress Form 	

Present Levels of Academic Achievement and Functional Performance (PLAAFP)

Academics: Carla qualifies for special education services for a moderate intellectual disability (WISC-IV and Vineland). Carla has earned As and Bs in her courses, and her parents are pleased with her overall general progress and IEP goal achievement (IEP goal progress form and parent report). Carla spends most of her day in self-contained settings and she has Nutrition, PE, and Chorus with peers without disabilities. Carla works one-to-one with peer tutors and uses IEP accommodations. Carla's skills are as follows: identifying numbers from 1 through 1,000, using basic math computation skills, identifying bills and coins, typing written information, and reading inconsistently at grade level 1.8 (grades, CBAs, and formal reading assessment). **Carla answers comprehension questions correctly about texts half of the time** (CBAs and reading assessment) and **inconsistently uses the One More Than Strategy to calculate money owed and change owed** (CBAs).

Functional: Carla's parents have reported their concerns for **Carla hugging strangers in public settings** (TPI-2). Carla has a relative strength with socialization skills, but she has **difficulty with daily living and fine-motor skills** (Vineland). Carla's parents would like Carla to **develop and maintain her own hygiene skills to prepare to live on her own one day** (TPI-2). Carla enjoys using the iPad but sometimes **struggles with fine-motor skills** (teacher report). Carla also enjoys picture books, magazines, and having peers read books to her (teacher report). Carla wants to study hospitality after high school ("All About Me" PowerPoint and TPI-2). Furthermore, she wants to work at the local hotel that has an integrative work program and live on her own after high school ("All About Me" PowerPoint and TPI-2).

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 align="center">Example: Education and Training</p> <ul style="list-style-type: none"> After exiting high school, Carla will attend a specialized college program to study hospitality. <p align="center">Reasons for Example</p> <ul style="list-style-type: none"> Participation in postsecondary education is the focus of this goal. Enrolling in a college program can be observed and measured Enrolling in a college program typically occurs after high school. 	<p align="center">Non-Example: Education and Training</p> <ul style="list-style-type: none"> Upon graduation, Carla will learn about hospitality. After exiting high school, Carla will learn about independent living. After completing high school, Carla will explore college options <p align="center">Reasons for Non-Examples</p> <ul style="list-style-type: none"> With the first goal, there is clear potential for this being compliant. However, she can “learn about hospitality” while still in school. The second goal has all four components for a compliant goal, but she can and should learn about independent living while in high school. Therefore, this is not a good example of a postsecondary goal.
<p align="center">Example: Employment</p> <ul style="list-style-type: none"> After high school and college courses, Carla will be employed in the hospitality industry. <p align="center">Reasons for Example</p> <ul style="list-style-type: none"> Focus of the goal statement is Carla’s postsecondary employment. Goal does indicate an outcome that can be observed and measured. Outcome occurs after high school. 	<p align="center">Non-Example: Employment</p> <ul style="list-style-type: none"> Carla hopes to work in hospitality. Carla might apply for a job at the local hotel. <p align="center">Reasons for Non-Examples</p> <ul style="list-style-type: none"> “Hopes” are not observable and measurable outcomes. “Might apply” is not observable and measurable. Applying for a job, like Carla applying at a

<ul style="list-style-type: none"> • Goal is supported by transition assessment information. 	<p>hotel, needs to specify that it occurs after high school for it to be a postsecondary goal.</p>
<p style="text-align: center;">Example: Independent Living</p> <ul style="list-style-type: none"> • After high school, Carla will reside in her own home with supports from family and adult agencies. <p style="text-align: center;">Reasons for Example</p> <ul style="list-style-type: none"> • Reflects data gathered through the transition assessment process. • Goal is something Carla will do after graduation from high school. • Goal is observable and measurable. • Goal supports Carla’s postsecondary interests, strengths, and preferences. • If a student will need specific support or support people after high school, include them in your postsecondary goal. 	<p style="text-align: center;">Non-Example: Independent Living</p> <ul style="list-style-type: none"> • Upon graduation, Carla will apply to vocational rehabilitation to receive employment supports. • Carla will access disability supports to assist with college. <p style="text-align: center;">Reasons for Non-Examples</p> <ul style="list-style-type: none"> • Connecting Carla and her family with vocational rehabilitation is something that should happen prior to Carla’s exit from high school. • To be compliant, you must add a statement like “Upon graduation from high school.” Also, remember that you can add in information about the supports Carla needs. It would only further document that you have thoughtfully planned for Carla’s future.

2. Is (are) the postsecondary goal(s) updated annually?	
<p style="text-align: center;">Example: Education and Training / Employment / Independent Living</p> <ul style="list-style-type: none"> • The statement of Present Level of Academic and Functional Performance (PLAAFP) indicates goals were updated: “Carla’s IEP was updated based upon her postsecondary education, employment, and independent living goals, which were developed based upon her documented strengths, interests, and preferences.” <p style="text-align: center;">Reasons for Example</p> <ul style="list-style-type: none"> • The annual review of the postsecondary goal is clearly stated and updated in the PLAAFP in the IEP document. • This is also the first IEP that has been developed and included postsecondary goals for Carla. 	<p style="text-align: center;">Non-Example: Education and Training / Employment / Independent Living</p> <p style="text-align: center;">NA</p> <p style="text-align: center;">Reasons for Non-Example:</p> <ul style="list-style-type: none"> • In this instance – the first IEP to be developed that include postsecondary goals – it would be impossible to not be compliant with this component of Indicator 13.

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

Example	Non-Example
<p>The PLAAFP section of the IEP references results from:</p> <ul style="list-style-type: none"> • Grades earning As and Bs • IEP goal achievement documentation • Curriculum-based assessment results • “All About Me” PowerPoint • Transition survey (student & parents) • TPI-2 (student & parents) • Student interview • Vineland Adaptive Behavior Rating Scales <p style="text-align: center;">Reasons for Examples</p> <ul style="list-style-type: none"> • It includes information gathered over time from multiple sources. • It reflects student strengths, interests, and preferences. • It considers present and possible future environments because the data relate logically with Carla’s postsecondary goals. • The information is from multiple sources and places. • Data sources are age-appropriate. 	<p>In the PLAAFP section of the IEP:</p> <ul style="list-style-type: none"> • Carla wants to work at the local hotel that has an integrative work program and live on her own after high school. <p style="text-align: center;">Reasons for Non-Example</p> <ul style="list-style-type: none"> • There is no reference to any transition assessment source • A conversation or input from the student may be assumed but should be documented – and should be derived from multiple sources.

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

Example: Education and Training	Non-Example: Education and Training
<ul style="list-style-type: none"> • Direct instruction on reading strategies (Carla’s ELA teacher by 2nd quarter of 8th grade year) • Direct instruction on counting money with various denominations (Carla’s Math teacher by 3rd quarter of 8th grade year) • Use ThinkCollege.net to explore college programs for students with disabilities that include access to college coursework and/ or internships (Carla and her parents) 	<ul style="list-style-type: none"> • Instruction on reading strategies • Instruction on counting money • Use Career Cruising to explore hospitality education requirements <p style="text-align: center;">Reasons for Non-Examples</p> <ul style="list-style-type: none"> • No responsible agencies or timeframes listed • IEP teams typically provide more transition services and activities than they document.

<p>by 4th quarter of 8th grade</p> <ul style="list-style-type: none"> • Direct instruction on social skills and boundaries (Carla’s special education teachers, parents, by 3rd quarter of 8th grade year) <p style="text-align: center;">Reasons for Examples</p> <ul style="list-style-type: none"> • Each of these relate to transition assessments and documentation. • Instruction will help Carla progress toward postsecondary goals. • Parents are also on the IEP team; therefore, remember to include parents with services and activities when possible. 	<p>This is a time to document quality transition services provided. Do not be modest; list every service and activity for Carla.</p>
<p style="text-align: center;">Example: Employment</p> <ul style="list-style-type: none"> • Research various jobs in the hospitality industry (Carla, Social Studies and Community Living teacher, by 4th quarter of 8th grade year) • Complete Career Cruising or extension activities through O*Net video resources to explore a variety of career pathways and opportunities (Carla, Social Studies, ELA, and Community Living Teacher, by 4th quarter of 8th grade) • Teach Carla to use a visual schedule for daily hygiene routine (Carla’s parents, by 2nd quarter of 8th grade year) • Direct instruction on hygiene (Community Living teacher, 1st quarter 8th grade year) <p style="text-align: center;">Reasons for Examples</p> <ul style="list-style-type: none"> • These are based on assessment data. • Responsible timeframes and parties included. • These support Carla achieving her postsecondary goals. • Remember that you can and should include parents in transition services and activities when possible. 	<p style="text-align: center;">Non-Example: Employment</p> <ul style="list-style-type: none"> • Complete application process at a community college • Job shadowing at a fast food restaurant <p style="text-align: center;">Reasons for Non-Examples</p> <ul style="list-style-type: none"> • No responsible parties or timeframes listed. • These activities would not occur during Carla’s current IEP.

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

Example	Non-Example
<p>For Carla’s upcoming 8th grade year the courses listed include:</p> <ol style="list-style-type: none"> 1. Science 2. Physical Education (PE) 3. English 4. Math 5. Community instruction 6. Nutrition 7. Chorus 8. History <p>For 9th – 12th grade – extensions/ modified access to:</p> <ol style="list-style-type: none"> 1. English Language Arts (4 credits) 2. Math (4 credits) 3. Science (3 credits) 4. Social Studies (2 credits) 5. PE (1 credit) 6. Electives (8 credits) <p>Include career and technical education courses, aligned with interests and postsecondary goals – e.g., Career Development, Family & Consumer Sciences, and Marketing clusters</p> <p style="text-align: center;">Reasons for Example</p> <ul style="list-style-type: none"> • Courses listed for 8th grade are relevant to the student’s postsecondary goals. • The course of study is indicated for the remainder of high school and aligns with Carla’s strengths, needs, and stated post-school goals. 	<p>For Carla upcoming 8th grade year the courses listed include:</p> <ol style="list-style-type: none"> 1. Computer class 2. English 3. Physical Education (PE) 4. Math 5. Weightlifting 6. History 7. Science 8. Sewing <p style="text-align: center;">Reasons for Non-Example</p> <ul style="list-style-type: none"> • Courses do not reflect adequate courses of study to meet Carla’s postsecondary goals. • Courses do not reflect Carla’s interests, strengths, or preferences for working in the hospitality industry.

6. Is (are) there annual IEP goal(s) related to the student’s transition services needs?

Example: Education and Training	Non-Example: Education and Training
<ul style="list-style-type: none"> • Given instruction using the One More Than 	<ul style="list-style-type: none"> • Carla will add coins together.

<p>Strategy, Carla will accurately calculate money owed and change owed on 8 or 10 trials by the end of the school year.</p> <ul style="list-style-type: none"> Given strategy instruction for reading comprehension, Carla will answer reading comprehension questions for 4 out of 5 questions for 10 consecutive trials with 2nd grade level age-appropriate adapted texts by the end of the year. Given scenarios and simulated instruction, Carla will follow 100% of steps for appropriate social interactions with a variety of individuals on 8 of 10 trials by the end of 3rd quarter. <p style="text-align: center;">Reasons for Examples</p> <ul style="list-style-type: none"> These skills are documented areas of need through transition assessment. These are skills are purposeful for Carla’s postsecondary goals. Goals include a condition, effective strategy for instruction (when available), measurable behaviors, criteria, and a timeframe. 	<ul style="list-style-type: none"> Carla will ask for help when she needs it. <p style="text-align: center;">Reasons for Non-Examples</p> <ul style="list-style-type: none"> Goals do not include all components (condition, measurable behavior, criteria, and timeframe).
<p style="text-align: center;">Examples: Employment</p> <ul style="list-style-type: none"> Given scenarios and simulated instruction, Carla will follow 100% of steps for appropriate interactions with a variety of individuals on 8 of 10 trials by the end of 3rd quarter. <p style="text-align: center;">Reasons for Example</p> <ul style="list-style-type: none"> Carla will need strong social skills working in the hospitality industry. The Vineland acknowledged her communication skills were a relative strength, but there is still opportunity for improvement. Goals include a condition, measurable behaviors, criteria, and a timeframe. It would not be necessary to list the same annual goal more than once. For purposes of this document, this is provided to indicate the support of more than one postsecondary 	<p style="text-align: center;">Non-Examples: Employment</p> <ul style="list-style-type: none"> Carla will self-advocate. Carla will use social skills. <p style="text-align: center;">Reasons for Non-Examples</p> <ul style="list-style-type: none"> Goals do not include all components (condition, measurable behavior, criteria, and timeframe) Also, these goals are not specific enough to show how they relate to Carla’s postsecondary goals; therefore, additional information is required for these to be compliant.

goal by an annual goal.	
<p style="text-align: center;">Example: Independent Living</p> <ul style="list-style-type: none"> Using simulation and a task analysis, Carla will complete 9 of 10 steps to brush her teeth with 3 or fewer verbal prompts for 5 out of 5 trials for 3 consecutive weeks. <p style="text-align: center;">Reasons for Example</p> <ul style="list-style-type: none"> Reflects data gathered through the transition assessment process and was noted as important by Carla’s family. Goal is observable and measurable. 	<p style="text-align: center;">Non-Example: Independent Living</p> <ul style="list-style-type: none"> No annual goal listed related to independent living. <p style="text-align: center;">Reasons for Non-Example</p> <ul style="list-style-type: none"> Carla’s assessment data documents her independent living support needs. Federal law requires postsecondary goals, including postsecondary independent living goals.

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"> A copy of a letter, written at a first-grade reading level, to Carla inviting her to attend the IEP meeting. <p style="text-align: center;">Reasons for Example</p> <ul style="list-style-type: none"> There is evidence (data/documentation) that Carla 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"> Carla’s signature on the IEP. <p style="text-align: center;">Reasons for I-13 Non-Example</p> <ul style="list-style-type: none"> There is no evidence that the student was invited to the IEP meeting where transition services would be discussed. Attending the IEP does not indicate that Carla 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;">Example</p> <ul style="list-style-type: none"> A consent form signed by Carla’s parents indicating that the LEA may contact the county’s developmental disabilities agency to provide information about residential support, community living instruction, and employment preparation services available, as well as eligibility requirements for such services. An invitation to conference in the file, mailed to an individual from the DD Agency. 	<p style="text-align: center;">Non-Example</p> <ul style="list-style-type: none"> Carla or her parents verbally reporting to her special education case manager that she plans to visit a supported group home during over the summer. <p style="text-align: center;">Reasons for Non-Example</p> <ul style="list-style-type: none"> Non-example because does not align with her postsecondary goals Non-example because does not indicate that an effort was made to include outside agencies in Carla’s transition planning meeting

<ul style="list-style-type: none"> • Getting information about eligibility requirements for residential supports and other skills training is related to Carla’s ability to achieve her postsecondary goals. • The DD Agency is a potential provider and payor for transition services in which Carla may participate in the coming years. So, determining eligibility requirements in middle school is very important. • It will also be appropriate to invite the VR Agency to the subsequent IEP meeting to discuss potential services and the process for determining eligibility for services, a Carla prepares for her career. <p style="text-align: center;">Reasons for Examples</p> <ul style="list-style-type: none"> • Parental consent or student consent, if age of majority, is required to contact any adult agencies and release student information, which was provided. • An invitation documents that a representative from the DD Agency program was invited. 	<ul style="list-style-type: none"> • 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. • Verbal report from student or family is not proof of participation from outside agency or consent for participation.
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