



NTACT

National Technical Assistance Center on Transition

Connor is an 18-year-old senior who anticipates graduating high school at the end of this school year. At 24-months-old, during a routine wellness check, his pediatrician suspected a hearing loss and referred Connor to an audiologist. Upon further testing, Connor was diagnosed with a bilateral severe to profound sensori-neural hearing loss. He received a cochlear implant in his right ear at 36 months old. He does not wear amplification in his left ear. Connor receives special education services under the disability category of Hearing Impaired. Connor communicates via American Sign Language (ASL) and has limited spoken and receptive oral language skills. Limited skills means that he is only able to communicate simple words, like yes, help, and more. When communicating with someone that does not know ASL, Connor will use an ASL interpreter or will use written communication (e.g., writing notes, texting).

Connor lives at home with his parents and one younger sister in a small rural community. While in elementary school, his father lost his job when the local coal mine closed. Connor and his family experienced homelessness for a few months. Now, his father works as a contractor in another state and comes home only a few months out of the year. Connor's mother knows some basic sign language, but his father does not know any. Connor and his father rely on gestures, handwritten notes, and other family members to communicate with each other. Connor's mother is involved in his life and often helps Connor with his homework. However, Connor's sister can communicate the best with him and often serves as the family interpreter.

From preschool through fifth grade, Connor attended his neighborhood school. He was the only deaf student in the school and in the district. He received special education services from an itinerant teacher of the deaf for 30 minutes daily. This teacher was contracted from a neighboring school district. Connor learned ASL from the interpreter and itinerant teacher but did not have formal instruction of ASL itself. Connor used an ASL interpreter for all his classes and school-sponsored after-school activities. Because of the limited access to the teacher of the deaf, the ASL interpreter was the primary language model and language instructor for Connor at school. At the start of the sixth grade, Connor transferred to the state school for the deaf, which is four hours from his home. He continues to live on campus during the week and goes home on the weekends and during school breaks. In this setting, Connor receives all instruction in ASL by teachers of the deaf. Connor also attends a local public high school to take art and design classes through the Career and Technical Education program. An interpreter from the school for the deaf is used for those classes. Connor does wish that the school for the deaf offered these classes so that he could communicate directly with the teacher in ASL instead of relying on an interpreter in the public schools.

Based on the Woodcock Johnson-III results, which was administered when Connor changed schools, Connor is on grade level for math computation and math reasoning. Results

indicate that Connor has deficits in reading comprehension and written expression in English. Writing mechanics is an area in which he particularly struggles. However, when text passages are signed to him via ASL, Connor is able to comprehend the material without difficulty. His performance is comparable to that of hearing peers. Connor receives double extended time as an accommodation on all state, district, and school assessments and assignments. He also receives an interpreter, reader, a scribe, and paraphrasing of instructions. Closed captions are used on all recorded and live television shows as well as any online videos. With these accommodations, he has earned passing grades in his core academic courses in high school. He currently has a 2.8 grade point average.

In preparation for his annual IEP meeting that includes discussions on transition planning, Connor completed a pre-IEP preparation document developed by his case manager as well as a career interest inventory. Connor reported that he currently has a part-time job at a coffee shop near his school and works when he can after school. Connor enjoys playing on the school's basketball team. He likes to hang out with his deaf peers at school. He sometimes dreads going home on the weekends because he will not see his deaf friends, and there is limited opportunity to communicate with family and friends. When he is not doing activities with his family, Connor likes to watch Manga online videos.

According to his school transition survey, Connor's career goal is to be a graphic designer. He hopes to one day own a graphic designing business. He has been taking art and design classes at the local public high school in order to prepare for his college transition. Connor recently won a silver and gold medal in a district-wide competition – according to his art teacher. She also shared through IEP notes that in the spring semester, Connor will be involved in an internship with a local graphic designer before graduation. He also noted that Connor is often seen using texting to communicate with his hearing classmates. Connor learns best through direct instruction in ASL and, therefore, would like to attend Gallaudet University in Washington, DC to pursue a major in art and design. While in college, he plans to live in the dorms and hopes to get a part-time job on campus. Connor has been meeting with his vocational rehabilitation (VR) counselor who is deaf herself. The VR counselor submitted notes to his case manager that indicate she has been working with Connor on the services VR offers to aid in his transition to college. She is working with him on his college application and how to access disability services on campus.

The parent documents (as part of the IEP), including the AIR Self-Determination Scale, were completed by Connor's mother. Connor's mother reported that although she is supportive of Connor attending college and pursuing his graphic design career, she prefers that he attend a college closer to home. She doesn't mind him living in the dorms and is encouraged that Connor would like to live and work independently. His mother also shared that regardless of where Connor attends college, she would like to go with him to meet the disability services coordinator to make sure he has the services he needs, especially an interpreter if the professor

does not use ASL. She is concerned that Connor does not understand the difference between the special education services he receives in school and what he is legally entitled to after graduation.

Age	<ul style="list-style-type: none"> ● 18 years old
Disability	<ul style="list-style-type: none"> ● Hearing Impaired
Placement	<ul style="list-style-type: none"> ● Residential state school for the deaf. Attends local public high school for art and design Career Technical Education classes.
Strengths	<ul style="list-style-type: none"> ● Earns passing grades ● Artistic talent - Won local art contests ● Uses accommodations ● Math ● Interpersonal skills ● “Listening comprehension” (via ASL)
Interests	<ul style="list-style-type: none"> ● Interested in becoming a graphic designer ● Wants to own a business ● Has a part-time job at a coffee shop close to school for the deaf ● Socializing with deaf peers ● Playing basketball ● Watching online videos of Manga
Preferences	<ul style="list-style-type: none"> ● Prefers direct instruction and communication through ASL ● Wishes his deaf school offered more art and design courses so he didn’t have to go to public schools ● Going to a four-year university with a deaf-centered program ● Art and design
Needs	<ul style="list-style-type: none"> ● Vocational Rehabilitation services to assist with college needs ● Understanding of legal rights per ADA and 504 and how to request accommodations in postsecondary education and in the community ● Comprehension of literary and informational texts ● Mechanics of writing

	Postsecondary Vision	Transition Assessment Documentation
Connor	<ul style="list-style-type: none"> ● Attend Gallaudet University ● Major in art and design ● Live with students in dorms ● Become a graphic designer ● Have own business ● Live in own home after college ● Have own car 	<ul style="list-style-type: none"> ● School transition survey ● Pre-IEP preparation document ● AIR Self-Determination Scale ● Meeting with case manager
Connor's mother	<ul style="list-style-type: none"> ● Attend college closer to home that will help him achieve his career goals ● Live and work independently 	<ul style="list-style-type: none"> ● Parent survey ● IEP meeting documentation
Additional Assessment Data Gathered	<ul style="list-style-type: none"> ● With the use of accommodations, met state testing graduation requirements to date ● Passing grades ● Curriculum-based assessments ● Teacher reports ● IEP progress monitoring data ● AIR Self-Determination Scale - completed by mother ● Career interest inventory (unnamed) 	

Present Levels of Academic Achievement and Functional Performance (PLAAFP)

Academics: Because of his bilateral severe to profound sensori-neural hearing loss, Connor qualifies for special education services under the disability category of Hearing Impaired. He receives all his core instruction at a residential school for the deaf and art and design classes at the local high school. Connor is scheduled to graduate at the end of this school year. He currently has a 2.8 grade point average (school transcript). Assessment data indicate that Connor is performing on grade level in math computation and reasoning (WJ-III). He has consistently maintained a B average in all his high school math classes (report card, teacher reports). With the accommodations of extended time, reader, and a scribe, Connor has maintained a C average in English Language Arts. He needs additional support in reading comprehension and writing mechanics (according to his report card and teacher reports). To date, using the accommodations noted in his IEP, Connor has met state testing requirements.

Functional: Connor intends to enroll in a four-year university and study art and design. He plans to become a graphic designer and to have his own business (student transition survey). Connor is able to explain the accommodations he needs to be successful in school. However, he needs to develop his understanding of his legal rights after graduation and how to access his

accommodations independently while in college and throughout his adulthood (student interview, parent interview).

Formula for writing a postsecondary goal:

_____ , _____ will _____ _____
 (After High School) (Student) (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) (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 graduation, Connor will enroll at Gallaudet University to receive a degree in graphic design. 	<p>Non-Examples: Education and Training</p> <ul style="list-style-type: none"> Connor will apply to Gallaudet University After graduation, Connor plans to attend Gallaudet University to pursue graphic design

<p style="text-align: center;">Reasons for Example</p> <ul style="list-style-type: none"> ● Participation in postsecondary education is the focus of this goal. ● Obtaining a degree at a college can be observed and measured. ● Obtaining a college degree occurs after graduation from high school. 	<p style="text-align: center;">Reasons for Non-Examples</p> <ul style="list-style-type: none"> ● While measurable (i.e., apply) the goal is more akin to a transition service which will occur while Connor is in high school. ● “Plans” and “expects” do not indicate something that must occur after high school. Plans and expectations are not observable or measurable.
<p style="text-align: center;">Example: Employment</p> <ul style="list-style-type: none"> ● After earning his four-year degree, Connor will obtain full-time employment working as a graphic designer and eventually will have his own graphic designing business. <p style="text-align: center;">Reasons for Example</p> <ul style="list-style-type: none"> ● Focus of the goal statement is Connor’s postsecondary employment. ● Goal does indicate an outcome (having a career in a particular field) that can be observed and measured. ● Outcome occurs after high school. ● Goal is supported by Connor’s postsecondary education/training goal. ● It is acceptable to indicate a long-term employment goal (such as this one). 	<p style="text-align: center;">Non-Examples: Employment</p> <ul style="list-style-type: none"> ● Connor has expressed an interest in being a graphic designer. ● Connor hopes to have his own graphic design business. <p style="text-align: center;">Reasons for Non-Examples</p> <ul style="list-style-type: none"> ● “Want” and “expressed interest” are not outcomes. ● “Hopes” are not observable and measurable outcomes.
<p style="text-align: center;">Example: Independent Living</p> <ul style="list-style-type: none"> ● After high school, Connor will self-advocate for accommodations in college. <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 Connor will do after graduation from high school. ● Goal is observable and measurable. ● Goal supports Connor’s postsecondary education goal. 	<p style="text-align: center;">Non-Example: Independent Living</p> <ul style="list-style-type: none"> ● Connor will access disability supports to assist with college. <p style="text-align: center;">Reasons for Non-Example</p> <ul style="list-style-type: none"> ● The goal must explicitly state that it occurs “upon graduation” or “after high school.” ● Consider including specific information related to transition data: “Upon graduation, Connor will access disability services to receive supports with his accommodations.”

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 Connor'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-Examples: Education and Training/ Employment/ Independent Living

- Connor will attend college after graduation.
- Connor will get a job after her graduates college.

Reason for Non-Examples

- These goals do not appear to have been updated recently, as Connor is entering his final year of high school and has much more specific plans for his future

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
- Transcript
- Student interview
- Parent interview
- 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 Connor's stated postsecondary goals.
- The information is from multiple sources and places.
- The data sources are age-appropriate.

Non-Example

- Connor is on track to graduate. He is on grade level in math but below grade level in reading comprehension and written expression.

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 Connor'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 writing mechanics (2nd and 3rd quarter, teacher of the deaf and ELA teacher)
- Schedule a meeting with a representative for FAFSA (1st quarter, guidance counselor and Connor)
- Support filling out the FAFSA (2nd quarter, FAFSA representative)
- Assistance applying for college (2nd quarter, case manager)
- Schedule a meeting with college disability services (3rd quarter, Connor and Connor's mother)

Reasons for Examples

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

Non-Examples: Education and Training

- Intensive reading instruction
- Instruction in math skills
- Instruction on filling out community college applications

Reasons for Non-Examples

- No responsible agencies or time frames listed
- Connor is on grade level in math
- Connor's postsecondary goal for education is to attend a four-year institution, not a community college

Examples: Employment

- Internship with a graphic designer (3rd and 4th quarter, CTE teacher)
- Continuing pre employment transition services (all 4 quarters, case manager, VR counselor)
- Vocational rehabilitation referral to determine eligibility for tuition assistance (1st quarter, case manager and VR counselor)

Reasons for Examples

- The transition services listed reflect the transition assessment data gathered and will support Connor's success with his currently identified postsecondary employment goal.

Non-Examples: Employment

- Job shadowing at a coffee shop
- Referral to the Developmental Disabilities Services (DDS)

Reasons for Non-Examples

- No responsible parties of timeframes listed
- These do not relate to Connor's postsecondary goals.
- Connor is deaf and does not have an intellectual disability. He would not qualify for services through DDS.

<ul style="list-style-type: none"> ● Timelines and persons responsible for each service are indicated. 	
<p style="text-align: center;">Example: Independent Living</p> <ul style="list-style-type: none"> ● Instruction in ADA and 504 as applied to postsecondary education, employment, and independent living (3rd and 4th quarter, case manager). <p style="text-align: center;">Reasons for Example</p> <ul style="list-style-type: none"> ● The transition service listed reflects the transition assessment data gathered and will support Connor's success with his 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 <p style="text-align: center;">Reasons for Non-Example</p> <ul style="list-style-type: none"> ● This is not an appropriate assessment for Connor ● 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>Final semesters of courses of study listed, reflecting the state's graduation requirements and identify electives of:</p> <ol style="list-style-type: none"> 1. Graphic Design II 2. Digital media design 3. Communication Arts 4. 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 Connor's postsecondary plans, including preparing him to receive a diploma. 	<p style="text-align: center;">Non-Example</p> <p>For Connor's 12th grade year, the following courses are listed:</p> <ol style="list-style-type: none"> 1. Psychology 2. Art 3. Study Hall 4. Pre-Calculus 5. Journalism <p style="text-align: center;">Reasons for Non-Example</p> <ul style="list-style-type: none"> ● Courses listed do not reflect adequate courses of study to meet Connor's postsecondary goal of graduating from a 4-year university

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

Examples: Education and Training

- After reading grade level literary or informational text, Connor will answer comprehension questions with 80% accuracy on 4 out of 5 trials as measured by teacher probes.
- When given a grade level topic, Connor will develop 5 cohesive paragraphs using correct punctuation, capitalization, and subject-verb agreement with 80% accuracy on 3 consecutive assignments as measured by teacher rubrics.

Reasons for Examples

- Developing reading comprehension and writing mechanics skills were both supported by transition data as areas of need for Connor.
- Goals support Connor's postsecondary goals of attending a four-year college, as well as transition services to prepare for that goal.
- Each goal includes an effective condition, measurable behaviors, criteria, and a timeframe.

Non-Examples: Education and Training

- Connor will get better at reading comprehension
- Connor will improve his writing ability.

Reason for Non-Examples

- Goals do not include all components, which are condition, measurable behavior, criteria, and timeframe.

Examples: Employment

- After reading grade level literary or informational text, Connor will answer comprehension questions with 80% accuracy on 4 out of 5 trials as measured by teacher probes.
- When given a grade level topic, Connor will develop 5 cohesive paragraphs using correct punctuation, capitalization, and subject-verb agreement with 80% accuracy on 3 consecutive assignments as measured by teacher rubrics.

Reasons for Examples

- This relates to Connor's current

Non-Example: Employment

- Connor will pass Digital Media Design

Reasons for Non-Example

- This does not include the criteria for an annual goal for an IEP.
- While this statement is important to Connor's progress in the curriculum and future achievement of his postsecondary employment goal, passing a course does not indicate specialized instruction to achieve a specific behavioral criterion.

<p>postsecondary employment goal and needs he has related to that goal.</p> <ul style="list-style-type: none"> ● 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 goal by an annual goal. ● Goal includes an effective condition, measurable behavior, criteria, and a timeframe. 	
<p style="text-align: center;">Example: Independent Living</p> <ul style="list-style-type: none"> ● Given role play scenarios, Connor will determine his legal rights and advocate for his needs for 4 out of 5 trials across 3 consecutive weeks. <p style="text-align: center;">Reasons for Example</p> <ul style="list-style-type: none"> ● This relates to Connor’s postsecondary independent (and his postsecondary education) goal and needs he has related to that goal. ● Goal includes an effective condition, measurable behavior, criteria, and a timeframe. 	<p style="text-align: center;">Non-Example: Independent Living</p> <ul style="list-style-type: none"> ● Connor will say what he wants or needs. <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.

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 Connor as an invitee <p style="text-align: center;">Reason for Example</p> <ul style="list-style-type: none"> ● There is evidence that Connor 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"> ● Connor’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 Connor was invited to the IEP meeting where transition services would be discussed. ● Attending the IEP does not indicate that Connor 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?

Examples	Non-Example
<ul style="list-style-type: none"> ● A consent form signed by Connor, who is 18, indicating that the LEA may provide additional documentation, as needed, to the disability services office at the university of his choosing. ● A consent form signed by Connor for the LEA and VR counselor for the high school to share information about Connor’ academic transcripts, IEP, and potential services ● A meeting notice in the file, indicating invitation to the vocational rehabilitation counselor <p style="text-align: center;">Reasons for Examples</p> <ul style="list-style-type: none"> ● Parental consent or student assent (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. 	<ul style="list-style-type: none"> ● When meeting with his case manager, Connor shared that he wanted to talk to the VR counselor and disability services office at Gallaudet University. <p style="text-align: center;">Reasons for Non-Examples</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. ● 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.

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