



NTACT

National Technical Assistance Center on Transition

Lilly is a 20-year-old young woman with Multiple Disabilities according to eligibility documentation. Her IEP indicates that she receives special education services, due to a severe and profound intellectual disability (WISC IV; Vineland-III Adaptive Behavior, Supports Intensity Scale). She receives physical therapy services for 30 minutes daily, focused on strengthening muscles and stretching her muscles to maintain mobility. Progress notes from all three physical, occupational, and speech therapists are focused on her use of a wheel chair, equipped with assistive technology to increase her independent mobility and communication. She also receives nursing supervision as a related service, due to chronic illnesses associated with her digestive system requiring a colostomy, as well as a severe cardio-pulmonary condition. Eye and neurological exams have also concluded that Lilly has no sight, but her hearing is thought to be within the normal range. Lilly relies on others to move her wheelchair and place her in a chair, a stander, or on a mat for all activities. She has a personal care attendant for eating, brushing her teeth, and combing her hair. A 2-person lift or mechanical device is required for all transfers and she has limited fine motor skills requiring hand-over-hand assistance for all activities.

Lilly is educated primarily in a classroom with other peers with high support needs. Lilly follows Extensions of the General Curriculum and participates in alternative assessments with specialized instruction in vocational, academic, and social skills. She participates in peer-supported adapted Physical Education and is in classrooms primarily with peers without disabilities for one additional elective course each semester. This semester she is enrolled in Family and Consumer Science and next semester is scheduled to enroll in Introduction to 3D Art, according to school records. Lilly participates in the high school's (school-based enterprise/SBE) *Sip-Em Coffee* shop and has participated in community-based work experiences the last two semesters, relying on hand-over-hand physical prompts to complete most tasks (copies of task analyses from job sites). In the coffee shop, she has recently been successful directing customers to complete their order form as they enter the shop, using a head-switch activated switch communication device on three occasions with verbal prompts (daily performance log for *Sip-Em* employees).

Lilly has limited functional communication skills; her primary mode of communication combines head movements and some sounds (e.g., she turns toward an activity or stimulus and makes a humming sound when she is content and turns her head away, grimaces, or grunts when she is displeased or wants to discontinue an activity). Attempts to use augmentative communication devices have been unsuccessful; however, her therapist and teachers are evaluating her ability to indicate preferences, using a head-activated switch with consistency. According to her parents', teacher, and classroom paraprofessional's completion of both the Supports Intensity Scale and Personal Preference Indicators, Lilly seems to enjoy receiving verbal and tactile attention from her family members and caregivers. Lilly enjoys listening to music and hearing the voices of her family members and caregivers. She has become increasingly tolerant of position changes on a mat table and allows hand-over-hand assistance to participate in activities (classroom data, environmental analysis). According to a parent interview, Lilly is awake approximately six hours out of a 24-hour period. Lilly's parents and teacher agree that, though there will always be health concerns to monitor, Lilly will be happiest and most productive after high school, spending multiple days every week in the

presence of peers with an appropriate amount of activity. She becomes agitated when she is awake and the classroom, community setting, or home are quiet, according to her parents and educators (teachers and therapists). Her parents have been encouraged by Lilly’s inclusion in the school based enterprise coffee shop and are interested to understand more about how she could be supported to volunteer or work in the community – something they never dreamed possible when she was younger. They expressed that while they are sometimes overwhelmed by the expenses and physicality of Lilly’s lifelong needs, they feel supported by their extended family and the inclusive atmosphere throughout Lilly’s school district and community.

Age	<ul style="list-style-type: none"> • 20 years old 	
Disability	<ul style="list-style-type: none"> • Multiple disabilities • Lilly receives the following related services: physical therapy and nursing care 	
Placement	<ul style="list-style-type: none"> • Separate classroom following Extensions of the General Curriculum and receiving specialized instruction in vocational, academic, functional, and social skills • Participates in two classes each semester with peers without disabilities 	
Strengths	<ul style="list-style-type: none"> • Communicates her wants/needs through head turns and some vocalizations (i.e., humming sound when she is content and turns her head away, grimaces, or grunts when she is displeased or wants to discontinue an activity) • Increasingly tolerant of position changes on a mat table in the stander • Receptive to hand-over-hand assistance to participate in classroom/vocational activities • Recently demonstrated some success using a head-switch to communicate 	
Interests	<ul style="list-style-type: none"> • Enjoys being included in group activities as she seems to enjoy receiving verbal and tactile attention from her family members, caregivers, and peers • Music 	
Preferences	<ul style="list-style-type: none"> • Being included in activities with others • Having time to rest and stretch out of the wheelchair with music • Communicates preference/interests with gestures/eye contact 	
Needs	<ul style="list-style-type: none"> • Medical needs require the assistance of a nurse daily • No sight, but her hearing is thought to be within the normal range • Limited mobility requiring the use of a 2-person lift or mechanical device for transfers and assistance with personal care • Limitation with motor skills and requires hand-over-hand assistance for all activities • Limited functional communication skills; her primary mode of communication combines head movements and some sounds • Attempts to use augmentative communication devices have been unsuccessful; however, her therapist and teachers are evaluating her ability to indicate preferences, using a head-activated switch with consistency 	
	Postsecondary Vision	Transition Assessment Documentation
Lilly	<ul style="list-style-type: none"> • Inclusion in classes/activities with peers • Interested in music 	<ul style="list-style-type: none"> • Personal Preference Indicators • School transition survey
Lilly’s Parents	<ul style="list-style-type: none"> • Lilly is awake for approximately six hours in a 24-hour period • She seems to enjoy receiving verbal and 	<ul style="list-style-type: none"> • Parent interview • Environmental Analysis • Medical Reports

	<p>tactile attention from her family members and caregivers.</p> <ul style="list-style-type: none"> • She responds positively to music and voices • Parents approve and support Lilly’s involvement in the coffee shop SBE • Communicates preference/interests with gestures/eye contact but need to increase the use of functional communication by incorporating a head switch 	<ul style="list-style-type: none"> • IEP meeting documentation • Daily performance log for <i>Sip-Em</i> employees • Task analyses from job sites
General Educator	<ul style="list-style-type: none"> • Lessons are adapted following the Extended Content Standards • Supports are provided to ensure access to educational activities 	<ul style="list-style-type: none"> • IEP meeting documentation • Brigance Assessment (academic/functional) • Alternative assessment measures
Special Educator	<ul style="list-style-type: none"> • Lessons are adapted following the Extended Content Standards • Supports are provided to ensure access to educational activities • Communicates preference/interests with gestures/eye contact but need to increase the use of functional communication by incorporating a head switch 	<ul style="list-style-type: none"> • WISC IV • Vineland-III Adaptive Behavior • Supports Intensity Scale • BRIGANCE Employability Skills Inventory- Life Skills Inventory • Environmental Analysis • Alternative assessment measures • YES employment • Alternative Assessments
Additional Assessment Data	n/a	

Present Levels of Academic Achievement and Functional Performance (PLAAPF)

Academics: Lilly receives specialized instruction on the Extended Content Standards in a separate setting to ensure access to and progress in the General Curriculum with intensive modifications and accommodations (Brigance assessments in academic and functional skills; teacher made formative assessments, state/district alternative assessments). Lilly qualifies for special education services under Multiple Disability, which affects her academic, functional, and communication skill development (WISC IV, Vineland-III Adaptive Behavior, and Supports Intensity). Lilly spends most of her school day in a separate setting and she is included in peer-supported adapted P.E. with general education classes (teacher observation, interviews, data kept by teachers). Lilly requires intensive supports to access content and activities within school (teacher observations, ecological assessments) and work settings (daily performance log and task analyses for *Sip-Em* employees). The special education teacher will work with Lilly to **increase functional math skills** (e.g., learn to make payments using the next dollar up strategy), and **increase functional reading skills** (e.g., learn to state actions that should be taken when encountering emergency signs in the community using head switch; respond to story elements questions following an age-appropriate adapted text using head switch and manipulatives).

Functional: Based on the Vineland-3 Adaptive Behavior, Supports Intensity Scale, Lilly requires intensive supports (hand-over-hand, physical, and consistent verbal prompts to use the AAC head switch) to complete academic, functional, adaptive behavior and employment-related skills. Full time nursing care is required to ensure Lilly's medical safety and well-being. Functional communication is emergent, thus this will be critical for ensuring that Lilly develops receptive and expressive communication more consistency by demonstrating self-determination skills. Based on interviews with parents, teachers, and related transition service provider (VR) and assessments (YES Employment, Brigance, alternate assessments) Lilly requires intensive supports to complete job tasks. Ensuring that intensive supports are in place and **increasing functional communication by implementing a head switch with consistency across settings** will help Lilly access and respond in postschool training and employment activities. **Increasing functional communication will lead to increasing self-determination skills** like self-advocacy.

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 graduation from high school, Lilly will attend an adult continuing education program for individuals with intensive support needs to maintain and improve communication and self-care skills. <p>Reasons for Example</p> <ul style="list-style-type: none"> Participation in postsecondary education or training is the focus of this goal. Attending a program with specific goals can be 	<p>Nonexample: Education and Training</p> <ul style="list-style-type: none"> Lilly plans to enroll in adult care program for individuals with special needs in the Southeast. Lilly wants to take a music class after high school. <p>Reasons for Non-Example</p> <ul style="list-style-type: none"> “Plans” do not indicate something that must occur after high school. Plans are not observable or measurable. “Wants” are not observable and measurable outcomes.

observed and measured.	
<p style="text-align: center;">Example: Employment</p> <ul style="list-style-type: none"> After high school, given supports from a job coach, Lilly will obtain a part-time competitive integrated employment position in a setting she enjoys (e.g., in a coffee shop, restaurant, or public music venue). <p style="text-align: center;">Reasons for Example</p> <ul style="list-style-type: none"> Focus of the goal statement is Lilly’s postsecondary employment. Goal does indicate an outcome (obtain a job) that can be observed and measured. Outcome occurs after high school. 	<p style="text-align: center;">Nonexample: Employment</p> <ul style="list-style-type: none"> Lilly hopes to work at the mall in a music store. Lilly is thinking about applying for a job at the mall. <p style="text-align: center;">Reasons for Non-Examples</p> <ul style="list-style-type: none"> “Hopes” are not observable and measurable outcomes. “Thinking about” is not observable and measurable.
<p style="text-align: center;">Example: Independent Living</p> <ul style="list-style-type: none"> After high school, Lilly will use a system of communication so that she can effectively communicate her wants and needs. After high school, Lilly will access disability supports to assist with costs of her medical, therapy, educational, and employment needs <p style="text-align: center;">Reasons for Examples</p> <ul style="list-style-type: none"> Reflects data gathered through the transition assessment process. Goal is something Lilly will do after graduation from high school. Goal is observable and measurable. Goal supports Lilly’s postsecondary education goal. 	<p style="text-align: center;">Non-Example: Independent Living</p> <ul style="list-style-type: none"> Lilly will live at home with her parents. <p style="text-align: center;">Reason for Non-Example</p> <ul style="list-style-type: none"> While this goal is measurable, it is not an “example”, as it is no change from her current status and does not address her parents’ or Lilly’s vision – which noted nothing about her residential status.

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: “Lilly’s IEP was updated based upon her postsecondary education, employment, and independent living goals, which were developed based upon her documented 	<p style="text-align: center;">Non-Example: Education and Training / Employment / Independent Living</p> <ul style="list-style-type: none"> The postsecondary goals are the same as Lilly’s IEP from two years ago and last year. “Based on teacher observations, Lilly wants to live with her family.” <p style="text-align: center;">Reasons for Non-Example:</p> <ul style="list-style-type: none"> Using assessment data from previous school years

<p>strengths, interests, and preferences.”</p> <p style="text-align: center;">Reason 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. 	<ul style="list-style-type: none"> • Not documenting that you included Lilly’s current strengths, interests, and preferences. • Not documenting postsecondary goals yearly to show change or similarity. • Not using transition assessment data to document postsecondary goals.
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3. Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment?

Example	Non-Example
<p>In the PLAAFP section of the IEP:</p> <ul style="list-style-type: none"> • Classroom data (access and progress to the General Curriculum) • State/district alternate assessments • Brigance transition functional, employability • YES employment • Medical records and formal testing (WISC IV: Multiple Disabilities; Vineland-3 Adaptive Behavior, Supports Intensity Scale for diagnosis of Multiple Disabilities, need for full-time nursing care, need for OT, need for intensive supports to access educational and employment activities). • A statement by Lilly’s parents and teachers during an informal interview/observations recorded on the IEP regarding her interest in music. <p style="text-align: center;">Reasons for Examples</p> <ul style="list-style-type: none"> • 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 Lilly’s stated postsecondary goals. • The information is from multiple sources and places. • The data sources are age-appropriate. 	<p>In the PLAAFP section of the IEP:</p> <ul style="list-style-type: none"> • Lilly requires supports to access academic and social activities within the school and community job settings. Lilly struggles with academic, functional, and social skills; thus, she requires intensive support needs to access the Extensions of the General Curriculum Course of Study. <p style="text-align: center;">Reason for Non-Examples</p> <ul style="list-style-type: none"> • 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 Lilly’s PLAAFP.

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

<p>Example: Education and Training Instruction</p> <ul style="list-style-type: none"> • Schedule a meeting with a representative for job coaching through Vocational Rehabilitation (IEP team, by 2nd quarter and continuously thereafter). • Exploration of postsecondary adult continuing education program for individuals with intensive support needs (IEP team, 2nd quarter and continuously thereafter). • Exploration of community-based employment in various settings: record store, skating ring, etc. (School staff, VR, ongoing; 4 year plan). • Instruction in functional communication (special education teacher and SLP, ongoing; 4 year plan). <p style="text-align: center;">Reasons for Examples</p> <ul style="list-style-type: none"> • Meeting with VR and community-based job exploration will support her reaching her postsecondary goals. • Updated four-year plans are required by law but are also useful with helping students explore interests and developing self-awareness. • It is documented she has difficulty with functional communication. 	<p>Non-Example: Education and Training Instruction</p> <ul style="list-style-type: none"> • Provide instructional support for reading comprehension • Provide manipulatives for functional math <p style="text-align: center;">Reasons for Non-Examples</p> <ul style="list-style-type: none"> • No responsible agencies or timeframes listed. • Instructional supports not related to disability or needs based on transition assessments.
<p>Example: Employment or Other Post-School Living Objectives</p> <ul style="list-style-type: none"> • Job explorations at locations reflecting Lilly's stated interests, strengths, and required supports (VR, school staff, ongoing – beginning at age 14). • Part-time employment in a position related to working in a supported environment that she likes with music (work program coordinator by 1st quarter senior year). 	<p>Non-Example: Employment or Other Post-School Living Objectives</p> <ul style="list-style-type: none"> • Complete application process at a community college • Job exploration in a fast food restaurant • Referral to the Developmental Disabilities Services (DDS) <p style="text-align: center;">Reasons for Non-Examples</p> <ul style="list-style-type: none"> • No responsible parties or timeframes listed. • Lilly's postsecondary goal for education is to attend

<p style="text-align: center;">Reasons for Examples</p> <ul style="list-style-type: none"> Lilly’s postsecondary goal for education is to attend an adult continuing education program for individuals with intensive support needs. Lilly’s postsecondary goal for employment is in a supported community environment where explorations lead to part-time paid positions. 	<p>an adult continuing education program for individuals with intensive support needs, not a community college.</p> <ul style="list-style-type: none"> Lilly’s postsecondary goal for employment reflect her interests in music at a record store.
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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>For Lilly’s upcoming 12th grade year the courses listed include:</p> <ol style="list-style-type: none"> Career Technical Education Social Studies I (Government/US History), II (Self-advocacy/Problem solving) Life Skills Science I (biology), II (health) Functional Finance Adapted Health and Physical Education Cooperative Work Experience <p style="text-align: center;">Reasons for Examples</p> <ul style="list-style-type: none"> Courses listed are relevant to Lilly’s postsecondary goals to attend an adult continuing education program for individuals with intensive support needs Courses listed reflect Lilly’s current and anticipated graduation date during 12th grade. 	<p style="text-align: center;">Non-Example</p> <p>For Lilly’s upcoming 12th grade year the courses listed include:</p> <ol style="list-style-type: none"> Psychology English 12 Advanced Functions and Modeling (higher level math course) Chorus Cooperative Work Experience Advanced Biology Child Development Resource Room <p style="text-align: center;">Reasons for Non-Examples</p> <ul style="list-style-type: none"> Courses do not reflect adequate courses of study to meet Lilly’s postsecondary of attending an adult continuing education program for individuals with intensive support needs. Courses do not reflect Lilly’s interests, strengths, or preferences.
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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;">Example: Education and Training</p> <ul style="list-style-type: none"> Given direct instruction on utilizing a head switch for communication, Lilly will independently (without teacher prompting) participate/actively respond in classroom and community activities with 80% accuracy as measured by teacher rubrics by the end of the 1st school semester of 20__ Given manipulatives and explicit instruction on completing functional math problems, Lilly will complete 8 out of 10 math problems in 4 out of 5 	<p style="text-align: center;">Non-Example: Education and Training</p> <ul style="list-style-type: none"> Lilly will solve math problems. Lilly will state the steps to follow during an emergency. <p style="text-align: center;">Reasons for Non-Examples</p> <ul style="list-style-type: none"> There are no criteria stated for the adequacy by which Lilly will solve math problems or state steps in an emergency. Goals do not include all components (condition,
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<p>trials (e.g., completing payment using the dollar up strategy).</p> <p style="text-align: center;">Reasons for Examples</p> <ul style="list-style-type: none"> • Developing communication and functional math skills were both supported by transition data as areas of need for Lilly. • Goals support Lilly’s postschool aspirations attending an adult continuing education program for individuals with intensive support needs. • Goals include a condition, measurable behaviors, criteria, and a timeframe. 	<p>measurable behavior, criteria, and timeframe).</p> <ul style="list-style-type: none"> • Goals do not relate to Lilly’s postschool aspirations. • No data support these goals.
<p style="text-align: center;">Examples: Employment</p> <ul style="list-style-type: none"> • Given 2 job shadowing experiences (e.g., coffee shop and skating rink) Lilly will identify her likes and dislikes of each setting by completing an adapted job site interest survey; the job coach will be interviewed regarding their observations of Lilly’s interests and preferences. • Given direct instruction for completing a job-related task, and a system of least prompting provided by the job coach, Lilly will complete a job-related task (stocking shelves; unpacking shipments) with 100% accuracy by the end of the 1st school semester. <p style="text-align: center;">Reasons for Examples</p> <ul style="list-style-type: none"> • Identifying Lilly’s likes and dislikes of each job setting is a logical step in helping her narrow her focus for potential jobs. • Annual goals may also provide Lilly with additional supports acquired through additional training in courses to prepare for postschool employment. • 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"> • Lilly will job shadow an employee at the record store. • Lilly 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)

7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?

Example

- Notification of conference including Lilly as an invitee.
- Communication log with parents documenting a conversation with Lilly, inviting her and her parents to the IEP conference, prior to the date of conference.
- Student signed an invitation agreeing to attend the conference and it was dated before the date of the IEP meeting.

Reasons for Examples

- There is evidence (data/documentation) that Lilly was invited to the IEP meeting where transition services would be discussed.

Non-Example

- Lilly's signature on the IEP**

Reasons for Non-Example

- 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 Lilly was invited prior to the IEP, as required by law.

** Student attendance as documentation of student invitation is currently under review by OSEP (September, 2009).

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?

Example	Non-Example
<ul style="list-style-type: none"> • A consent form signed by Lilly’s parents, as Lilly is 20 and reached the age of majority, indicating that the LEA may contact the disability services office at the adult continuing education program for individuals with intensive support needs of their choosing. • An invitation to conference in the file, mailed to an individual in the disability services office of the adult continuing education program for individuals with intensive support needs to which Lilly wants to attend. <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 Disability Services of the program Lilly and her family are interested in was invited to attend the meeting. 	<ul style="list-style-type: none"> • Statement on IEP regarding services received that Lilly will receive 45 minutes/ month rehabilitation counseling from adult Rehabilitation Services. • Lilly’s parent’s verbally reporting to Lilly’s special education case manager that they plan to visit adult continuing education program for individuals with intensive support needs over the summer. <p style="text-align: center;">Reasons for Non-Examples:</p> <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 families is not proof of participation from outside agency or consent for participation.

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