



# NTACT

National Technical Assistance Center on Transition

Lissette is a 20-year-old student with Down Syndrome and moderate intellectual disability (WISC IV; Vineland-3 Adaptive Behavior, Supports Intensity Scale). In early adolescence, Lissette had several surgeries to correct scoliosis. She now walks at an average speed, but she uses a cane for stability areas with elevation changes, such as stairs, hills, curbs, and broken sidewalks. In areas with bumpy terrain, she has been taught by her physical therapist to walk slowly to prevent a fall.

Lissette will graduate from public school in less than six months, but she is performing below average in math, reading and written expression. (classroom data, portfolio, state/district assessments, benchmarks, curriculum-based measures). She plans to attend Community College of Allegheny County, with several other friends from her class, to take courses to gain skills related to academics and career preparation to be successful at work. One requirement of the program is that prospective students complete an application with several pieces of personal information. Lissette wants to complete this application herself, without help from her parents.

Lissette is performing below average in math, reading, and written expression. Results of an adaptive behavior checklist completed by the teacher during Lissette's 12th grade year and when she was 20 years old indicate that Lissette has acquired many age-appropriate behaviors necessary for her to live independently and to function safely and appropriately in daily life. However, she continues to need some support in this area, especially in novel settings or with different tools or equipment (e.g., taking the bus from a new stop, using a different microwave than what is in her home). She wants to go to school with students her age and she is excited about traveling to the campus by herself using public transportation. She uses her cane each day to practice walking to the bus stop where she will catch the bus to get to the community college next year. However, when asked by her mother and teachers how the walk to the bus stop was, several times she has said it was "difficult" and reported that she almost fell (ecological assessment).

For the past few years, Lissette has worked at a pretzel shop in the mall approximately 20 hours each week where she is responsible for all steps in making the pretzels. Lissette enjoys her job at the pretzel shop, but she would prefer to work in a restaurant. She thinks that a downtown restaurant would be an exciting place to work, but right now she does not have the skills necessary to be a cook or prep chef. Lissette needs to acquire new skills to reach her goal of working in a downtown restaurant. She expressed a desire to apply for jobs at a conveniently located chain restaurant to gain experience in a restaurant setting (interview with Lissette, Transition Assessment Goal Generator [TAGG]).

Lissette will engage in conversation with her family and friends at school as well as strangers, occasionally, but she is quiet at work. She finds it difficult for her co-workers to understand her sometimes, so she chooses not to communicate much. In order to better communicate with unfamiliar people, she just received an assistive technology voice output device that is about the size of a palm pilot. Lissette is willing to use the device to be clearly understood, but she is still learning to use it effectively.

Currently, Lissette lives with her mother, father, and younger brother. Lissette and her family, along with her IEP team, decided that she will live at home for approximately four years

after she graduates from high school. At that time, she will move into a supported apartment with another young woman. Lissette has expressed a desire to someday get married and have children, but she does not currently have a boyfriend. She wants to move out because she has witnessed her older sister moving out of the family home, and she wants these experiences for herself as well (interviews with Lissette and parents, TAGG, Brigance Transition Assessment).

Lissette’s parents are supportive of her plans, but they worry for her safety. They are interested in community programs that will help Lissette protect herself around unfamiliar people. Lissette also tends to talk to strangers on the public bus, which makes her mother nervous about her trip to the community college. In addition, Lissette’s parents would like some strategies to help Lissette get ready for work in the mornings after they leave the house for work. They expressed concern that she will forget something such as her employee identification, her cell phone for emergencies, her house keys, or her money (information provided in parent interview, environmental analysis). Finally, Lissette reads at a third-grade level and is unable to read signs that she sees in unfamiliar places (classroom assessments, district/statewide assessments). She also has problems reading the time on analog clocks, which are found in most in food service environments (classroom assessments, district/statewide assessments).

<b>Age</b>	<ul style="list-style-type: none"> <li>• 20 years old</li> </ul>
<b>Disability</b>	<ul style="list-style-type: none"> <li>• Down Syndrome, moderate intellectual disability</li> <li>• Physical difficulties: several surgeries to correct scoliosis; uses a cane for stability on bumpy terrain or stairs</li> <li>• Mobility and communication are challenging for Lissette</li> <li>• Lissette receives physical therapy (taught to walk slowly to prevent falling)</li> <li>• Lissette received an assistive technology voice output device that is about the size of a palm pilot; she is willing to use the device, but she is still learning to use it effectively</li> </ul>
<b>Placement</b>	<ul style="list-style-type: none"> <li>• Separate classroom setting</li> <li>• Work Study Skills classes/Occupational Course of Study</li> </ul>
<b>Strengths</b>	<ul style="list-style-type: none"> <li>• Successful employment at a pretzel shop in the mall</li> <li>• Functional skills are strong and support readiness for independent living</li> <li>• Lissette received an assistive technology voice output device that is about the size of a palm pilot; she is willing to use the device</li> </ul>
<b>Interests</b>	<ul style="list-style-type: none"> <li>• Lissette wants to get married and have children</li> <li>• In a few years she wants to move out, because she has witnessed her older sister moving out of the family home</li> <li>• Enjoys her job at the pretzel shop, but she would prefer to work in a restaurant downtown</li> <li>• Wants to be a cook or prep chef</li> <li>• Wants to apply for jobs at local chain to gain experience in a restaurant setting</li> </ul>

	<ul style="list-style-type: none"> <li>Lisette and family are interested in community programs that will help Lisette protect herself around unfamiliar people</li> </ul>	
<b>Preferences</b>	<ul style="list-style-type: none"> <li>Jobs related to the food service industry; prefers to work in a restaurant downtown</li> <li>Socializing</li> <li>Being independent like others her age</li> </ul>	
<b>Needs</b>	<ul style="list-style-type: none"> <li>Mobility and communication are challenging for Lisette</li> <li>Efficient use of voice-output device – especially at work</li> <li>Safe socialization skills</li> <li>Strategies for independently preparing for school or work each day</li> <li>Telling time on an analog clock and reading comprehension above 3<sup>rd</sup> grade</li> </ul>	
	<b>Postsecondary Vision</b>	<b>Transition Assessment Documentation</b>
<b>Lisette</b>	<ul style="list-style-type: none"> <li>Attending community college</li> <li>Living in an apartment with a roommate</li> <li>Using public transportations</li> <li>Increasing mobility and community safety</li> <li>Apply for jobs in the restaurant industry</li> </ul>	<ul style="list-style-type: none"> <li>Student interview</li> <li>TAGG, Zarrow Center for Learning Enrichment, University of Oklahoma</li> <li>Medical Reports</li> </ul>
<b>Lisette's Parents</b>	<ul style="list-style-type: none"> <li>Prepare for school and work independently</li> <li>Learn to be safe when using public transportations/when out in the community</li> </ul>	<ul style="list-style-type: none"> <li>Parent interview</li> <li>Environmental Analysis/ecological assessment</li> </ul>
<b>Outside Agency Representative</b>	<ul style="list-style-type: none"> <li>State/local advocate agencies for accommodations</li> <li>Placement into a job setting</li> <li>Matched with a trained job coach to ensure access and supports are provided</li> </ul>	<ul style="list-style-type: none"> <li>Interviews/ observations</li> <li>Ecological assessments</li> <li>Vocational Rehabilitation office and the Down Syndrome Association (DSA)</li> </ul>
<b>General Educator</b>	<ul style="list-style-type: none"> <li>Lessons are adapted when in general education classes and modifications are</li> </ul>	<ul style="list-style-type: none"> <li>IEP meeting documentation</li> <li>Brigance Assessment (academic/functional/transition)</li> </ul>

	<p>provided following the Occupational Course of Study</p> <ul style="list-style-type: none"> <li>• Supports are provided to ensure access to educational activities</li> </ul>	<ul style="list-style-type: none"> <li>• Alternative assessment measures</li> <li>• Curriculum based measures</li> </ul>
<b>Special Educator</b>	<ul style="list-style-type: none"> <li>• Read analog clocks and signs in the community</li> <li>• Performs below average in math, reading and written expression</li> <li>• Complete Occupational Course of Study requirements for graduation in 6 months</li> </ul>	<ul style="list-style-type: none"> <li>• Brigance Assessment (academic/functional/transition)</li> <li>• Environmental Analysis</li> <li>• District/state alternative assessment measures</li> <li>• Career interest inventory</li> <li>• TAGG</li> <li>• Making Action Plans [MAPS] (Forest &amp; Lusthaus, 1990)</li> <li>• WISC IV</li> <li>• Vineland-3 Adaptive Behavior</li> <li>• Supports Intensity Scale</li> </ul>
<b>Additional Assessment Data</b>	n/a	

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

**Academics:** Lissette receives instruction following the Occupational Course of Study in a separate setting to ensure access to the General Curriculum with intensive modifications and accommodations. Based upon the WISC IV, Lissette qualifies for special education services under Intellectual Disability, which affects her academic, functional, and communication skill development. Lissette spends most of her school day in a separate setting following the Occupational Course of Study. **Lissette is performing below average in math, reading and written expression (classroom data, curriculum based assessments).** Based on Brigance assessments in academic, functional, and transition skills, Lissette requires supports to access content and activities within school and work settings.

**Functional:** Based on the Vineland-3 Adaptive Behavior, Supports Intensity Scale, Lissette requires supports to complete functional skills where mobility is a factor. Physical Therapy is required to ensure stability and safety in all environments. **Functional communication is developing** (according to Vineland-3 Adaptive Behavior, Supports Intensity Scale, Brigance

Assessment) and increasing these skills will be critical to **ensure that Lissette develops more regularity with demonstrating self-determination skills.** Based on interviews with parents, teachers, and related transition service provider (VR) and assessments (YES Employment, Brigance, alternate assessments) Lissette requires intensive supports to complete job tasks. Ensuring that intensive supports are in place with help Lissette access postschool educational and employment activities.

**Formula for writing a postsecondary goal:**

\_\_\_\_\_ , \_\_\_\_\_ will \_\_\_\_\_ where and how  
 (After High School) , (Student) will (behavior)  
 (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))

**1. Is there an appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living?**

<p align="center"><b>Example: Education</b></p> <ul style="list-style-type: none"> <li>• After graduation from high school, Lissette will attend the Workforce Development Program and complete a non-degree program in food service at Montgomery County Community College.</li> <li>• After high school, Lissette will participate in weekly instruction on independent living skills at the local Independent Living Center in her community (a nonprofit organization designed and operated within a local community by individuals with disabilities who provide an array of independent living services, including the core services of information and referral, independent living skills training, peer counseling, and individual and systems advocacy).</li> </ul> <p align="center"><b>Reasons for Examples</b></p> <ul style="list-style-type: none"> <li>• Enrolling in courses in a postsecondary education. environment is the focus of the goal.</li> <li>• Goals reflect Lissette’s strengths, interest, and preferences.</li> </ul>	<p align="center"><b>Non-Example: Education</b></p> <ul style="list-style-type: none"> <li>• Lissette wants to go to college.</li> <li>• Lissette has expressed an interest in obtaining a mentor from the local Independent Living Center.</li> </ul> <p align="center"><b>Reasons for Nonexamples</b></p> <ul style="list-style-type: none"> <li>• “Wants” and “expressed interests” are not observable.</li> <li>• It is not clear whether the goals take place after graduation from high school.</li> </ul> <p align="center"><b>Nonexample: Training</b></p> <ul style="list-style-type: none"> <li>• Lissette will get a job.</li> </ul> <p align="center"><b>Reasons for Nonexample</b></p> <ul style="list-style-type: none"> <li>• Lissette has expressed an interest in obtaining employment as a prep cook in the future.</li> <li>• The goal does not reflect the very clear assessment findings gathered through observation of and interviews with Lissette and her parents, indicating that she wants to work as a chef or in food services</li> <li>• The expectation for learning, or behavior, is not explicitly stated.</li> </ul>
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**Example: Training**

- After high school, Lissette will work on-campus part-time in the food court at the college with supports from Vocational Rehabilitation and the staff at the college.
- After completion of the Workforce Development Program at Community College of Allegheny County, Lissette will work as a prep cook at a downtown restaurant in Pittsburgh with time-limited supports provided by PAID (The Pennsylvania Association for Individuals with Disabilities).

**Reasons for Examples**

- Participation in or maintenance of employment is the focus of these goals.
- Expectation, or behavior, is explicit, as in Lissette continues or gains employment, or does not
- It should be noted that naming the agency or other supports that will be involved in a student's postsecondary goal is not required

**Example: Independent Living**

- Upon completion of high school, Lissette will use public transportation to safely navigate throughout her community.
- After high school, Lissette will live with a roommate in an apartment.

**Reasons for Examples**

- Participation in independent living skill development, specifically community participation, is the focus of this goal.
- Use of the bus can be measured, as in Lissette performs the necessary

**Nonexample: Independent Living**

- Lissette will take the bus to work.
- Lissette will inquire about the obligations and responsibilities of getting an apartment.

**Reasons for Nonexamples**

- Lissette is already engaged in this activity, so it does not need to be listed as a goal.
- This is process oriented rather than outcome-oriented. "Completing" the steps necessary to get an apartment would be an acceptable goal.

<p>activities or does not perform the activities.</p> <ul style="list-style-type: none"> <li>• The expectation, or behavior, is explicit, as in Lissette performs the required activities or she does not.</li> <li>• It is stated in this goal that the instruction will occur after graduation.</li> </ul>	
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**2 . Is (are) the postsecondary goal(s) updated annually?**

<p style="text-align: center;"><b>Example</b></p> <ul style="list-style-type: none"> <li>• Postsecondary goals are identified in each required area and reflect current assessment data.</li> </ul> <p style="text-align: center;"><b>Reason for Example</b></p> <ul style="list-style-type: none"> <li>• The annual review of the postsecondary goal is clearly stated and updated in the PLAAFP in the IEP document.</li> </ul>	<p style="text-align: center;"><b>Non-Example</b></p> <ul style="list-style-type: none"> <li>• Lissette’s postsecondary goal in employment indicates that she will continue working on the same goal as last year.</li> </ul> <p style="text-align: center;"><b>Reason for Nonexample</b></p> <ul style="list-style-type: none"> <li>• Lissette’s most recent interviews indicate that this would be an old postsecondary goal for her, that had not been updated with the most recent IEP.</li> </ul>
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**3. Is there evidence that the measurable postsecondary goal(s) were based on age-appropriate transition assessment?**

<b>Example</b>	<b>Non-Example</b>
<p>In the PLAAFP section of the IEP:</p> <ul style="list-style-type: none"> <li>• Curriculum-based assessments</li> <li>• State/district mandated assessments</li> <li>• Teacher reports</li> <li>• Work evaluation</li> <li>• Career interest inventory</li> <li>• Student and parent interviews</li> <li>• Vineland Adaptive Behavior Scales</li> <li>• WISC-IV</li> <li>• Ecological evaluation</li> <li>• Brigance (transition, academic, functional skills assessments)</li> <li>• Work Evaluation</li> </ul> <p style="text-align: center;"><b>Reasons for Examples</b></p> <ul style="list-style-type: none"> <li>• It includes information gathered over time.</li> <li>• It reflects student strengths, interests, preferences, and needs</li> <li>• It considers present and possible future environments, because the data relate logically with Lissette’s stated postsecondary goals.</li> <li>• The information is from multiple sources and places.</li> <li>• The data sources are age-appropriate.</li> <li>• The IEP documents both the completion of the assessments, and the results, so that the information can be used throughout the IEP.</li> </ul>	<p>In the PLAAFP section of the IEP:</p> <ul style="list-style-type: none"> <li>• Box checked that “interview” and “rating scale” were completed.</li> </ul> <p style="text-align: center;"><b>Reasons for Non-examples:</b></p> <ul style="list-style-type: none"> <li>• Present Level of Educational Performance recorded on Lissette’s IEP indicate her current skills related to each of her annual goals in reading and math.</li> <li>• It is not clear that the information is gathered over time.</li> <li>• The information does not clearly relate to goals or environments beyond Lissette’s current setting.</li> </ul>

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

<b>Examples: Education and Training</b>	<b>Nonexamples: Education and Training</b>
<ul style="list-style-type: none"> <li>• Instruction on Community Safety skills</li> <li>• Travel instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Instruction related to life science</li> <li>• Intelligence testing</li> </ul>

- Math instruction related to money usage
- Literacy instruction related to sight word identification
- Instruction related to community safety and self-defense at the YMCA
- Math instruction related to telling time on a variety of watches and clocks

**Reasons for Examples**

- Instruction is related to postsecondary goals
- Services can be provided by the school

**Examples: Related Service**

- Assistive technology services to increase use of voice output device.
- Physical therapy to improve independent ambulation.

**Reasons for Examples:**

- Lissette has documented needs for orientation and mobility
- Use of a voice output device will increase independence in the community and at work

**Examples: Employment and Other Post School Living Objectives**

- Purchase a monthly bus pass
- Safety skills in the community
- Learning to choose a seat near the bus driver
- Learning to use the pull cord to identify her upcoming stop

**Reasons for Examples:**

- Instruction is related to postsecondary goals
- Services can be provided by the school

- Job shadowing with school bus driver
- Participating in chorus

**Reasons for Nonexamples:**

- Lissette is not participating in the standard course of study.
- Instructional activities do not correspond with postsecondary goals.

**Non-examples: Related Service**

- Medical services
- Therapeutic recreation

**Reasons for Nonexamples:**

- Services do not support postsecondary goals
- There is no a documented need for medical services

**Nonexamples: Employment and Other Post School Living Objectives**

- Referral to group home

**Reason for Nonexamples:**

- Does not align with postsecondary goal

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

<b>Example</b>	<b>Non-Example</b>
<p>Courses are listed identifying what Lissette will take each year of high school. These courses are:</p> <ol style="list-style-type: none"> <li>1. Functional Math IV (1 Credits)</li> <li>2. Functional Reading IV (1Credit)</li> <li>3. Food Safety and Sanitation for the Food Service Industry (1 Credit)</li> <li>4. Introduction to Hospitality and Tourism (1 Credit)</li> <li>5. Healthy Living/ Adapted (1 Credit)</li> <li>6. Science III/ Adapted (1 Credit)</li> </ol> <p style="text-align: center;"><b>Reasons for Examples:</b></p> <ul style="list-style-type: none"> <li>• The coursework listed is appropriate for Lissette because her postsecondary goals include participation in the non-degree program for students with cognitive disabilities at the community college and employment in food services; therefore, her coursework is intended to include courses that have a functional foundation in instruction and will allow her to meet her IEP objectives.</li> <li>• Previous IEPs listed all courses in the sequence to complete for graduation. Since Lissette is in her final year of high school, she is currently on track to complete these courses for graduation.</li> </ul>	<p>The IEP lists the following courses as Lissette’s course of study:</p> <ol style="list-style-type: none"> <li>1. English I, II, III, IV (4 Credits)</li> <li>2. Mathematics (Algebra I, Algebra II, Geometry, and Pre-Calculus) (4 Credits)</li> <li>3. Science (Chemistry, Biology, Earth/Environmental Science) (3 Credits)</li> <li>4. Social Studies (Civics and Economics, US History, World History) (3 Credits)</li> <li>5. Second Language (2 Credits)</li> <li>6. Computer skills (1 Credit)</li> <li>7. Health and Physical Education (1 Credit)</li> <li>8. Electives (3 Credits)</li> </ol> <p style="text-align: center;"><b>Reasons for Nonexamples:</b></p> <ul style="list-style-type: none"> <li>• The courses listed are not appropriate for Lissette because they will not help her meet her postsecondary goals of participating in life skill &amp; employment focused education program and traveling independently in the community. Instead, these courses are intended for a student that would like to pursue a 4-year degree from a community college or university.</li> <li>• The course listing would not reflect Lissette’s progress in the course of study, by listing all courses required for graduation – not only the ones remaining.</li> </ul>

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

<b>Example: Education and Training</b>	<b>Nonexample: Education and Training</b>
<ul style="list-style-type: none"> <li>• Given small group instruction in food safety class on hand washing, a task analysis, and self-monitoring sheet, Lissette will demonstrate how to appropriately wash her hands with</li> </ul>	<ul style="list-style-type: none"> <li>• Lissette will demonstrate appropriate safety skills in parenting class with 100% accuracy during the duration of the IEP.</li> <li>• Given whole task instruction, a task analysis, and independent practice,</li> </ul>

100% accuracy as measured by the number of correct steps completed on the task analysis in 5 out of 5 trials.

**Reasons for Example:**

- The goal is focused on Lissette's acquisition of safety skills that will support her enrollment in a postsecondary culinary art non-degree program, as well as her employment goal.
- Includes a condition, measurable behaviors, criteria, and a timeframe.

**Example: Education and Training**

- By May 2019, given whole task instruction, a task analysis, and independent practice, Lissette will state problem solving strategies when lost in the community independently with 95% accuracy as measured by number of correct steps completed on the task analysis in 5 out of 5 trials.

**Reasons for Example:**

- The goal is focused on Lissette's acquisition of safety skills that will support postsecondary goal of continued life skills instruction.
- Includes a condition, measurable behaviors, criteria, and a timeframe.

**Example Employment:**

- Given a cell phone with pertinent telephone numbers programmed and weekly practice in school and community settings, Lissette will successfully call her boss to communicate important messages in 5 out of 5 role-play scenarios in school and community settings for the duration of this IEP.

Lissette will talk on the phone independently with 90% accuracy as measured by number of correct steps completed on the task analysis.

**Reasons for Nonexample:**

- Goals do not include all components (condition, measurable behavior, criteria, and timeframe).
- Goals not related to Lissette's postsecondary goals.

**Non-example: Employment**

- Given a whole task instruction and a task analysis for lawn maintenance, Lissette will demonstrate the steps in the task analysis.
- Given direct instruction for working at the front desk of a hair salon, guided practice, and script, Lissette will greet customers with 100% accuracy by the end of the 2nd school semester.

**Reasons for Nonexample:**

- Goals do not include all components (condition, measurable behavior, criteria, and timeframe).
- Goals do not support postsecondary goals.

**Nonexample: Independent Living**

- Given several coins, Lissette will match the coin with its amount six out of eight times by November 3, 2017.
- Given community-based vocational training on auto repair, Lissette will independently change the oil in a car, 3 out of 4 times by December 2017.

**Reasons for Nonexamples:**

- Given direct instruction for completing a job application, guided practice, and personal information, Lissette will complete an application with 100% accuracy by the end of the 2nd school semester.

**Reasons for Examples:**

- Preparing for employment is the primary focus of this goal.
- Using a telephone successfully is an important skill for a person who will maintain employment.
- Goals include a condition, measurable behaviors, criteria, and a timeframe.

**Example: Independent Living**

- Given a bus schedule adapted with pictures, Lissette will select the correct time and stop for five scenarios of activities presented to her with 95% or better accuracy by December of the current school year.
- Given community-based instruction on grocery shopping and a grocery list, Lissette will independently navigate the grocery store, locate items on the grocery list, and purchase items 3 out of 4 times by December 2017.

**Reasons for Examples:**

- *Achieving these goals is relevant to Lissette's independent living goal of navigating throughout her community. It will also assist her with independently traveling to her school and jobs after high school.*
- *Annual goals primarily focus on supporting independent living skills.*
- *Grocery shopping is a critical independent living skill that is appropriate for Lissette to develop while in high school.*

- Goals do not include all components (condition, measurable behavior, criteria, and timeframe).
- Goals do not support postsecondary goals.
- According to Lissette's present level of performance, Lissette already knows the value of coins; therefore, it is not necessary to include this as a goal to help her meet her postsecondary goal of using public transportation.

<ul style="list-style-type: none"> <li>Goals include a condition, measurable behaviors, criteria, and a timeframe.</li> </ul>	
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**7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?**

<b>Example</b>	<b>Nonexample</b>
<ul style="list-style-type: none"> <li>Signed invitation by Lissette and her parents with telephone log documenting reminders of invitation to Lissette and her parents, dated prior to the IEP conference.</li> </ul> <p style="text-align: center;"><b>Reasons for Example:</b></p> <ul style="list-style-type: none"> <li>There is evidence that the student was invited to the IEP meeting where transition services would be discussed.</li> </ul>	<ul style="list-style-type: none"> <li>Copy of note given to Lissette at the IEP meeting indicating that she was invited.</li> </ul> <p style="text-align: center;"><b>Reason for Nonexample:</b></p> <ul style="list-style-type: none"> <li>There is no evidence that the student was invited to the IEP meeting prior to the date/time of the meeting where transition services would be discussed.</li> </ul>

**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>Example</b>	<b>Non-Example</b>
<ul style="list-style-type: none"> <li>A consent form signed by Lissette’s mother, indicating that the LEA may contact the Vocational Rehabilitation office and the Down Syndrome Association (DSA)</li> <li>An invitation to conference in the file for a rehabilitation counselor and a representative of the DSA</li> </ul> <p style="text-align: center;"><b>Reasons for Examples:</b></p> <ul style="list-style-type: none"> <li>Parental consent is required in order to contact any adult agencies and release student information</li> <li>An invitation documents that a representative from VR and DSA were invited to attend the meeting</li> </ul>	<ul style="list-style-type: none"> <li>Notes from a meeting with the transition support teacher and vocational rehabilitation counselor documenting the routes and destinations in the community that meet ADA accessibility guidelines</li> <li>Notes in a phone log documenting the phone conversation between the transition support teacher and the Down Syndrome Association of North Carolina on available curricula to teach travel training</li> <li>A bus schedule from the transit authority attached to the IEP.</li> <li>A signature from Lissette’s transition support teacher documenting that she will be responsible to provide all of the transition services associated with teaching Lissette to travel in the community independently</li> </ul>

	<p style="text-align: center;"><b>Reasons for Nonexamples:</b></p> <ul style="list-style-type: none"><li>• Consent is required in order to contact any adult agencies and release student information from a parent or a student who is age of majority</li><li>• Statement does not indicate an invitation to conference was sent to VR or training centers</li></ul>
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