



NTACT

National Technical Assistance Center on Transition

Sean is a 15-year-old sophomore who lives at home with his grandma. Sean is enrolled in courses with his peers without disabilities throughout the school day. Based on the Woodcock Johnson-III results, Sean was diagnosed in the first grade with a specific learning disability in mathematics and language processing and receives special education services due to deficits in reading comprehension, written expression, and math computation skills. He receives English Language Arts and Math instruction in a co-taught classroom (a content area and specialized instruction educator). Sean receives 1.5 times extended time for written expression assignments and assessments, use of word processing and speech to text technologies for written assignments, supports with editing and revising, audio recordings for texts. He also receives 2 times extended time on computation assessments and assignments. With these accommodations, he has earned passing grades in his core academic courses in high school. In preparation for his IEP meeting, Sean's case manager provided Sean with a form to gather input from his math and Language Arts teachers. In math, his teachers reported that Sean needs to slow down and apply strategies he has been taught. When he hurries through his work, he makes multiple mistakes; however, he performs well by being reminded to slow down and take his work one step at a time. In Language Arts, Sean struggles to read and understand fiction, but he is fine with non-fiction and technical writing. For writing, he needs support with organization and writing mechanics. Sean's favorite class is art, and he enjoys classes that include hands-on learning. He is excited to take automotive courses next year because he enjoys disassembling and reassembling motors and engines for fun. At his last IEP meeting, Sean's art teacher shared Sean's works and discussed his in-class performance. His teacher explained that he has been using his word processing accommodations for art reviews. Sean has met all state testing requirements to date.

On a transition planning survey, Sean indicated he wants to enroll in the military, so he can work with diesel engines. However, based on a parent survey, Sean's grandma would prefer he go to community college or to a trade specific program to study working with engines. Based on a career interest inventory, Sean self-rates enjoying working with his hands, staying busy, and working in loud environments. Results of the AIR Self-Determination Scale indicate that Sean needs to improve his self-advocacy skills at work and school. When speaking with his IEP case manager, Sean agreed that he does not feel comfortable speaking with new teachers about his learning needs. Sean's grandma also completed the AIR Self-Determination Scale, and her results echoed Sean's self-ratings. Based on interview results, she is concerned that Sean is hesitant to speak up for himself and worries about him at times (or in the future) when she is not around. During an interview with his case manager, Sean explained that he wants to live on his own after high school, but he said that he does not know how to do that, since his grandma takes care of everything at home. Sean's grandma commented on the parent survey that Sean has become more responsible with his time since he got a part-time job at a local

grocery store. During his IEP meeting, Sean said that he loved his job because he gets to move around and is earning his own money.

Age	<ul style="list-style-type: none"> • 15 years old 	
Disability	<ul style="list-style-type: none"> • Specific learning disability that impacts reading comprehension, written expression, and math computation skills 	
Placement	<ul style="list-style-type: none"> • Predominantly with peers without disabilities. Co-taught language arts and math classes. 	
Strengths	<ul style="list-style-type: none"> • Uses accommodations • Earns passing grades • Part-time job • Able to describe dreams for the future • Art 	
Interests	<ul style="list-style-type: none"> • Interested in learning about diesel mechanics through the military • Interested in his automotive course he will take next year • Interested in his job 	
Preferences	<ul style="list-style-type: none"> • Working with his hands • Staying busy • Loud environments • Art 	
Needs	<ul style="list-style-type: none"> • Time to compute mathematical equations • Comprehension of fiction texts • Mechanics of writing • Self-advocacy skills 	
	Postsecondary Vision	Transition Assessment Documentation
Sean	<ul style="list-style-type: none"> • Work as an engine mechanic • Receive training through the military • Live in own home • Speak to others with confidence 	<ul style="list-style-type: none"> • School transition survey • AIR Self-Determination Scale • Meeting with case manager
Sean's grandma	<ul style="list-style-type: none"> • Attend a trade program or community college • Work in the area of mechanics • Self-advocate 	<ul style="list-style-type: none"> • Parent survey • IEP meeting documentation
Additional Assessment Data Gathered	<ul style="list-style-type: none"> • Met state testing graduation requirements to date • Passing grades • Curriculum based assessments • Teacher reports • AIR Self-Determination Scale – completed by grandmother • Career interest inventory (unnamed) 	

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Present Levels of Academic Achievement and Functional Performance (PLAAFP)

Academics: Sean qualifies for special education services for a specific learning disability, which impacts reading comprehension, written expression, and math computation (Woodcock Johnson-III). Sean receives instruction successfully in general education settings, though is requiring additional support on strategies for math computation and writing mechanics (report card, teacher report). When Sean hurries through his work, he makes multiple mistakes, especially on **solving multiple-step problems** (teacher report). However, he performs well when reminded to slow down and use strategies. For English Language Arts, Sean struggles to **comprehend fiction**. For writing, he needs support with **organization and writing mechanics** (teacher reports). To date, Sean has met all testing requirements.

Functional: Sean does **not feel comfortable advocating for his needs with new adults** (transition survey, interview with family). He needs to **improve his self-advocacy skills** (AIR Self-Determination Scale, survey, interviews). Sean demonstrates an aptitude for working his hands (teacher report, career interest inventory) and a particular interest in working with engines. He has articulated dreams for his future – enlisting with the military and living on his own (survey, interview). Sean needs guidance and instruction on the skills required to live independently (interview).

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 _____ (criteria) _____ (time frame)
 (condition) (student) (behavior) e.g., 3 out 4 times (by June 20__)
 (teaching strategies) e.g., direct instruction modeling peer tutoring
 e.g., 80%

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 graduation from high school, Sean will complete coursework for diesel mechanics in the military or at Gaston Technical Community College. <p align="center">Reasons for Example</p> <ul style="list-style-type: none"> • Participation in postsecondary education or training is the focus of this goal. • Enrolling in specific courses for skill development based on documented students’ interests, preferences, and strengths. • Taking community college courses or enrolling in the military occurs after high school • Due to Sean’s age the “where and how” are still being determined. The base of the goal “will be trained as a diesel mechanic” is measurable and within the area of education/ training. 	<p align="center">Non-Example: Education and Training</p> <ul style="list-style-type: none"> • Sean plans to enroll in the military or at the community college • Sean wants to participate in an apprenticeship program with an airline. • Sean will get his associates degree in business math. <p align="center">Reasons for Non-Examples</p> <ul style="list-style-type: none"> • “Plans” and “expects” do not indicate something that must occur after high school. Plans and expectations are not observable or measurable. • The third example goal does not reflect Sean’s interest, strengths, preferences, or needs.
<p align="center">Example: Employment</p> <ul style="list-style-type: none"> • After graduation and further training, Sean will be employed as a diesel engine mechanic. <p align="center">Reasons for Example</p> <ul style="list-style-type: none"> • Focus of the goal statement is Sean’s postsecondary employment. • Goal does indicate an outcome that can be 	<p align="center">Non-Example: Employment</p> <ul style="list-style-type: none"> • Sean will be employed as a courtesy clerk at the grocery store. • After high school, Sean may enroll in the military. <p align="center">Reasons for Non-Examples</p> <ul style="list-style-type: none"> • Sean keeping his job as a courtesy clerk is

<p>observed and measured.</p> <ul style="list-style-type: none"> • Outcome occurs after high school. • Goal is supported by Sean’s postsecondary education/training goal. • It is acceptable to indicate a long-term employment goal (such as this one). • It would also be acceptable to indicate an additional short-term goal regarding part-time work that might occur immediately following high school; however, the long-term employment goal improves the quality of the transition planning process. 	<p>something he is doing in high school. To be acceptable, this would need to specify after high school and indicate some sort of change in hours, position, etc. (If an older student was employed in a job that matched their interests and career goals prior to graduation, a postsecondary goal to maintain such employment could be compliant.</p> <ul style="list-style-type: none"> • “May” is not observable and measurable
<p style="text-align: center;">Example: Independent Living</p> <ul style="list-style-type: none"> • After high school, Sean will rent his own apartment. • After high school, Sean will advocate for himself, when necessary. <p style="text-align: center;">Reasons for Examples</p> <ul style="list-style-type: none"> • Reflects data gathered through the transition assessment process and was noted as important by both Sean and his family. • Goal is something Sean will do after graduation from high school. • Goal is observable and measurable. 	<p style="text-align: center;">Non-Example: Independent Living</p> <ul style="list-style-type: none"> • After high school, Sean will explore housing options available to him in his community. • Sean wants to be able to ask adults for what he needs to be successful. <p style="text-align: center;">Reasons for Non-Examples</p> <ul style="list-style-type: none"> • Exploring housing options is an activity that could happen during high school. • “Wants” is not measurable.

2. Is (are) the postsecondary goal(s) updated annually?	
<p>Example: Education and Training / Employment/ Independent Living</p> <ul style="list-style-type: none"> • Postsecondary goals are identified in each required area. <p style="text-align: center;">Reasons for Examples</p> <ul style="list-style-type: none"> • Review of Sean’s last IEP indicates that there were not postsecondary goals written, as these were not required. 	<p>Non-Example: Education and Training / Employment/ Independent Living</p> <ul style="list-style-type: none"> • Not Applicable <p style="text-align: center;">Reasons for Non-Example</p> <ul style="list-style-type: none"> • Sean is 15 and this is the first time his IEP has included postsecondary goals. It is not possible to be non-compliant in the first year that postsecondary goals are identified in the IEP.

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"> • Teacher reports • Transition survey • Interviews with student and family • Career interest inventory • Curriculum-based assessments <p style="text-align: center;">Reasons for Examples</p> <ul style="list-style-type: none"> • It considers present and possible future environments because data relate logically with Sean’s stated postsecondary goals. • It includes information gathered over time. • It reflects student strengths, interests, preferences, and needs. • The data sources are age-appropriate. 	<p>In the PLAAFP section of the IEP:</p> <ul style="list-style-type: none"> • “Sean wants to keep his job and learn new skills.” <p style="text-align: center;">Reasons for Non-Example</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 Sean’s PLAAFP.

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

Example: Education/Training	Non-Example: Education/Training
<ul style="list-style-type: none"> • Schedule a meeting with recruiter (3rd quarter, student and family) • Instruction on reading comprehension, written expression, and math computation strategies (2nd quarter, math and ELA teachers) • Update four-year plan to include opportunities relating to military branches and community college entrance requirements (3rd quarter, guidance counselor) • Practice ASVAB assessment (case manager 4th quarter) <p style="text-align: center;">Reasons for Examples</p>	<ul style="list-style-type: none"> • Instruction on filling out college applications <p style="text-align: center;">Reasons for Non-Example</p> <ul style="list-style-type: none"> • No responsible agencies or timeframes listed • While relevant to postsecondary goal of possible attending community college, there are other steps to be completed THIS year.

<ul style="list-style-type: none"> • The transition services listed reflect the transition assessment data gathered and will support Sean’s success with his currently identified postsecondary goals. • Timelines and persons responsible for each service are indicated. 	
<p style="text-align: center;">Example: Employment</p> <ul style="list-style-type: none"> • Schedule a meeting with recruiter (3rd quarter, student and family) • Research different branches of military and related careers (1st quarter, student) • Make a list of various diesel mechanic careers within the military (2nd quarter, student) • Research wages, benefits, and entrance requirements for the military (2nd quarter, student and case manager) <p style="text-align: center;">Reasons for Examples</p> <ul style="list-style-type: none"> • The transition services listed reflect the transition assessment data gathered and will support Sean’s success with his currently identified postsecondary employment goal. • Timelines and persons responsible for each service are indicated. 	<p style="text-align: center;">Non-Example: Employment</p> <ul style="list-style-type: none"> • Job shadowing at a hotel <p style="text-align: center;">Reasons for Non-Examples</p> <ul style="list-style-type: none"> • No responsible parties or timeframes listed • These do not relate to Sean’s postsecondary goals.
<p style="text-align: center;">Example: Independent Living</p> <ul style="list-style-type: none"> • Self-determination instruction (4th quarter, case manager or school counselor) • Complete Casey Life Skills Assessment (3rd quarter, Sean & case manager) <p style="text-align: center;">Reasons for Examples</p> <ul style="list-style-type: none"> • The transition services listed reflect the transition assessment data gathered and will support Sean’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-Examples</p> <ul style="list-style-type: none"> • This is not an appropriate assessment for Sean • 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>Three years of courses of study listed, reflecting state’s graduation requirements and identify electives of:</p> <ol style="list-style-type: none"> 1. Automechanics I 2. Automechanics II 3. Carpentry I 4. Carpentry II 5. Military Studies <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 Sean’s postsecondary plans, including preparing him to receive a diploma. 	<p style="text-align: center;">Non-Example</p> <p>Sean’s current schedule is listed on the IEP.</p> <p style="text-align: center;">Reason for Non-Example</p> <ul style="list-style-type: none"> • Course of study does not indicate progress in the curriculum across the span of high school, moving toward Sean’s postsecondary goals.

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 works of fiction and direct instruction on reading comprehension strategies, Sean will use the reading comprehension strategies on 8 out of 10 assignments achieving 75% accuracy on comprehension questions by end of 4th quarter. • Given direct instruction on Self-Regulated Strategy Development (SRSD) writing strategies, Sean will earn a score of “meets expectations” or better on teacher rubrics for 3 out of 4 attempts by the end of fourth quarter. • Given multi-step math problems and instruction in schema-based strategies, Sean will complete problems with 85% accuracy, as reflected in quizzes and benchmark assessments by the end of 2nd quarter. 	<p style="text-align: center;">Non-Example: Education and Training</p> <ul style="list-style-type: none"> • Sean will give a presentation about why he likes the military. • Sean will make get better at reading comprehension. <p style="text-align: center;">Reasons for Non-Examples</p> <ul style="list-style-type: none"> • Goals do not include all components, which are condition, measurable behavior, criteria, and timeframe. • Giving a presentation aligns better with transition services instead of annual goals.

<p style="text-align: center;">Reasons for Examples</p> <ul style="list-style-type: none"> • Each goal includes an effective condition, measurable behaviors, criteria, and a timeframe. • Each goal reflects areas that are important to achieve for Sean’s academic success and, therefore, achieving his postsecondary goals. • It is important that Sean demonstrate highest competency in Math, based on his postsecondary education and employment goals. 	
<p style="text-align: center;">Example: Employment</p> <ul style="list-style-type: none"> • Given multi-step math problems and instruction in schema-based strategies, Sean will complete problems with 85% accuracy, as reflected in quizzes and benchmark assessments by the end of 2nd quarter. <p style="text-align: center;">Reasons for Example</p> <ul style="list-style-type: none"> • This relates to Sean’s current postsecondary employment goal and needs he has related to that goal. • 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;">Non-Example: Employment</p> <ul style="list-style-type: none"> • Sean will pass Auto Mechanics I <p style="text-align: center;">Reasons for Non-Example</p> <ul style="list-style-type: none"> • This does not include the criteria for an annual goal for an IEP. • While this statement is important to Sean’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 style="text-align: center;">Example: Independent Living</p> <ul style="list-style-type: none"> • Given role play instruction on self-advocacy, Sean will advocate for his needs for 4 out of 5 opportunities for 10 consecutive trials by the end of the 4th school quarter. <p style="text-align: center;">Reasons for Example</p> <ul style="list-style-type: none"> • This relates to Sean’s current 	<p style="text-align: center;">Non-Examples: Independent Living</p> <ul style="list-style-type: none"> • Sean will say what he needs or wants. • Sean will ask his boss questions at work <p style="text-align: center;">Reasons for Non-Examples</p> <ul style="list-style-type: none"> • Again, these goals do not reflect the required four components for compliant goals: condition, measurable behavior, criteria, and timeframe.

<p>postsecondary independent (and his postsecondary education) goal and needs he has related to that goal.</p> <ul style="list-style-type: none"> • Goal includes an effective condition, measurable behavior, criteria, and a timeframe. 	<ul style="list-style-type: none"> • Self-advocacy is an important component of self-determination, but there is not enough information for this to be observable or measurable. • The second goal has no alignment with Sean’s postsecondary needs.
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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"> • Documentation on the IEP that a letter was handed directly to Sean, two weeks prior to this IEP meeting, inviting him to the meeting. <p style="text-align: center;">Reason for Example</p> <ul style="list-style-type: none"> • Sean 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"> • Sean’s signature on the IEP <p style="text-align: center;">Reason for Non-Example</p> <ul style="list-style-type: none"> • Attending the IEP does not indicate that Sean was provided with advance notice to attend the IEP meeting, 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;">Examples</p> <ul style="list-style-type: none"> • A consent form signed by Sean’s grandmother, indicating that a representative of a local military recruiting office may attend the IEP meeting. • A copy of an invitation to the conference in Sean’s file, which was mailed to the local Army recruitment office. <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 military was invited to attend the 	<p style="text-align: center;">Non-Example</p> <ul style="list-style-type: none"> • Sean verbally stated that he wanted to speak with people from outside agencies. <p style="text-align: center;">Reason for Non-Example</p> <ul style="list-style-type: none"> • Verbal report from student is not proof of participation from outside agency or consent for participation.

meeting.	
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