



NTACT

National Technical Assistance Center on Transition

Tyler is 13 years old and currently in the 7th grade. He is enrolled in his neighborhood school and attends general education classes with his peers. He receives intense instruction in reading and written expression for 45 minutes per day in a resource classroom for Specific Learning Disability in reading comprehension and written expression based on the WISC IV and academic struggles. At school, he enjoys being a member of the school band. He **plays the saxophone** and he has friends he often hangs out with. Tyler really wants to try out for the football team, but his mother worries about concussions. Tyler received Bs and Cs on his last report card, which is consistent with report cards in past years (since he began receiving special education services in the 3rd grade). Tyler can have the following accommodations in class: books on tape, oral administration of assessments, and extended time. He rarely takes advantage of extended time and prefers to struggle through the text rather than listen to the book on tape.

Tyler has expressed an interest in working for the United States Department of Fish and Wildlife Services after a trip with his family out west. He has completed a career interest survey, which supports his future goals. His school counselor has already provided him with virtual tours of college campuses with programs relevant to his career choice (a follow-up activity he did with all students after completing the interest inventory). His case manager had him complete the Self-Determination Survey which indicates appropriate age and grade level function. Tyler loves the outdoors. He enjoys fishing, hunting, riding his bicycle, and swimming. He is on the neighborhood swim team and regularly participates in local swim meets. At the last meet, he won first place in free style.

Tyler is not as motivated to complete school work as he is to spend time with his friends or a day out in the woods, hunting or on the lake, fishing. Tyler lives with his mother and stepfather. He is one of four children. He has a twin brother and two older brothers, one 17 and one 20. He visits his biological dad occasionally, but not on a regular basis and has communicated with his counselor that he wants a closer relationship with his biological father. His mother is a school secretary at the local high school and his step dad is an engineer at the naval base. At home, Tyler completes chores inside the home and helps his stepfather with yard work. He is able prepare simple meals with assistance from his mother and takes pride in being independent. He also helps his mother with laundry and cleaning the bathroom.

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 service's 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))

Age	13 years old	
Disability	<ul style="list-style-type: none"> • Specific Learning Disability (reading comprehension and written expression) 	
Placement	<ul style="list-style-type: none"> • General education courses for English Language Arts • He is also in one resource class taught by a special education teacher focusing on reading and writing skills 45 minutes a day 	
Strengths	<ul style="list-style-type: none"> • B/C average • Completes domestic tasks with assistance e.g./ cooking and laundry • Perseveres with Reading 	
Interests	<ul style="list-style-type: none"> • Outdoor activities such as hunting, fishing, bicycling, swimming • Interested in working for US Fish and Wildlife Services • Wants to try out for football team • Enjoys sports (swim team) • Enjoys band (saxophone) 	
Preferences	<ul style="list-style-type: none"> • Enjoying free time with others • Enjoys outdoor environment 	
Needs	<ul style="list-style-type: none"> • Not interested in school work, usually • Reading comprehension and written expression specific learning disabilities 	
	Postsecondary Vision	Transition Assessment Documentation
Tyler	<ul style="list-style-type: none"> • Wants to get a job with for the United States Department of Fish and Wildlife Services after high school 	<ul style="list-style-type: none"> • Informal interviews • Career Assessment
Tyler's Parent	<ul style="list-style-type: none"> • Mother wants Tyler to do well academically 	<ul style="list-style-type: none"> • Informal Interviews
Additional Assessment Data	<ul style="list-style-type: none"> • WISC-IV • Self-Determination Survey 	

Present Levels of Academic Achievement and Functional Performance (PLAAFP)

Tyler's IEP was updated based upon his postsecondary education, employment, and independent living goals, which were developed based upon his documented strengths, interests, and preferences.

Academics: Tyler has completed the first quarter of his 7th grade year and has maintained a B/C average throughout his middle school career. Based upon the WISC IV, Tyler qualifies for special education services for his specific learning disability, which affects his reading comprehension and written expression. Tyler spends most of his school day in general education classes. To support his written expression and reading comprehension, Tyler receives special education services within co-taught English Language Arts and resource classes. Curriculum-based assessments indicate Tyler is proficient in middle school Math and Science

and on track with seventh grade requirements. With accommodations, Tyler is earning a B in his English Language Arts course and he has met 6th grade state testing requirements.

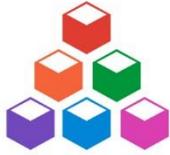
Functional: Based on the AIR-Self-Determination Assessment, Tyler needs to continue to work on self-determination skills and completing assignments on time. Interest surveys and interviews both formal, and informal show his interest in outdoor activities and preference for working for US Fish and Wildlife Services. Based on teacher reports, parent survey and interest inventories, Tyler needs to further develop organization and time-management skills, including using his school planner to help meet deadlines.

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



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NSTTAC 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 service’s 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, Tyler will complete the necessary courses in a field that will allow him the opportunity to become employed with the U.S. Department of Fish and Wildlife. <p style="text-align: center;">Reasons for Example</p> <ul style="list-style-type: none"> • Participation in postsecondary coursework is the focus of this goal. • Completing courses can be observed. • The goal occurs after graduation from high school. • As Tyler understands more about what courses are “necessary”, he may determine to pursue a 4-year degree or specific 2-year degree. At this age, this goal is worded appropriately. 	<p>Non-Example- Education and Training</p> <ul style="list-style-type: none"> • The fall after graduation from high school, Tyler plans to enroll in a four-year university in the Southeast. <p style="text-align: center;">Reason for Non-Example</p> <ul style="list-style-type: none"> • “Plans” does not indicate something that must occur after high school and can be ongoing after exit
<p>Example- Employment</p> <p>After graduation, Tyler will work for the U.S. Department of Fish and Wildlife.</p>	<p>Non-Example- Employment</p> <ul style="list-style-type: none"> • Tyler hopes to work with wildlife someday.

<p style="text-align: center;">Reason for Example</p> <ul style="list-style-type: none"> • The goal occurs after graduation from high school. 	<p style="text-align: center;">Reasons for Non-Example</p> <ul style="list-style-type: none"> • “Hopes” is not a measurable outcome. • It is not clear if the goals take place after high school completion
<p style="text-align: center;">Example: Independent Living</p> <ul style="list-style-type: none"> • After high school, Tyler will rent his own apartment. • After high school, Tyler will advocate for himself when necessary. <p style="text-align: center;">Reasons for Example</p> <ul style="list-style-type: none"> • Goal is something Tyler will do after graduation from high school. • Goal is measurable and observable. 	<p style="text-align: center;">Non-Example: Independent Living</p> <ul style="list-style-type: none"> • After high school Tyler will explore housing options available to him in his community. <p style="text-align: center;">Reason for Non-Example</p> <ul style="list-style-type: none"> • Exploring housing options is an activity that could happen during high school.

2. Is (are) the postsecondary goal(s) updated annually?

<p style="text-align: center;">Example</p> <ul style="list-style-type: none"> • The IEP includes postsecondary goals for the first time, given Tyler’s age. <p style="text-align: center;">Reason for Example</p> <ul style="list-style-type: none"> • Review of Tyler’s last IEP indicates that there were not postsecondary goals written as they were not required. 	<p style="text-align: center;">Non-Example</p> <ul style="list-style-type: none"> • Absence of postsecondary goals. <p style="text-align: center;">Reason for Non-Example</p> <ul style="list-style-type: none"> • Tyler is now of transition age and Postsecondary goals are required.
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3. Is there evidence that the measurable postsecondary goal(s) were based on age-appropriate transition assessment?

<p style="text-align: center;">Example</p> <p>In the assessment section of the IEP:</p> <ul style="list-style-type: none"> • Teacher reports • Student Interview • Parent Interview • School Survey • Career Employment Education Checklist <p style="text-align: center;">Reasons for Example</p> <ul style="list-style-type: none"> • Data were obtained over time. 	<p style="text-align: center;">Non-Example</p> <ul style="list-style-type: none"> • Tyler has strong problem solving, interpersonal, and oral expression skills. • Tyler’s learning disabilities are in written expression and reading comprehension, which necessitate accommodations for him to be successful in his general education classes.
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<ul style="list-style-type: none"> • It reflects student strengths, preferences, interests, and needs. • It considers present and possible future environments, because the data relate logically with Tyler’s stated post-secondary goals. • There is no indication that the data sources are not age appropriate. 	<p style="text-align: center;">Reason for Non-Examples</p> <ul style="list-style-type: none"> • There is no documentation of Tyler’s interests or preferences. • While this information is informative, it does not provide information connected to future learning or working or living environments for planning purposes.
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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>Examples- Instruction</p> <ul style="list-style-type: none"> • Instructional support for organization and study skills • Audio-taped texts for English Language Arts 8 • Extended time on tests <p style="text-align: center;">Reasons for Example</p> <ul style="list-style-type: none"> • Tyler has a disability in reading comprehension • It is documented he has difficulty with time management and organization • He receives testing accommodations throughout the school year therefore would qualify for accommodations on standardized tests 	<p style="text-align: center;">Non-Examples- Instruction</p> <ul style="list-style-type: none"> • Instructional support for decoding • Use of calculator for math <p style="text-align: center;">Reasons for Non-Examples</p> <ul style="list-style-type: none"> • Tyler’s reading disability is in comprehension rather than decoding • Tyler does not have a Math disability
<p style="text-align: center;">Examples- Employment and Other Post School Living Objectives</p> <ul style="list-style-type: none"> • Read and explore careers available in the U.S. Department of Fish and Wildlife (Resource teacher by end of the year) • Exploration of U.S. Department of Fish and Wildlife website (Guidance Counselor by the end of first semester) • Reading Strategy Instruction (Resource teacher by the end of the year) <p style="text-align: center;">Reasons for Example</p>	<p style="text-align: center;">Non-Example- Employment and Other Post School Living Objectives</p> <ul style="list-style-type: none"> • Job shadowing at local fast food restaurant • Referral to the Developmental Disabilities Services <p style="text-align: center;">Reasons for Non-Example</p> <ul style="list-style-type: none"> • Tyler’s post-secondary goal for education is to attend a 4-year institution

<ul style="list-style-type: none"> • Tyler’s post-secondary goal for education is to attend a 4-year institution • Tyler’s post-secondary goal for employment is animal care. • Tyler has a learning disability and would qualify for services through VR 	<ul style="list-style-type: none"> • Tyler has a learning disability not an intellectual disability. He would not qualify for services through DDS
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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)?

Example	Non-Example
<ul style="list-style-type: none"> • Tyler is completing the State’s course of study for a diploma. At the end 8th grade he will register for high school courses, with a focus on graduation with a high school diploma. <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. • Courses listed reflect the student’s current (7th grade) to anticipated exit years 	<p>For Tyler’s upcoming 8th grade year the courses listed include:</p> <ol style="list-style-type: none"> 1. English (2018-2019) 2. Algebra I (2018-2019) 3. Band (2018-2019) 4. Social Studies (2018-2019) 5. Environmental Science (2018-2019) 6. Health and Physical Education (2018-2019) 7. Computer Skills (2018-2019) <p>Resource Class (2018-2019)</p> <p style="text-align: center;">Reason for Non-Example</p> <ul style="list-style-type: none"> • Course listing does not indicate multiple years of courses needed until exit.

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

Example- Education and Training	Non-Example- Education and Training
<ul style="list-style-type: none"> • By October 15, 2018 when given a writing topic, Tyler will write a 3-paragraph persuasive essay with a topic sentence, 4-6 supporting sentences and a summary conclusion using appropriate grade level language and conventions with 85% accuracy in 4 of 5 trials as measured by student work samples. <p style="text-align: center;">Reasons for Example</p>	<ul style="list-style-type: none"> • Tyler will write a 3-paragraph persuasive essay. <p style="text-align: center;">Reasons for Non-Example</p> <ul style="list-style-type: none"> • There are no criteria stated for the adequacy by which Tyler will write the essay. • Goals do not include all components (condition, measurable behavior, criteria, and timeframe).

<ul style="list-style-type: none"> • Developing written language is consistent with Tyler’s post-secondary goal of attending a four-year liberal arts university. • Goals include a condition, measurable behaviors, criteria, and a timeframe. 	
<p style="text-align: center;">Example- Employment</p> <ul style="list-style-type: none"> • Given a description of four different jobs available at the US Department of Fish and Wildlife and the qualifications for each of those jobs, Tyler will identify his likes and dislikes of each position and describe in writing the job he prefers and the necessary qualifications of that job by Spring 2019. <p style="text-align: center;">Reasons for Example</p> <ul style="list-style-type: none"> • Behavior of identifying likes and dislikes of each job at the Department of Fish and Wildlife is logical steps in helping Tyler narrow his career path after college. • Annual goals may also provide Tyler with information that help him select courses in college that best prepare for a career at the US Department of Fish and Wildlife. • Goals include a condition, measurable behaviors, criteria, and a timeframe. 	<p style="text-align: center;">Non-Example- Employment</p> <ul style="list-style-type: none"> • Tyler will read about a job in forestry and write about the qualifications for that job <p style="text-align: center;">Reasons for Non-Example</p> <ul style="list-style-type: none"> • Statements suggest an activity, rather than a learned skill. • Goals do not include all components (condition, measurable behavior, criteria, and timeframe).
<p style="text-align: center;">Example-Independent Living</p> <ul style="list-style-type: none"> • Given role play instruction on self-advocacy, Tyler 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"> • Relates to Tyler’s current post-secondary 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"> • Tyler will say what he needs or wants • Tyler will ask questions when he needs to. <p style="text-align: center;">Reasons for Non-Example</p> <ul style="list-style-type: none"> • Goals do not reflect the required 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

	example to be measurable or observable.
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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"> • Copy of a written invitation including Tyler as invitee included in the file. <p style="text-align: center;">Reason for Example</p> <ul style="list-style-type: none"> • There is evidence that the student 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"> • No invitation or documented communication to invite on file. <p style="text-align: center;">Reason for Non-Example</p> <ul style="list-style-type: none"> • There is no evidence that the student was invited to the IEP meeting where transition services would be discussed.

8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP meeting with the prior consent of the parent or student who has reached the age of majority?	
<p style="text-align: center;">Example</p> <ul style="list-style-type: none"> • No invitation to an outside agency • No consent • Statement on IEP that no outside agency was determined relevant for inclusion in this IEP meeting to meet Tyler’s transition service’s needs. <p style="text-align: center;">Reason for Example</p> <ul style="list-style-type: none"> • Statement of why no agency was invited was indicated. 	<p style="text-align: center;">Non-Example</p> <ul style="list-style-type: none"> • Documentation that VR counselor invited to the meeting <p style="text-align: center;">Reason for Non-Example</p> <ul style="list-style-type: none"> • No evidence of parent consent prior to invitation to VR to attend IEP meeting.

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