



NTACT

National Technical Assistance Center on Transition

Jamal is a 16-year-old sophomore. Teachers report that Jamal is a bright and friendly student. He has cerebral palsy, exhibits a speech/language impairment, and receives special education services with a diagnosis of orthopedic impairment. Jamal is now able to walk; however, he fatigues easily and sometimes must use crutches to navigate long distances. With accommodations regarding time on assignments and tests, an adjusted schedule, and the provision of speech-language, occupational, and physical therapy services, Jamal spends all day in general education classes. Based on attendance records, Jamal has excellent attendance throughout school, and he excels academically. Because of his disability, he struggles with oral reading and public speaking. He works diligently during classes and speech therapy to improve these skills because, based on his school transition assessment, he wants to become an attorney. He currently thinks he will be interested in education law, as he recalls the efforts that his parents made to be sure that he was included in classrooms with his same-age peers when he was in elementary school.

In preparation for his IEP meeting, Jamal completed a document his teacher developed to present about himself at his IEP meeting. He reported that he is treasurer of the sophomore class council and plays pool in a community league with his dad and friends. Additionally, he reported he is an active member of the youth group at his church. He has a girlfriend, who is a freshman, and they have been dating for about six months. On weekends, he likes to watch sports: basketball, hockey, or football on TV or in person with his family. On Saturdays, during the school year, he earns spending money by working in his uncle's legal firm, filing various documents.

According to his school transition survey, Jamal plans to be a lawyer. Jamal documented on the survey that, because of his oral communication difficulties, he wants and needs to learn strategies to help him prepare for his future career. Based on IEP documentation, this is Jamal's second year that his post-school goal indicates plans to obtain a four-year political science degree and then his juris doctorate. Based on the Career Interest Survey, his results indicated that he has an interest in law and human services. While in college, he plans to live in the dorms with most other first-year students. Based on the Work Adjustment Inventory, Jamal will work well in situations where he can empathize with others; however, he may have difficulty verbally communicating and advocating. Jamal's core academic teachers and related service providers also completed an update form in preparation for the IEP meeting. His Social Studies and Language Arts teachers each noted their familiarity with Jamal's career goals and their confidence in his ability to achieve that goal. Jamal's therapists also each expressed confidence in his ability to navigate the college environment. They each noted the importance of him continuing to access therapy services and regimens to maintain and strengthen his skills.

On their parent survey, Jamal's parents reported they do not mind him living in the dorms, but they are concerned about him attending the larger state university and would prefer he begin college in a smaller setting such as the local community college and then possibly transfer, if "things go well." His parents also want Jamal to learn functional cooking and other independent living skills. During a parent interview with Jamal's case manager, Jamal's mother joked that she does not want to wash his laundry every time he comes home from college. His parents also expressed an interest in meeting with the services on college campuses

available to students with disabilities. They admit they are frustrated that once in college, they will not be able to communicate with his advisor or counselor to be sure he is doing okay. Jamal reported, in his pre-IEP interview with his case manager that he plans to visit the disability support services on campus, but he is unhappy about doing so. He would prefer that his high school guidance counselor send a letter to his professors, so he does not have to engage in a conversation about his disability. Jamal has also learned that Vocational Rehabilitation might be able to help him access speech supports in preparation for college and while in college, if that helps him pursue his career. Again, he is reticent about meeting with the VR counselor, but he is willing to do so if it might help him achieve his goal.

Age	<ul style="list-style-type: none"> • 16 years old 	
Disability	<ul style="list-style-type: none"> • Orthopedically impaired • Speech language impaired 	
Placement	<ul style="list-style-type: none"> • With consultation services, related services, and accommodations, Jamal spends his day in general education settings 	
Strengths	<ul style="list-style-type: none"> • History of excellent attendance • Excellent academic performance • Works diligently to improve speech • Student leader, socially engaged 	
Interests	<ul style="list-style-type: none"> • Interested in becoming a lawyer • Interested in learning speech/language strategies to help him improve his speech • School and community involvement <ul style="list-style-type: none"> ○ Student Council Treasurer ○ Community pool league ○ Active member of church youth group ○ Watching sports on TV or in person • Has a part-time job at his uncle's legal firm 	
Preferences	<ul style="list-style-type: none"> • Spending time with his girlfriend • Spending time with friends • Go to a four-year college and study political science 	
Needs	<ul style="list-style-type: none"> • Independent Living skills • Postsecondary disability support services • Self-advocacy skills • Speech-language services • Occupational therapy services • Physical therapy services 	
	Postsecondary Planning Vision	Transition Assessment Documentation
Jamal	<ul style="list-style-type: none"> • Going to a four-year university and then studying law • Living with students in the dorms 	<ul style="list-style-type: none"> • School transition survey • Interview • Pre-IEP preparation document • Career Interest Survey

	<ul style="list-style-type: none"> • Becoming an attorney (possibly education law focus) 	<ul style="list-style-type: none"> • Work Adjustment Inventory
Jamal's parents	<ul style="list-style-type: none"> • Performing independent living skills, such as cooking and laundry • Attending a small, local college, before attending a larger four-year university 	<ul style="list-style-type: none"> • Parent survey • Parent interview
General Educator	<ul style="list-style-type: none"> • Attending college • Becoming an attorney 	<ul style="list-style-type: none"> • IEP update form
Related Services (SLP, OT, PT)	<ul style="list-style-type: none"> • Attending college • Continued services after high school 	<ul style="list-style-type: none"> • IEP update form
Additional Assessment Data	<ul style="list-style-type: none"> • Grades 	

Present Levels of Academic Achievement and Functional Performance (PLAAFP)

Academics: Because of his cerebral palsy and speech needs, Jamal qualifies for special education services for orthopedic and speech-language impairments (WISC-IV). Jamal is bright, friendly, and has great attendance (teacher reports, attendance records, and grades). To date, Jamal has met state testing requirements. Jamal spends his day in general education settings. He has difficulty with **oral reading, public speaking, and classroom presentations**. To be successful, he utilizes accommodations (i.e., additional time on assignments and tests and has an adjusted schedule) and receives specialized support services (i.e., speech, occupational, and physical therapies).

Functional: Jamal is excited to live in the dorms; however, Jamal needs to **develop cooking, laundry, and other independent living skills** (parent interview, parent survey, and school transition surveys). Jamal is excited to study law, and he has many traits needed to be a lawyer (Career Interest Survey and Work Adjustment Inventory). Currently, Jamal works at his uncle's legal firm, filing documents. Jamal's teachers believe he will be successful in college (update form), but Jamal needs **to develop strategies for communication and self-advocacy** (pre-IEP interview and school transition survey). Jamal will visit disability supports to learn about college services for students with disabilities, but he would prefer his counselor send a letter on his behalf (pre-IEP interview). Additionally, Jamal learned Vocational Rehabilitation (VR) can help him access speech services after high school. Although he is nervous, Jamal is willing to meet with a VR counselor because it will help him achieve his postsecondary goals (pre-IEP interview). Jamal's occupational and physical therapists believe continued services will benefit him after high school (update form).

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 80%
 e.g., 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 graduating from high school, Jamal will attend a four-year college to obtain his undergraduate degree in political science. <p>Reasons for Example</p> <ul style="list-style-type: none"> Participation in postsecondary education or training is the focus of this goal. Due to Jamal’s age the “where and how” are still being determined. The base of the goal “will attend a four-year college to obtain his undergraduate degree in political science” is 	<p>Non-Example: Education and Training</p> <ul style="list-style-type: none"> Jamal will meet the criteria for passing Spanish II, so that he can apply to college where he wants to major in law. <p>Reasons for Non-Examples</p> <ul style="list-style-type: none"> It occurs before Jamal will have left high school. “Apply” is an activity or process, not an outcome.

<p>measurable and within the area of education/training.</p>	
<p style="text-align: center;">Example: Employment</p> <ul style="list-style-type: none"> • After obtaining his undergraduate and graduate degrees and passing the Bar in his state, Jamal will be employed as an attorney. • After high school, Jamal will work for a law firm or disability advocacy organization in the summers. <p style="text-align: center;">Reasons for Example</p> <ul style="list-style-type: none"> • Focus of the goal statement is Jamal’s postsecondary employment. • Goals indicate an outcome that can be observed and measured. • Outcome occurs after high school. • While the second goal is something he is already beginning to do while in high school, the goal statement expands on the current work and is in line with his longer-term employment goal. • Goals are supported by Jamal’s postsecondary education/training goal. • It is acceptable to indicate a long-term employment goal (such as the first one). • It would also be acceptable to only indicate a 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 style="text-align: center;">Non-Example: Employment</p> <ul style="list-style-type: none"> • Jamal wants to be a teacher after high school. <p style="text-align: center;">Reasons for Non-Examples</p> <ul style="list-style-type: none"> • “Wants” is not observable and measurable. • This goal does not follow the formula for postsecondary goals. • There is no transition assessment data supporting Jamal being a teacher.
<p style="text-align: center;">Example: Independent Living</p> <ul style="list-style-type: none"> • After high school, Jamal will advocate for his wants and needs. • After high school, Jamal will navigate the college campus and community in which he lives. <p style="text-align: center;">Reasons for Examples</p> <ul style="list-style-type: none"> • Reflect data gathered through the transition assessment process and were noted as important by both Jamal and his family. • Goals are something Jamal will do after 	<p style="text-align: center;">Non-Example: Independent Living</p> <ul style="list-style-type: none"> • Jamal will tell people what his wants and needs are. <p style="text-align: center;">Reason for Non-Example</p> <ul style="list-style-type: none"> • This does not include all required components for a compliant goal.

graduation from high school. • Goals are observable and measurable.	
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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. • His IEP did not contain an Independent Living postsecondary goal in previous years. <p style="text-align: center;">Reason for Example</p> <ul style="list-style-type: none"> • Postsecondary goals differ from previous year’s postsecondary goals. 	<p>Non-Example: Education and Training / Employment/ Independent Living</p> <ul style="list-style-type: none"> • Jamal’s postsecondary goals are identical to those in his IEP for the last two years <p style="text-align: center;">Reasons for Non-Example</p> <ul style="list-style-type: none"> • Using assessment data from previous school years • It would be anticipated that post-school goals in at least one area would be more refined from the 8th grade to the 10th grade.
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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 PLAAFP section of the IEP:</p> <ul style="list-style-type: none"> • Parent interview • Parent survey • School transition survey • Career Interest Survey • Work Adjustment Inventory • Update form • Pre-IEP interview <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 Jamal’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 style="text-align: center;">Non-Example</p> <p>In the PLAAFP section of the IEP:</p> <ul style="list-style-type: none"> • Jamal is excited to live in the dorms.” <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 Jamal’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 style="text-align: center;">Example: Education/Training</p> <ul style="list-style-type: none"> • Job shadow with a lawyer (Case Manager by end of 4th quarter) • Visit to at least one college with a political science program (Jamal, Parents by end of 1st quarter of 11th grade) • Self-advocacy instruction provided (guidance counselor by the end of 3rd quarter) • Speech language services to address effective communication strategies in various settings (SLP, by the end of 3rd quarter) <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 Jamal’s success with his currently identified postsecondary goals. • Timelines and persons responsible for each service are indicated. 	<p style="text-align: center;">Non-Example: Education/Training</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 attending college, there are other steps to be completed THIS year.
<p style="text-align: center;">Example: Employment</p> <ul style="list-style-type: none"> • Make a list of various lawyer responsibilities (student, 3rd quarter,) • Research wages, benefits, and entrance requirements for becoming a lawyer (student and case manager, by 3rd quarter) • Complete referral for Vocational Rehabilitation eligibility determination (Parents, by 4th quarter) <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 Jamal’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 Jamal’s postsecondary goals.
<p style="text-align: center;">Example: Independent Living</p> <ul style="list-style-type: none"> • Self-advocacy instruction (case manager or school counselor, by 4th quarter) 	<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

<ul style="list-style-type: none"> • Complete Casey Life Skills Assessment (Jamal & case manager, by 3rd quarter,) • Physical and Occupational Therapy services, focused on community navigation and community living (PT, OT, 3rd quarter) <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 Jamal’s success with his currently identified postsecondary independent living goals. • Timelines and persons responsible for each service are indicated. 	<p>daily living skills</p> <p style="text-align: center;">Reasons for Non-Examples</p> <ul style="list-style-type: none"> • This is not an appropriate assessment for Jamal • Persons responsible and timelines are not indicated
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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>Three years of courses of study listed, reflecting state’s graduation requirements and identify electives of:</p> <ol style="list-style-type: none"> 1. Sociology 2. Political Science 3. Psychology 4. Advanced writing <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 Jamal’s postsecondary plans, including preparing him to receive a diploma. 	<p style="text-align: center;">Non-Example</p> <p>Jamal’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 Jamal’s postsecondary goals.
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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 a grade-level passage to read aloud, Jamal will verbally read the passage aloud with 90% of words read correctly for 4 out of 5 trials by the end of first semester. <p style="text-align: center;">Reasons for Example</p>	<p style="text-align: center;">Non-Example: Education and Training</p> <ul style="list-style-type: none"> • Jamal will read a text out loud. <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.
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<ul style="list-style-type: none"> • The goal includes an effective condition, measurable behaviors, criteria, and a timeframe. • Sample goal reflects areas that are important to achieve for Jamal’s academic success and, therefore, achieving his postsecondary goals. • It is important that Jamal to improve his oral communication for his desired postsecondary education/training and employment goals. 	
<p style="text-align: center;">Example: Employment</p> <ul style="list-style-type: none"> • Given a structured speech therapy setting, Jamal will imitate and produce target sounds in sentences to 90% for 4 out of 5 consecutive trials. <p style="text-align: center;">Reasons for Example</p> <ul style="list-style-type: none"> • This relates to Jamal’s current postsecondary employment goal and needs he has related to that goal. • Goal includes an effective condition, measurable behavior, criteria, and a timeframe. 	<p style="text-align: center;">Non-Example: Employment</p> <ul style="list-style-type: none"> • Jamal will pass his English class. <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 Jamal’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, Jamal 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 Jamal’s current postsecondary independent (and his postsecondary education) goal and needs he has related to that goal. • Goal includes an effective condition, measurable behavior, criteria, and a timeframe. 	<p style="text-align: center;">Non-Examples: Independent Living</p> <ul style="list-style-type: none"> • Jamal will say what he needs or wants. <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. • Self-advocacy is an important component of self-determination, but there is not enough information for this to be observable or measurable.

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

<p style="text-align: center;">Example</p> <ul style="list-style-type: none"> Documentation on the IEP that a letter was handed directly to Jamal, 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"> Jamal 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"> Jamal’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 Jamal was provided with advance notice to attend the IEP meeting, as required by law.
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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 Jamal’s parents, indicating that a representative of the VR agency may attend the IEP meeting. A copy of an invitation to the conference in Jamal’s file, which was mailed to the VR office. <p style="text-align: center;">Reasons for Examples</p> <ul style="list-style-type: none"> Parental consent or student assent, if age of majority, is required to contact any outside agencies and release student information, which was provided. An invitation documents that a VR counselor was invited to attend the meeting in which transition services were to be discussed. 	<p style="text-align: center;">Non-Example</p> <ul style="list-style-type: none"> Jamal verbally stated that he wanted to speak with people from VR. <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.
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