



**Indiana
Department of Education**

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Transition IEP Compliance

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Current Measurement Language for Indicator 13

"Percent of youth with IEPs aged 14 and above with an IEP that include 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))



Components of a Compliant Transition IEP

- Evidence the student was invited
- Appropriate, measurable Postsecondary Goals
- Evidence that Postsecondary Goals are based on age appropriate assessments and **updated yearly**
- Measurable Annual Transition Goals
- Transition Services and Activities
- Evidence that a representative of any participating agency was invited to CCC w/consent
- Course of Study: Certificate, Core 40, General, etc.

Transition Assessments

- Education and Employment assessments should be updated yearly
- Must be age appropriate
- Independent Living assessment needs to be given only once unless there is a change in the student's condition or progression
- There **MUST** be evidence in the IEP that a formal Independent Living assessment has been given at least once

Summary of Findings

Should contain:

- information discovered in the student's formal transition assessments
- informal information discovered through observations and conversations
- student's **strengths, interests** and **preferences** aligned with postsecondary goals

Common Errors: Assessment and Summary

- Nothing written but grades, ECA scores, copy of PLAFP, or what the teacher thinks of the student
- Assessments identified but no summary
- Summary of “something” but nothing identified
- Doesn’t “align” with postsecondary goal (e.g., summarizes information about hands-on activities, welder, etc., then postsecondary goal is to go to college to study hotel management)
- Same transition assessment given every year to every student

Post Secondary Goals

“I WILL” drop down boxes

Is there evidence that this student has achieved sufficient skills for independent living? No

Regarding Independent Living after high school, I will

Regarding Employment after high school, I will

- live
- obtain
- utilize
- get a job
- participate in
- enroll
- work
- go
- receive

Regarding Education and Training after high school, I will

The postsecondary goals were updated annually:

For each section there is an “I WILL” drop down box for selection of verbs. Make sure the verb and goal align. If another verb is preferred, the user can select the empty box and type in their own word selection.

Common Errors: Post Secondary Goals

- Not following the drop down menu for a grammatically correct sentence. For employment: *“After high school, I will enroll to be a welder.”*
- Putting employment postsecondary goal under education/training or ILS or vice versa
- Writing a “paragraph” requiring the reviewer to “dig” for the goal
- Student does not have an Independent Living goal and there is no formal assessment to back up this decision



Transition Assessments and Summary of Findings

Transition Assessments:

Date Completed	Assessment
01/09/2015	What's Your Learning Style
01/08/2015	Self-Determination/Self-Advocacy Checklist
01/08/2015	Career Portfolio

Summary of Findings from Age Appropriate Transition

On the What's Your Learning Style assessment (1/9//2015), Aulanah tested as a multi-modal learner with strengths in kinesthetic and auditory. This means she learns best in a hands-on-atmosphere. This could mean: computing, grounding notes in examples, talking while studying the materials, talking with other people, using visuals, and role playing games. As an auditory learner good strategies include: recording notes to listen to again; speak your answers aloud or in your head; imagine talking to the examiner; and checking your notes against other class members.

On 1/8/2015, Aulanah took the Career Portfolio questionnaire for Transition: Employment. The questionnaire reveals an readiness to know what is expected of her as she graduates high school, goes to college, and enters the workforce. Aulanah has indicated that she would like to work in retail as she continues her education both in high school and college. Aulanah has expressed an interest in majoring in English or Journalism.

Aulanah was given a Self-Determination/Self-Advocacy Checklist on 1/8/2015. She checked all the areas as "YES" with the exception as a few. Which means that Aulanah has developed self reliance skills. This also shows Aulanah knows herself and what her abilities are in and outside the classroom. The included skills in the checklist are the following (but not limited to): in the kitchen, laundry, housekeeping, personal expectations, emergency procedures, personal skills, health care skills, community skills, future education, vocational/technical options, and others. Aulanah's self-help skills are more than appropriate for her age, and she is well on her way to becoming an independent, self-supporting adult.

Post-Secondary Goals:

Cite evidence to support the decision that an Independent Living Skills goal is not applicable:

Based on Aulanah's responses to the Self-Advocacy checklist, her skills are beyond age appropriate and therefore she does not need a Living Skills goal at this time.

Regarding Employment after high school, I will get a job:

in journalism.

Regarding Education and Training after high school, I will enroll:

in a four-year college, specifically Penn State, or other university with an emphasis in English or Journalism.



Annual Goals

- Must be measurable, meet the students needs and address their transition “I will” statements.
- Passing a class or a standardized test is not a goal. Look at WHY the student is not passing the class or test, and write a goal that addresses the deficiency.
- Make sure the goal can be measured frequently, not just once or twice throughout the life of the IEP.
- Needs to pass the stranger test.
- Avoid 100% goals.

S.M.A.R.T. Goals

- **S**pecific-who or what?
- **M**easureable-how?
- **A**ttainable-can goal be reached in a specific amount of time?
- **R**ealistic-are goals within the availability of resources, knowledge, and time?
- **T**imely-when?

Compliant Annual Goals

Goal Statement: By 2/13/2015, Chip be able to write a 3 to 5 paragraph essay with correct spelling, punctuation, and grammar with 80% accuracy.

OR

Goal Statement: Given a calculator and a list of formulas to follow, Dale will solve math problems using the correct steps 8 out of 10 times for six consecutive weeks.

Common Errors: Annual Goals

- **Goals written as a measurement.....**(Johnny will increase his reading on the matrix program from 2.4 to 3.5.)
- **Too many goals in one statement.....**(Johnny will tell time to the 15 minutes intervals, complete 2-digit multiplications and division, and be prepared for his work)
- **Vague goals.....**(Jim will demonstrate self-advocacy skills 100% of the time for all academic subjects or Keith will improve his skills in Algebra I to demonstrate mastery of the Indiana Academic Standards with 80% accuracy.)
- **Passing Classes.....**(Tim will maintain at least a 70% in his English class or will pass the ECA)
- **School-based Monitoring Tools.....**(not all schools have the program, e.g., student moves-in)

Transition Services and Activities

Coordinated set of activities that are based on the **individual student's** needs, taking into account the student's strengths, preferences and interests including:

1. Instruction
2. Related services
3. Community experiences
4. The development of employment and other post school adult living objectives
5. And when appropriate, acquisition of daily living skills

Common Errors: Transition Services and Activities

- Under the “By Whom” section, school needs to be part of the service delivery (student can’t be only person listed)
- Think beyond “giving an assessment” only
- Need to have something **aligned** to support each postsecondary goal
- ECAs are not a transition service
- Reviewing a GPA with a counselor is not a transition service
- Use the narrative to further explain or justify

Transition Services and Activities

Description	Frequency	By Whom	Date of Completion	To Support (if selected)
Job Tips Assessment	1 per year (transition services only)	TOR	02/13/2014	Employment Skills Education /Training Skills Independent Living Skills
<p>Narrative: This assessment deals with workplace etiquette, taking responsibility, reading social cues, social skills, and communication. Brandon is very literal and needs to be able to read others better.</p>				
Talk to a Military Recruiter (NJROTC Instructor)	1 per year (transition services only)	TOR/Student	02/13/2014	Employment Skills Education /Training Skills
<p>Narrative: Brandon wants to join the military. He needs to understand all the requirements that go along with this as a career. By talking to his NJROTC instructor, he can get a better idea of what this involves.</p>				
Occupationalhandbook.com	1 per year (transition services only)	TOR/Student	02/13/2014	Employment Skills Education /Training Skills Independent Living Skills
<p>Narrative: This web site gives a brief synopsis of the various jobs. It also tells what jobs are available; what training is available and what education.</p> <p>Document the written information that was presented to the parent and student regarding the available adult services provided through state and local agencies and other organizations to facilitate student movement from public agency to adult life. Student and parent were given a transition manual and brochure at the 8th grade ACR which outlines services that are available within our community.</p>				

Done

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Questions



Thank You!

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IMAGINING
the possibilities.
MAKING THEM HAPPEN.



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