

# Secondary Transition Planning

A Guide for  
Indiana's New Special Education Directors and Administrators

Office of Special Education  
Indiana Department of Education

Indiana Secondary Transition  
Resource Center

*A project of*



**CENTER ON COMMUNITY  
LIVING AND CAREERS**

INDIANA UNIVERSITY  
Indiana Institute on Disability and Community

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**CENTER ON COMMUNITY  
LIVING AND CAREERS**

INDIANA UNIVERSITY

Indiana Institute on Disability and Community

The Center on Community Living and Careers (CCLC) is one of seven centers at the Indiana Institute on Disability and Community addressing issues across the lifespan. By promoting partnerships between Indiana schools, state agencies, and other support organizations and through its research, education, and service, CCLC is committed to bringing positive change to people with disabilities as they work and participate in their communities.

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# Introduction:

## The Importance of Transition Planning

One of the many responsibilities you will have as a new special education director or administrator is to ensure that meaningful and intentional transition planning is helping students with disabilities move to their lives beyond high school.

This guide explains state and federal transition requirements and identifies the components of a compliant Transition IEP. With this information, you will not only be able to develop and implement a Transition IEP, you will also have a better understanding of what goes into transition planning and why the process and components are so important.

### The Importance of Transition

As defined by the Individuals with Disabilities Act (IDEA) 2004, the term “**transition services**” refers to a coordinated set of activities for a child with a disability that:

- ◆ is designed to be within a results-oriented process focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to

post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;

- ◆ is based on the individual child’s needs, taking into account the child’s strengths, preferences, and interests; and
- ◆ includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation. (34 CFR 300.43 (a)) [20 U.S.C. 1401 (34)]

The word “transition” means “movement from one activity to another” (Webster). In the field of special education (IDEA - 2004, Indiana Article 7, 2010) transition planning is defined in terms of the requirements, assessments, services and activities that support students with disabilities

age 14 and older as they move from high school to their lives beyond school. Whether you are a veteran or new special education administrator, it is imperative for you to have a well-rounded understanding of the Transition IEP planning process from a legal perspective and for you to be aware of best practices for students with disabilities.

Transition planning is a critical element for students with disabilities at the secondary level as they prepare for college, careers, and community life. Beginning at age 14, what was once referred to as an Individual Education Program (IEP) becomes a Transition Individual Education Program (Transition IEP), and all elements of planning begin to focus on a student's long-term, postsecondary goals.

Transition planning requires conscious monitoring and training of teachers, coordinators, and school administrators. This document will guide you through the main areas of the Transition IEP and provide you with a variety of resources as you explore transition planning and your related responsibilities.

Note that in the guide, you will see a lot about *compliance*, which refers to the legal components of a Transition IEP. Those must-have components are set forth in IDEA's Article 7, Indicator 13.

Later in this guide you will see that the Transition IEP and transition planning encompass more than just Indicator 13 and the compliance components—it's about quality services and planning.

### **Post-school Outcomes**

The ultimate goal for all students is to leave school college- and career-ready. For students with disabilities, preparing for college, careers, and community life requires additional (and sometimes more intensive) planning; purposeful and meaningful activities; and connections to community, state, and federal resources.

The National Longitudinal Transition Study-2 (NLTS2) found a significant relationship between the post-school outcomes of students with disabilities and the level of transition services, activities, and planning that took place in high school. (Retrieved from <http://www.nlts2.org> on March 17, 2015). Better planning, more experiences, and continued discussions ensure that students are better prepared for employment, education/training, and independent living.

The National Secondary Transition Technical Assistance Center (NSTTAC, [nstattac.org](http://nstattac.org)) has identified 17 in-school predictors of post-school success in the three transition domains (employment,

education/training, and independent living). These predictors of school success outline and confirm the importance of coordinated efforts in planning for transition for students with

disabilities in each of the critical areas. Each of these practices impact successful post-school outcomes and can serve as quality indicators of your local program.

**Table 1. Predictors of Post-school Success from the National Secondary Transition Technical Assistance Center**

Predictor	Description
<b>Inclusion in General Education</b>	<b>Inclusion</b> in general education requires students with disabilities to have access to the general education curriculum and be engaged in regular education classes with peers without disabilities.
<b>Exit Exam Requirements / High School Diploma Status</b>	<b>Exit exams</b> are standardized state tests, assessing single content area (e.g. Algebra, English) or multiple skill areas, with specified levels of proficiency that students must pass in order to obtain a high school diploma. <b>Diploma status</b> is achieved by completing the requirements of the state awarding the diploma including the completion of necessary core curriculum credits.
<b>Program of Study</b>	A <b>program of study</b> is an individualized set of courses, experiences, and curriculum designed to develop students’ academic and functional achievement to support the attainment of students’ desired post-school goals.
<b>Transition Programs</b>	<b>Transition programs</b> prepare students to move from secondary settings (e.g., middle school/high school) to adult life, utilizing comprehensive transition planning and education that creates individualized opportunities, services, and supports to help students achieve their post-school goals in education/training, employment, and independent living.

**Table 1. Predictors of Post-school Success, *continued***

Predictor	Description
<b>Occupational Courses</b>	<b>Occupational courses</b> are individual courses that support career awareness, allow or enable students to explore various career pathways, and develop occupation-specific skills through instruction and experiences focused on their desired employment goals.
<b>Paid Work Experiences</b>	<b>Work experience</b> is any activity that places the student in an authentic workplace and could include: work sampling, job shadowing, internships, apprenticeships, and paid employment. <b>Paid employment</b> can include existing standard jobs in a company or organization or customized work assignments negotiated with the employer, but these activities always feature competitive pay (e.g., minimum wage) paid directly to the student by the employer.
<b>Vocational Education</b>	<b>Vocational education</b> is a sequence of courses that prepares students for a specific job or career at various levels from trade or craft positions to technical, business, or professional careers.
<b>Work Study</b>	A <b>work study</b> program is a specified sequence of work skills instruction and experiences designed to develop students’ work attitudes and general work behaviors by providing students with mutually supportive and integrated academic and vocational instruction.
<b>Career Awareness</b>	<b>Career awareness</b> is learning about opportunities, education, and skills needed in various occupational pathways so that a student is better able to choose a career that matches his/her strengths and interests.
<b>Community Experiences</b>	<b>Community experiences</b> are activities occurring outside of the school setting, supported with in-class instruction, where students apply academic, social, and/or general work behaviors and skills.

**Table 1. Predictors of Post-school Success, *continued***

Predictor	Description
<b>Self-Advocacy/Self Determination</b>	<b>Self-Determination</b> is the ability to make choices, solve problems, set goals, evaluate options, take initiative to reach one’s goals, and accept consequences of one’s actions.
<b>Self-Care/Independent Living Skills</b>	<b>Self-care/independent living skills</b> are skills necessary for management of one’s personal self-care and daily independent living, including the personal management skills needed to interact with others, daily living skills, financial management skills, and the self-management of healthcare/wellness needs.
<b>Social Skills</b>	<b>Social skills</b> are behaviors and attitudes that facilitate communication and cooperation (e.g., social conventions, social problem-solving when engaged in a social interaction, body language, speaking, listening, responding, verbal, and written communication).
<b>Parental Involvement</b>	<b>Parent involvement</b> means parents /families/guardian are active and knowledgeable participants in all aspects of transition planning (e.g., decision-making, providing support, attending meetings, and advocating for their child).
<b>Student Support</b>	<b>Student support</b> is a network of people (e.g., family, friends, educators and adult service providers) who provide services and resources in multiple environments to prepare students to attain the annual transition and postsecondary goals aligned with their preferences, interests, and needs.
<b>Interagency Collaboration</b>	<b>Interagency collaboration</b> is a clear, purposeful, and carefully designed process that promotes cross-agency, cross-program, and cross-disciplinary collaborative efforts leading to tangible transition outcomes for youth.
<b>Parent Expectations</b>	Students with parents who have high expectations for their children (e.g. that the child will graduate from school, obtain a job, and attend postsecondary education) are more likely to have better postsecondary outcomes.

# Federal/State Requirements for Transition Planning

## The Indiana Monitoring Process

The Individuals with Disabilities Education Act of 2004 (IDEA) requires every state to have a general supervision system in place that monitors the implementation of IDEA. The system must enforce state and federal requirements and ensure positive outcomes for students with disabilities.

Through this system, states must monitor the status of local education agencies on 17 Performance and Compliance Indicators (see *the link below*), which include graduation and dropout rates, assessments, disproportionality, least restrictive environment (LRE), parent involvement, evaluation timelines, postsecondary transition, postsecondary results, correction of noncompliance, and the submission of timely, accurate data. The Office of Special Education at the Indiana Department of Education is responsible for this general supervision. <http://www.doe.in.gov/sites/default/files/specialed/performance-and-compliance-indicators-2015.pdf>

When you see references to secondary transition planning and services at the federal and state level, it is typically

from a compliance-monitoring perspective. IDEA reviews the graduation rate (Indicator 1), drop-out rate (Indicator 2), Transition IEP (Indicator 13) and post-school outcomes (Indicator 14).

In Indiana, each local education agency (LEA) is on a yearly rotation (see *the link below*) for monitoring LRE, Fiscal Audits, and Procedural Audits. Indicator 13 is monitored by the state/federal government every year, but each individual school district is on a 3-year monitoring rotation for Indicator 13 (*please see the Indicator 13 section below for detailed information*).

You will find information and guidance on each indicator as well as related monitoring information on the Monitoring page on the Indiana Department of Education website <http://www.doe.in.gov/specialed/monitoring>.

## Secondary Transition Indicator Definitions

There are four compliance indicators related to secondary transition:

**Indicator 1.** Percent of youth with IEPs graduating from high school with a regular diploma. States must report

using the graduation rate calculation and timeline established by IDOE under the Elementary and Secondary Education Act (ESEA).

**Indicator 2.** Percent of youth with IEPs dropping out of high school. States must report using the dropout data used in the ESEA graduation rate calculation and follow the timeline established by IDOE under the ESEA.

**Indicator 13.** Transition IEP - (See *next section*.)

**Indicator 14.** Percent of youth who are no longer in secondary school, had IEPs in effect at the time they left school, and were:

- A. Enrolled in higher education within one year of leaving high school.
- B. Enrolled in higher education or competitively employed within one year of leaving high school.
- C. Enrolled in higher education or in some other postsecondary education or training program.

### **What is Indicator 13?**

The national Office of Special Education Programs (OSEP) defines Indicator 13 as:

"Percent of youth with IEPs aged 16 [in Indiana, it is age 14] 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 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))

**Indiana chose to go beyond the federal definition and begins the transition IEP planning process when a student turns 14.** That is, in the year a student is going to turn 14, a Transition IEP must be in place.

### **The Indicator 13 Monitoring Process**

Indiana requires that the Transition IEP begin at age 14, or by the 9th grade year or earlier if determined appropriate by the case conference committee. The IDOE Office of Special Education requires that each LEA review 3% of Transition IEPs (with a minimum of three and a maximum of 10 records reviewed).

Districts are divided into three groups throughout Indiana. Each year IDOE will submit the Indicator 13 data from one

group to the Office of Special Education Programs for federal reporting purposes. IDOE will pull Transition IEPs from this group and will begin reviewing them at the end of May. That data will then be used for the federal report.

A second group, known as the “proactive group,” will have its Transition IEPs reviewed the year before the group’s data is submitted for federal reporting. The proactive group receives feedback from its data by early fall, which allows members of the group a full academic school year to attend regional trainings, provide in-house training, and/or receive onsite coaching and technical assistance from the Indiana Secondary Transition Resource Center (INSTRC) staff so that the group can make any corrections needed.

The third group will not have any special designation during its non-submission phase. During this year, however, it is important that internal monitoring and training for new teachers takes place to ensure quality and compliant Transition IEPs.

### **Indicator 13 Checklist**

The state monitoring team uses the Transition IEP/ Indicator 13 Checklist to identify each area that is monitored as part of special education compliance for transition. (See Appendix A .) You can also use the Indicator 13 Checklist locally to ensure

that teachers in your district have included each of the nine required areas in the Transition IEP.

Accordingly, it is important to note that if there is one finding of “no” on any element of the Transition IEP, the Transition IEP is considered non-compliant. The federal government requires that 100% of Transition IEPs are compliant.

### **Indiana Transition IEP Rubric**

You can use the Transition IEP Rubric, developed by the Indiana Secondary Transition Resource Center, to assist you and your teachers as you evaluate compliance and quality of a Transition IEP. (Please see Appendix B for the Transition IEP Rubric.) One example of using the rubric is to lay it side-by-side with a Transition IEP written by a teacher in your district. By locating each area within the Transition IEP and using the rubric as a guideline, you can determine the level of a specific teacher’s understanding.

At the end of the Transition IEP Rubric, you will find a list of additional resources in each of the specific areas (e.g., postsecondary goals, annual goal writing, transition assessments, transition services and activities). The first resource listed under each category is an excellent “starting point” for someone new to the field of secondary transition education.

# Learning About Transition Services in Your District or Cooperative

If you are new to your district or cooperative, a good starting point is to ask some of the veteran staff questions about the transition planning process and Indicator 13. The following questions can help as a starting point.

## 1. Who oversees the Transition IEP or Indicator 13 monitoring?

Is there someone in your district/cooperative who is responsible for reviewing Transition IEPs for compliance with the Indicator 13 checklist? For example,

- ◆ A larger district may have a transition coordinator, department chair, or a special education supervisor.
- ◆ In a smaller district, it may be a department chair or even individual teachers.

If someone is monitoring Transition IEPs, the next step is to determine how feedback is provided to teachers.

If there is not a process for overseeing monitoring within your district or cooperative, consider developing one. Examples of monitoring from other corporations include:

- ◆ Supervisors have teachers send

them a certain number of Transition IEPs as they are written (maybe 1-2 a month). Using the Indicator 13 Checklist, supervisors review the Transition IEPs and give feedback. Changes are then made if the IEP is non-compliant.

- ◆ Teachers use the Indicator 13 Checklist on their own Transition IEPs to monitor all components. Teachers submit the Indicator 13 Checklist with their completed Transition IEP to their administrator. Administrators randomly spot check Transition IEPs.
- ◆ Teachers identify a colleague to review a certain number of Transition IEPs to identify any needs (and strengths).
- ◆ Prior to finalizing the Transition IEP, administrators review the draft for compliance.

## 2. How is professional development for Indicator 13 conducted in your district or cooperative?

Developing a Transition IEP as a new teacher or someone new to secondary education would be difficult without a clear understanding of the concepts

and skills required for secondary transition education and services. As an administrator, it will be your responsibility to create professional development activities.

Start your professional development with the **“3Ts—Talking About Transition; Teaching for Transition; and Teaming for Transition.”** You’ll find links to these short training modules in the resource section of this guidebook.

You may also want to ask the following questions about current professional development practices in your district:

- ◆ How is the district delivering feedback to veteran teachers and holding them accountable for their Transition IEPs?
- ◆ How is the district training new teachers to write compliant and quality Transition IEPs?
- ◆ Are upper elementary teachers included in the trainings for students who will turn 14?
- ◆ Are related service providers included in the professional development activities?
- ◆ Are the training materials current?

### **3. Do you know about the Cadre of Transition Leaders?**

Essential to post-school success is building statewide capacity to support evidence-based practices and

resources in order to promote effective transition planning and services for students with disabilities. To make that happen, the Indiana Secondary Transition Resource Center created regional Cadres of Transition Leaders, based on the organizational structure of the seven geographic Indiana Council of Administrators of Special Education (ICASE) roundtables.

The ultimate goal for the Cadre of Transition Leaders is to build capacity to improve transition planning, services, and outcomes within their own district as well as serve as resources across regions.

Since 2011:

- ◆ Cadre members have used the National Secondary Transition Technical Assistance Center (NSTTAC) self-assessment planning tool each year to determine areas of strength and areas of need specific to transition education and services within their own districts. Then, collectively, each of the Transition Cadres has worked to identify an initial area of need to focus on during each upcoming school year.
- ◆ An IN\*SOURCE parent representative has served on each Cadre to ensure the inclusion of a family/parent voice.
- ◆ Each year, members of the Cadres have participated in a Capacity

Building Institute to continue to learn about evidence-based transition practices, to improve post-school outcomes, as well as to share the results of their work during the past year (e.g., family involvement, collaboration strategies, interagency collaboration with Vocational Rehabilitation Services, a matrix of transition assessment resources, use of relevant data to inform the Transition IEP planning process, and student involvement in the Transition IEP process).

- ◆ Cadre members have included transition coordinators; work study coordinators; classroom teachers; high school department chairs; special education coordinators; assistant directors of special education; directors of special

education; and representatives of IN\*SOURCE and Vocational Rehabilitation Services.

As you explore the Cadre of Transition Leaders in your area, find out:

- ◆ if your district or cooperative has representation. You can do this by contacting the Indiana Secondary Transition Resource Center at [cclc@indiana.edu](mailto:cclc@indiana.edu).
- ◆ if no one from your district (no matter how small) is attending the Cadre meetings, how can your district or cooperative become involved?

If you would like to find out more about the work of the Cadres, you can watch a short video from Cadre members at: <http://go.iu.edu/F8g>.

# The Transition IEP Process

If you do not have a background in secondary special education or do not yet understand the transition planning process, or if you just want a more in-depth understanding of how to achieve quality in the transition planning process, read on.

Let's start from the beginning of the Transition IEP. One of the most important things to remember as you move forward is that the all of the planning and whatever is written in the Transition IEP are aligned. The planning builds from year to year and works to connect the student's present levels, identified needs, postsecondary goals and outcomes, and transition services and activities. The process itself gives you a wonderful opportunity to assist students in working toward and meeting their long-term goals.

## Components of the Transition IEP

This section will provide definitions and examples of each of the components of the Indicator 13 requirements. The Transition IEP flowchart (shown on page 18) shows the required components and how they build on and align with one another. Each subsection will correspond to a question in the Transition IEP or Indicator 13 Checklist. Each of the

components should be aligned throughout the Transition IEP. For example, the Present Levels of Academic and Functional Performance should be the basis of the postsecondary (or post-school) goals and should directly align with the annual goals. The transition assessments should directly align with the postsecondary goals and the transition services and activities. For the annual case conference, the prior years' data and information is the starting point for developing the upcoming year's Transition IEP.

## Setting the Stage: Present Levels of Academic and Functional Performance Including Age-appropriate Transition Assessments

The Present Levels of Academic and Functional Performance (PLAFP) can be considered the foundation of the Transition IEP. Technically, PLAFP are not monitored through the Indicator 13 Checklist. However, along with the Progress Monitoring data, the present levels begin telling the student's story; discussing how the student's disability impacts her/his involvement in the curriculum, her/his strengths, and her/his challenges.

Present Levels data and information can be gathered from a variety of sources such as: progress data on goals from last year, current performance in the classroom setting (grades, grade-level performance, test scores), observational data, academic skills, behavioral needs, social and communication performance, attendance, etc.

Present Levels should be thorough enough that they pass the "stranger test," that is, if your student moved to a new school, would his/her teacher know where to start with educational programming or instruction? Some schools provide a template or specific guidelines as to what to include in this section of the Present Levels.

**According to Indiana Article 7, the PLAFP for a Transition IEP must contain:**

A statement of the student's PLAFP, including the following:

- ◆ How the student's disability affects the student's involvement and progress in the general education curriculum.
- ◆ Information from age-appropriate transition assessments of:
  - i. strengths;
  - ii. preferences; and
  - iii. interests.

**Examples of Present Levels of Academic and Functional Performance**

**Limited Present Level Information**

*Serena is currently a junior. She has not passed either her English or Algebra ECA yet. She is taking remediation for both. Serena is not a problem in class, she just doesn't participate. She also does not turn in all of her homework. She has friends and is social outside of class.*

**Thorough Present Levels Information**

*Serena is currently a first semester junior. She has received 18 credits at this time. Serena has good attendance, only missing an average of 5 days per year. She is taking Algebra I for the third time this year. She has participated in remediation and summer school, but still struggles with basic processes and formulas/order of operations. She has been provided with a calculator and a formula sheet as an accommodation. The last attempt on the Algebra ECA Serena had improved by 50 points, though she is still 40 points from passing. In English, she enjoys reading, but does not like to write. On the school writing rubric, she struggles with creating paragraphs that have detail and using supporting information. Serena's average paragraph is three sentences long. Her*

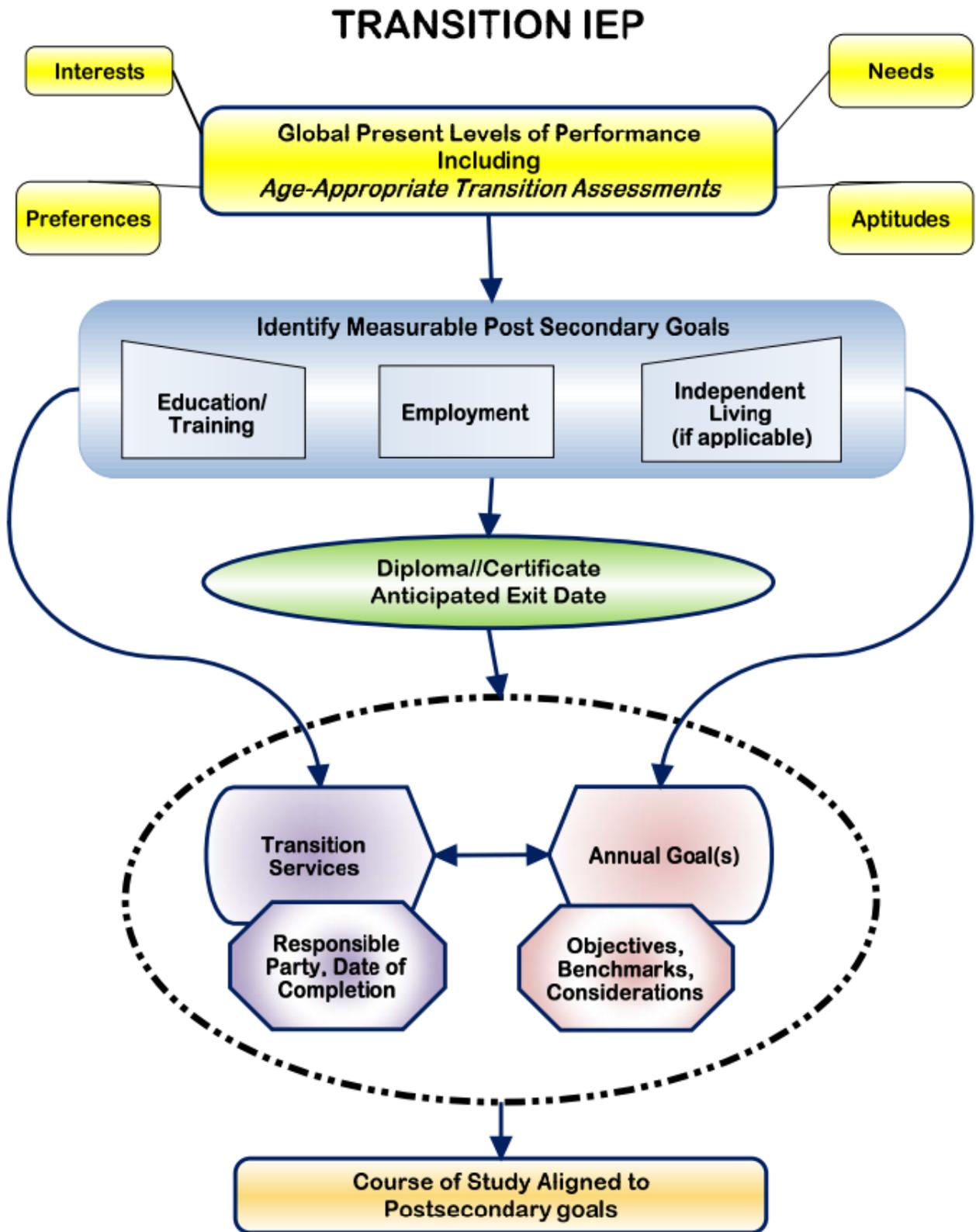
*spelling and grammar have improved over the last year. Serena is taking a Read 180 class to support her needs in English. Serena is very social outside of class, but does not like to participate in class discussions. She states she doesn't want to "look stupid" by answering questions incorrectly.*

*Teachers report that Serena has weeks when she turns in her homework and others when she turns in nothing. Her teachers have observed that if she is able to start her work in class, then she is more likely to complete it at home.*

*Serena wants to graduate with a diploma and go to cosmetology school.*

### **The Indiana IEP Flowchart**

The flowchart on the following page illustrates how the components of the Transition IEP align to one another. Each component shown in the flowchart aligns with a question in the Indicator 13 Checklist mentioned earlier. These questions are detailed on the pages that follow.



NOTE: Discussion of all other applicable IEP components necessary as well, i.e. evidence of proper invites, age of majority, guardianship, etc.

## Indicator 13 Compliance Questions, Examples, & Resources

### Question 1. Evidence that the student was invited to the IEP team meeting where transition services were discussed?

The first question of the Transition IEP checklist and requirement for Indicator 13 asks for evidence that students, age 14 and older, are invited to the Transition IEP case conference. Although it isn't depicted in the transition flowchart, remember that Transition IEPs are required for all students 14 years and older who have an IEP.

For districts using the Indiana IEP (IIEP) System, the student invitation is automatically generated by the system, so this component of Indicator 13 is always compliant.

For districts using systems other than the IIEP, the student name must be listed on the invitation list. To confirm that this has happened, the Notice of Case Conference will need to be attached to your documentation.

### Question 2. Are there measurable postsecondary goals in the areas of Education/Training, Employment, and if needed, Independent Living?

After the teacher of record writes a thorough PLAFP and a summary of the results from the age-appropriate transition assessments, the case conference committee will need to develop postsecondary goals. A postsecondary goal is a statement that articulates what the student would like to achieve after high school. It must be based on a student's strengths, preferences, and interests. The goal must be measurable and must refer to the student's long-term goal in each transition domain area.

According to Article 7, appropriate measurable postsecondary goals, are those based upon age-appropriate transition assessments related to:

- ◆ training;
- ◆ education;
- ◆ employment; and
- ◆ where appropriate, independent living skills.

Each of the postsecondary goals is defined below:

**Training**—specific vocational or technical field **Example of Postsecondary Independent Living Goal (citing evidence that a postsecondary independent living goal is not needed for a student):**

training program, apprenticeship, on-the-job training, job corps, etc. OR

**Education**—4-year college or university, technical college, 2-year college, etc.

**Employment**—paid employment (competitive, supported), military, etc.

If needed, **Independent Living Skills**—adult living, daily living, independent living, money management, transportation, grooming/hygiene, etc.

Every student, regardless of the severity of the disability, must have a postsecondary goal in education/training and employment. The goal must include results-oriented words such as “I will...,” “enroll,” “obtain,” “work.”

It is important that these statements are measurable and definitive in the Transition IEP. Instead of stating that a student “might” go to a vocational school, it is necessary to state that the student “will enroll in a vocational school.” It is understandable that postsecondary goals will change or be refined over time.

### Examples of Postsecondary Goal Statements

**Post-school employment:** *I will obtain a job as a welder after completing my technical program.*

**Postsecondary education/training:** *I will enroll in a technical school to become a welder.*

**Post-school independent living:** *I will cook simple meals for myself.*

**Post-school independent living (citing evidence that a postsecondary independent living goal is not needed for a student):** *Based on the Planning for Community Life Inventory, [student] has the basic daily living skills, social skills, money skills, grooming and hygiene, and community skills. It is anticipated that [student] will obtain a driver’s license when he turns 16. Any support needed for independent living after high school will be provided by his mother.*

### Resources

**Sample postsecondary goals:** <http://www.iidc.indiana.edu/index.php?pageld=3631>

**Sample IEPs:** See the Resource section at the back of this guide.

**Transition IEP Rubric:** See Appendix.

**Question 3. Is there evidence that the measurable postsecondary goals were based upon an age-appropriate transition assessment?**

For many students and families, thinking about life after high school can be daunting. Many students do not know what options are available and may not have a thorough understanding of what it will take to make careers, education, or living situations happen. There are a variety of transition assessments that can help students identify their strengths, preferences, interests, and needs.

Teachers must administer and update age-appropriate transition assessments annually. As students develop and mature, their ideas and understanding may change. As educators, we are always looking to see where the student is and, again, where they would like to go.

The law requires that school districts must conduct age-appropriate transition assessments and provide an annual summary for employment and education/training. If a student will need support in independent living, then districts must also conduct an independent living assessment as well.

The information gleaned from these assessments is what the case conference committee will use to then

determine postsecondary goals for the student and also help the committee align services and activities to meet those goals.

If a student does not need an independent living goal, evidence from the transition assessment must state why an independent living postsecondary goal is not necessary (for example, the student is projected to have the skills needed for independent living as compared to typically developing peers, or support will be provided by the family).

Teachers of record must cite the evidence (date and name of the assessment given) as well as summarize the results. When the case conference committee determines that an independent living goal is not needed, it is not necessary to conduct a new independent living assessment every year as is required for employment and education/training. After a case conference committee determines that an independent living goal is not needed, the initial statement must remain in the Transition IEP each year.

Age-appropriate transition assessments come in a variety of forms: surveys, inventories, interviews, authentic data, community-based data, parent input, etc. It is important that the teacher of record retain a "hard copy" of what was used for the yearly transition assessments. Use the resources below

to obtain a more in-depth understanding of age-appropriate assessments and how they are used to help with postsecondary planning.

According to Article 7, a Transition IEP must contain information from age-appropriate transition assessments of:

- i. strengths,
- ii. preferences, and
- iii. interests.

### **Summary of Findings from Age-appropriate Assessments**

The findings of each assessment must be summarized in a format that includes the name and results of the assessment, including information that informs the postsecondary goal statements.

An age-appropriate transition assessment must be given to support employment, education/training, and independent living (if applicable).

If a postsecondary independent living goal is not needed, that decision must be based upon an age-appropriate transition assessment (current or given in the past).

If no postsecondary Independent Living goal is needed, the teacher of record must cite the assessment that was given to support that decision, the date it was given, and a short summary of findings. Once this decision has been

made, it must be revisited annually. If the determination remains the same, the statement may be re-used and/or updated as needed.

**Example of Postsecondary Independent Living Goal (citing evidence that a postsecondary independent living goal is not needed for a student)**

*Based on the Planning for Community Life Inventory, given on [date], [student] has the basic daily living skills, social skills, money skills, grooming and hygiene, and community skills. It is anticipated that [student] will obtain a driver's license when he turns 16. Any support needed for independent living after high school will be provided by his mother.*

### **Resources**

**Online Transition Assessment Matrix:**

<http://go.iu.edu/g7v>

**Overview of Transition Assessment module:** <https://connect.iu.edu/transitionassessment/>

**Student Transition Folders:** <http://go.iu.edu/I5S>

**Transition IEP Rubric:** See Appendix.

**Question 4. Postsecondary goal statements must be updated annually.**

If you use the Indiana IEP system, there is a check box for reviewing this statement. It is important to remember that it isn't just about checking the box. Each year the age-appropriate transition assessments are conducted to help students either confirm what they would like to do after high school or help them move in a new direction. This statement is confirming that the postsecondary goals have been discussed and updated as needed.

**Question 5. Is there documentation regarding whether the student will pursue a high school diploma or certificate of completion?**

During the annual case conference, the student, family and other case conference committee members talk about progress based on data and information gathered for the present levels of academic and functional performance section. Based on the data and conversation, this is a determination of whether or not the student is obtaining a diploma or certificate of completion.

If you use the Indiana IEP system, there is a check box for this question. If you do not use the Indiana IEP system, your IEP must indicate whether or not the student is pursuing a high school diploma or a certificate of completion.

**Question 6. Is (Are) there measureable annual Transition IEP goal(s) related to the student's transition service needs?**

Writing measurable annual goals is one of the critical elements of any IEP, and the Transition IEP is no different. When writing measurable annual goals in the Transition IEP, it is important to remember that the goals must support and be aligned to the student's postsecondary goals. The Indiana IEP provides you with the option of choosing what postsecondary goal an annual goal was written to support. If you do not use the Indiana IEP, it is important that you align the annual goal to the postsecondary goal.

Measurable annual goals must be skill specific, based upon the information found in the Present Levels of Academic and Functional Performance, and support the student's postsecondary outcomes. Additional resources for writing strong, measurable goals are found below.

According to Indiana Article 7, a statement of measurable annual goals,

includes academic and functional goals designed to support and align with the postsecondary goals, that meet:

- ◆ the student's needs that result from the student's disability to enable the student to be involved in and make progress in the general education curriculum; and
- ◆ each of the student's other educational needs that result from the student's disability.

### Resources

**Indiana IEP Resource Center**

<https://www.indianaieprc.org/index.php>

**Writing Measurable Annual Goals:**

<https://www.indianaieprc.org/index.php/learning-center/iep-processes/measurable-goals>

**Sample Transition IEPs:** See Resources section at the back of the guide.

**Question 7. Are there transition services in the Transition IEP that will enable the student to meet his or her postsecondary goals?**

Transition services/activities are aligned to help move a student toward his/her postsecondary goals. Earlier in the guide, you read that all components

of the Transition IEP must be aligned to one other. For each postsecondary outcome statement written, a transition service/activity must be aligned to help the student work toward/meet that goal. When noting transition services and activities in the IEP, the Transition IEP must address:

- ◆ what activity/service will be implemented the upcoming year,
- ◆ who will be responsible for implementation of the service or activities (school personnel must be listed as a responsible/supportive party for all transition services and activities),
- ◆ when it will be completed, and
- ◆ what postsecondary goal the activity/service supports.

According to Indiana Article 7, transition services are defined as a coordinated set of activities for a student with a disability that:

1. are designed to be within a results-oriented process focused on improving the academic and functional achievement of the student with a disability;
2. are incorporated into the student's transition IEP in accordance with 511 IAC 7-43-4; and
3. facilitate movement from school to post-school activities, including, but not limited to:
  - ◆ postsecondary education;

- ◆ vocational education or training, or both;
  - ◆ integrated employment, including supported employment;
  - ◆ continuing and adult education;
  - ◆ adult services;
  - ◆ independent living; or
  - ◆ community participation.
- ◆ acquisition of daily living skills; and
  - ◆ provision of a functional vocational evaluation

(511 IAC 7-32-Sec. 100).

In the Indiana IEP, Transition Services and Activities are represented as seen in the table below.

Depending on the student and the need to assist the student in reaching her/his postsecondary goals, the Transition IEP may have any number of services/activities. At a minimum, there must be an activity/service to support each postsecondary goal statement.

The coordinated set of activities described must be based on the individual student's needs, taking into account the student's strengths, preferences, and interests, and include the following:

1. Instruction
2. Related services
3. Community experiences
4. The development of employment and other post-school adult living objectives
5. If appropriate:

**Resources**

**Transition Services: Definitions and Examples:** <http://go.iu.edu/F8c>

**Table 2. Example of Transition Service/Activity in the Indiana IEP**

Description	Frequency	By Whom	Date of Completion	To Support
Attend Job Fair	1 x per year	Student, TOR	5-15-16	Employment, Education/ Training
Narrative: Sean will attend the job fair that is held at the high school to explore local employment opportunities. He is unsure of the career path he wants to take; this opportunity will help him explore what is available.				

**Question 8. There is evidence that representatives of the agency(ies) were invited to the Transition IEP meeting with the prior consent of the parent or student who has reached the age of majority.**

If you are anticipating that an outside agency may be paying for or responsible for any transition services included in the Transition IEP, you must have parent or guardian (or student if age 18+ and emancipated) consent to invite them. In addition, you cannot “assign” any services or activities to an outside agency if they are not present at the IEP meeting.

**Question 9. The transition services include a course of study that focuses on improving the academic and functional achievement of the student to facilitate their movement from school to post-school.**

Courses of study are “a multi-year description of coursework (necessary) to achieve the student’s desired post-school goals” (Storms, O’Leary, &

Williams, 2000 Transition Requirements, p. 8). Courses of study focus on improving the academic and functional achievement of the child to facilitate her/his movement from school to post-school outcomes.

If you use the Indiana IEP System, there is a drop-down menu that allows you to choose the course of study that the student is pursuing. It is important to make sure that there is alignment between the course of study and the student’s postsecondary goals.

If you use a system other than the Indiana IEP, there must be a field indicating what the student’s course of study is and it also must be aligned with the student’s postsecondary goals.

# Summary

Transition planning is not intended to be daunting or overwhelming for you, for your teachers, or, especially, for students and families. But because of what’s at stake, it’s understandable if anxiety and emotions creep into the process.

Encourage everyone to take a breath. Remember that as overwhelming as it may be, this blueprint you’re creating will help a student walk out the doors of your high school and into a productive life in the community. If that looks different for every student, that’s because transition planning is very individualized. If every student with a disability has the same goals and is headed out the door to the same life, it’s time to take another look at those blueprints.

A few things to keep in mind:

1. You’re not alone. In addition to the Office of Special Education, Indiana has built a system of supports that include a Cadre of Transition Leaders throughout the state and resources like the Indiana Secondary Transition Resource Center. Feel free to email or call.

2. Students are adolescents and young adults. They change.
3. Your staff also changes. Ongoing professional development is important.
4. A seamless transition is one in which a student leaves school knowing exactly what they’ll be doing the day after they leave. They already have experiences and connections. They may have a job or volunteer experiences that they’ll continue doing. They and their family members have already applied for benefits and services they’ll need, so that there is a gentle “hand-off” and not a scary jump off a cliff.

We’d like your input. If you feel this guide has been helpful, let us know. If you have suggestions for changes, we’d like to know about those too.

Send your comments to [cclc@indiana.edu](mailto:cclc@indiana.edu).

# Resources

## Overview of Transition

**Transition IEP Rubric:** See Appendix.

**Talking About Transition:** Part one of this online overview transition training covers the key elements of secondary transition. <https://connect.iu.edu/talkingabouttransition/>

**Teaching for Transition:** Part two of this online transition training provides resources, strategies, and information for secondary transition teachers. <https://connect.iu.edu/teachingfortransition/>

**Teaming for Transition:** Part three of this online transition training explains how to put together effective transition teams. <https://connect.iu.edu/teamingfortransition/>

**The Transition IEP:** This online tutorial walks users through Indicator 13, transition assessments, present level of performance, measurable goals, graduation requirements and much more. <https://connect.iu.edu/transitionIEP12/>

## Age-appropriate Transition Assessments

**Transition Assessment:** This online education module assists school personnel and families in understanding the transition assessment process, how to incorporate the information into the Transition IEP, and in ensuring that the Transition IEP is compliant <https://connect.iu.edu/transitionassessment>

**Transition Assessment Matrix:** This site allows you to select transition assessments based on transition domain (Employment, Education/ Training, Independent Living). Once you choose a domain, you may then choose the appropriate grade level(s), and the disability area(s) that are most similar to the student(s) you are assessing. [http://www.iidc.indiana.edu/styles/iidc/defiles/CCLC/transition\\_matrix/Transition\\_Matrix.html](http://www.iidc.indiana.edu/styles/iidc/defiles/CCLC/transition_matrix/Transition_Matrix.html)

## Resources, *continued*

### Transition Services and Activities

Transition Services: Definitions and Examples: <http://go.iu.edu/F8c>

### Writing Measurable Annual Goals That Support Postsecondary Goals

Writing measurable annual goals, from the Indiana IEP Resource Center:  
<https://www.indianaieprc.org/index.php/learning-center/iep-processes/measurable-goals>

Sample IEPs:

- ◆ Student with a Specific Learning Disability: <http://go.iu.edu/F88>
- ◆ Student with Other Health Impairment: <http://go.iu.edu/F89>
- ◆ Student with Multiple Disabilities: <http://go.iu.edu/F8a>
- ◆ Student with a Mild Cognitive Disability: <http://go.iu.edu/F8b>

Bateman, B. (2007). From gobbledygook to clearly written annual IEP goals. IEP Resources, Verona, Wisconsin.

Bateman, B. & Herr, C. (2006). Writing measurable IEP goals and objectives. IEP Resources; Verona, Wisconsin.

Johnston, T.C. (2010). Data without tears: How to write measurable educational goals and collect meaningful data. Research Press; Champaign Illinois.

### Contacts

Center on Community Living and Careers: [www.iidc.indiana.edu/cclc](http://www.iidc.indiana.edu/cclc),  
812-855-6508

Indiana Secondary Transition Resource Center: [www.instrc.indiana.edu](http://www.instrc.indiana.edu),  
812-855-6508

# Appendices

**Appendix A: Indicator 13 Checklist**

**Appendix B: The Transition IEP Rubric**

## Indiana Transition Requirements Checklist

FFY 2014 (School Year 2015-2016)

For additional guidance or a copy of this checklist, visit [www.doe.in.gov/exceptional/monitoring](http://www.doe.in.gov/exceptional/monitoring)

1) Is there evidence that the student was invited to the Transition IEP Team meeting where transition services were discussed?	Y	N
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### Post-Secondary Goal Areas

2) Are there measurable post-secondary goals in these areas?	Education/Training		Employment		Independent Living		
a) Can the goal(s) be measured?	Y	N	Y	N	Y	N	N/A
b) Will the goal(s) occur after the student graduates/transitions from school?	Y	N	Y	N	Y	N	N/A
	Y	N	Y	N	Y	N	N/A

c) Based on the information available, does the postsecondary goal seem appropriate for this student?  
 - If 'Yes' to all 3, then circle 'Y' OR If a post-secondary goal is not stated, circle 'N' for 'No'

3) Is there evidence that the measurable post-secondary goals were based upon an age-appropriate transition assessment?	Education/Training		Employment		Independent Living		
	Y	N	Y	N	Y	N	

Is the use of a transition assessment(s) for the post-secondary goal(s) mentioned in the Transition IEP or evident in the student's file?

4) Are the post-secondary goals updated annually?	Education/Training		Employment		Independent Living		
	Y	N	Y	N	Y	N	

Is there evidence that the post-secondary goals have been discussed/updated and continue to be relevant in conjunction with the current IEP?

5) Is there documentation regarding whether the student will pursue a high school diploma or certificate of completion?	Y	N
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Is the discussion documented in the Transition IEP or evident in the student's file?

6) Is (are) there measureable annual Transition IEP goal(s) that are related to the student's transition services needs?	Education/Training		Employment		Independent Living		
	Y	N	Y	N	Y	N	N/A

Is (Are) the annual goals included in the Transition IEP that is/are related to the student's transition services needs?

7) Are there transition services in the Transition IEP that will enable the student to meet his or her postsecondary goals?	Education/Training		Employment		Independent Living		
	Y	N	Y	N	Y	N	N/A

Is the type of instruction, related service, community experience, development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills, and provision of functional vocational evaluation listed in association with meeting the post-secondary goals?

8) If appropriate, is there evidence that representatives of the agency(ies) were invited to the Transition IEP meeting with the prior consent of the parent or student who has reached the age of majority?	Education/Training			Employment			Independent Living		
	Y	N	N/A	Y	N	N/A	Y	N	N/A

For the current year, is there evidence in the Transition IEP that representatives of any of the following agencies/services were invited to participate in the Transition IEP development for this post-secondary goal? Agencies/Services include, but are not limited to: *post-secondary education, vocational education, integrated employment/supported employment, continuing and adult education, adult services, independent living or community participation.*

a) If consent obtained from the parent or student (if student has reached the age of majority), Circle Y

b) If parent or student (if student has reached the age of majority) was not provided, Circle N

c) If it is too early to determine if the student will need outside agency involvement, or no agency is likely to provide or pay for transition services, Circle NA

9) Do the transition services include a course of study that focuses on improving the academic and functional achievement of the student to facilitate their movement from school to post-school?	Education/Training		Employment		Independent Living		
	Y	N	Y	N	Y	N	N/A

Do the transition services include courses of study that align with the student's post-secondary goal(s)?

10) Does this Transition IEP meet the requirements of Indicator 13?	Y	N
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If the reviewer has rated all questions with 'Y' or 'N/A', when applicable, for each post-secondary goal included in the Transition IEP, then circle 'Y'. This is a compliant Transition IEP. If one or more of the questions were rated with 'N', then circle 'N'. This is **not** a compliant Transition IEP. The LEA must take immediate and appropriate action(s) to make this student's Transition IEP compliant.

# Indiana Transition IEP Rubric

## Purpose

- Assist teachers in creating quality Transition IEPs that 1) meet the students' needs, 2) outline an implementation plan to address those needs, 3) result in improved academic outcomes which will prepare students to achieve their postsecondary goals.
- Assist teachers during the creation and revision of Transition IEPs to self-monitor for Indicator 13 compliance.

## Difference between Quality versus Compliance

- **Quality:** Exceeds the minimum requirements of Indiana Article 7 and provides a more in-depth focus on the student's unique needs and the skills to obtain his/her postsecondary goals.
- **Compliance:** Meets the minimum requirements of Indiana Article 7.

## Definitions of Postsecondary Goals

- **Education:** Community or technical colleges (2 year); College/University (4-year); Compensatory or continuing education
- **Training:** A post-secondary program leading to a high school completion document or certificate (e.g., Adult Basic Education, GED); a short-term employment training program (apprenticeship, vocational technical school that is less than 2 years, on-the-job training, job corps, workforce development)
- **Employment:** Full-time or Part-time paid employment (competitive, supported); Military
- If needed, **Independent Living Skills:** Those "skills or tasks that contribute to the successful independent functioning of an individual in adulthood" in the following domains: daily living skills, leisure/recreation, transportation, maintain home and personal care, and community participation.

*Indiana Secondary Transition Resource Center (INSTRC) is part of the Indiana Resource Network funded by the Indiana Department of Education*

## Indiana Transition IEP Rubric

<b>1. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?</b>			
<b>Guiding Questions</b>	<b>Quality Transition IEP</b>	<b>Compliant</b>	<b>Non-Compliant</b>
<ul style="list-style-type: none"> <li>Is the student's name listed on the Notice of Case Conference?</li> </ul>	<ul style="list-style-type: none"> <li>Student invitation is generated by Indiana IEP (IIEP) system.</li> <li>Student name is listed as a participant.</li> <li>If student did not attend the conference, the reason for his/her absence and student's input is obtained and included in the Transition IEP and in written notes.</li> </ul> <p>In the Case Conference notes:</p> <ul style="list-style-type: none"> <li>Kyle led his meeting today. He handed out the agenda, introduced team members, and reported on his performance and accomplishments. He told the IEP Team what he would like to do in the next year and provided input into his goals.</li> <li>Dakota was not in attendance today at the Case Conference due to a conflict in her schedule. Her preferences and interests were reviewed by her Teacher of Record prior to the meeting and included in development of the Transition IEP.</li> </ul>	<ul style="list-style-type: none"> <li>Student name is listed on the invite list.</li> <li>For districts not using the IIEP System, Notice of Case Conference is attached which lists student on invite list.</li> </ul>	<ul style="list-style-type: none"> <li>Student name is not listed on invite/Notice of Case Conference (other than IIEP).</li> </ul>
<b>Additional Resource:</b> See <a href="http://connect.iu.edu/transitionIEP2012/">http://connect.iu.edu/transitionIEP2012/</a>			

**2. Are there appropriate measurable postsecondary goals in all the required areas? (IIEP Outcome Section)**

Guiding Questions	Post-secondary Goal Area	Quality Transition IEP	Compliant	Non-Compliant
<p><b>Are the goals measurable?</b></p> <ul style="list-style-type: none"> <li>○ Can you answer yes or no to the “I will” statements that the goal occurred 1 year after high school?</li> <li>○ Does the goal take place after the student exits high school?</li> </ul>	<p><b>Employment</b></p>	<ul style="list-style-type: none"> <li>● When I graduate I will work full-time at an auto garage as a mechanic.</li> <li>● I will work as an interior designer after completing the required Associate’s Degree.</li> <li>● I will complete my degree and work full-time in the nursing field.</li> <li>● After high school, I will obtain a job in the retail industry with supports from an adult employment provider.</li> </ul>	<ul style="list-style-type: none"> <li>● I will be employed full or part-time working with cars.</li> <li>● I will work full time while attending college.</li> <li>● I will get a job.</li> <li>● I will work part-time.</li> </ul>	<ul style="list-style-type: none"> <li>● I will <i>look for a job</i> working with cars.</li> <li>● I <i>don’t know</i> what I want to do.</li> <li>● I will <i>seek</i> a job in the medical field.</li> <li>● I will <i>possibly</i> work part-time with supports.</li> <li>● Shane <i>is interested</i> in working. He <i>is considering</i> being a mechanic.</li> </ul>
<p><b>Are the goals appropriate for the student?</b></p> <ul style="list-style-type: none"> <li>○ Are the goals based on the student’s present levels of academic and functional performance?</li> <li>○ Did you take into consideration the student’s needs, strengths, interests and preferences?</li> </ul>	<p><b>Education &amp; Training</b></p>	<ul style="list-style-type: none"> <li>● After high school I will enroll at Ivy Tech to study early childhood education.</li> <li>● I will obtain an Associate’s Degree in interior design.</li> <li>● I will obtain a degree in the nursing field.</li> <li>● I will obtain on-the-job training from my employer and supports from the supported-employment provider.</li> <li>● After high school, I will participate in rehabilitative education and training to obtain a job with supports.</li> </ul>	<ul style="list-style-type: none"> <li>● I will enroll in a college.</li> <li>● I will complete a 2-year degree in the area of my chosen career path.</li> <li>● I will receive on-the-job training.</li> </ul>	<ul style="list-style-type: none"> <li>● Jasmine <i>is considering</i> college.</li> <li>● I will <i>maybe</i> go to a trade school or Ivy Tech.</li> <li>● I <i>may want</i> to go to college.</li> <li>● I will <i>hopefully</i> get on-the-job training.</li> <li>● I will <i>seek</i> training in the retail industry.</li> <li>● I will <i>pursue</i> a degree in nursing.</li> <li>● I am thinking about going to college.</li> </ul>
<ul style="list-style-type: none"> <li>○ Did you align the postsecondary goals with the transition assessment summary?</li> <li>○ If there is no Independent Living postsecondary goal, is there specific evidence as to why one is not needed (found in summary of transition assessments)?</li> </ul>	<p><b>Independent Living</b></p>	<ul style="list-style-type: none"> <li>● I will use a visual checklist to purchase needed items.</li> <li>● I will independently prepare for work each day, including dressing myself, making my lunch, and accessing transportation.</li> <li>● I will manage my medical appointments.</li> <li>● I will access the Community Mental Health Center to receive counseling services.</li> <li>● After high school, I will participate to the maximum extent possible in my daily routine and environment with hand over hand support.</li> </ul>	<ul style="list-style-type: none"> <li>● I will dress myself independently.</li> <li>● I will get an apartment.</li> <li>● I will live independently with support.</li> <li>● I will access community resources.</li> </ul>	<ul style="list-style-type: none"> <li>● I <i>cannot live</i> independently.</li> <li>● I will <i>continue</i> to learn academic and life skills throughout high school and beyond.</li> <li>● I <i>need to learn</i> how to manage money and take care of myself.</li> <li>● I <i>may want</i> to live in my own place or maybe with a roommate.</li> <li>● I will <i>need continual support</i> and supervision for adult living.</li> <li>● Daniel is capable of living on his own (see page 8 of rubric).</li> </ul>

**Additional Resources:** See <http://www.instrc.indiana.edu/> - Click **Student-Focused Planning** and click on **Understanding Measurable Postsecondary Goals or More Goal Examples or Examples of Postsecondary Goals for Students with High Support Needs (Severe and Multiple Disabilities)**

**3. Is there evidence that the measurable postsecondary goal is based on age-appropriate transition assessments? (Summary of Transition Assessment Findings)**

Guiding Questions	Quality Transition IEP	Compliant	Non-Compliant
<ul style="list-style-type: none"> <li>○ Have 1 or more assessments been given for each postsecondary goal areas- Employment, Education/Training and if needed Independent Living within the last year? <b>OR</b> Has 1 assessment been given that provides information for each of the postsecondary areas?</li> <li>○ Are the names of the assessments and dates administered listed?</li> <li>○ If there is no Independent Living postsecondary goal, is there evidence as to why one is not needed?</li> <li>○ Are each assessment's results summarized?</li> <li>○ Does the assessment summary include information about the student's needs taking into account his/her strengths, interests and preferences?</li> <li>○ Do the "I will" postsecondary goal statements match the information found in the summary of transition assessment?</li> <li>○ Does the transition assessment summary include input from the student and parents?</li> <li>○ Are the assessments updated annually and age-appropriate?</li> </ul>	<ul style="list-style-type: none"> <li>● At least 1 or more age-appropriate assessments given to address postsecondary employment, education /training <u>and</u> independent living including name, date given and summary of results.</li> <li>● If no Independent Living goal is needed, supporting evidence is included with assessment name, data, &amp; date of assessment, and 2-3 examples of demonstrated age-appropriate skills.</li> <li>● Transition assessment summary addresses <b>Individual</b> student's needs, strengths, interests and preferences that match the student's postsecondary "I will" statements.</li> <li>● Transition assessment summaries reflect student's present levels of academic and functional performance including student and parent input.</li> <li>● Transition assessment should tell a rich student "story" that leads to the development of measurable postsecondary goals, course of study, transition services, annual goals, and agency linkages.</li> <li>● The transition assessment is comprehensive and not just a single snapshot of the student.</li> </ul>	<ul style="list-style-type: none"> <li>● At least 1 or more age-appropriate assessments given to address postsecondary employment, education /training <u>and</u> independent living including the name of assessment and a summary of the results.</li> <li>● If no Independent Living Goal is needed, supporting evidence is included.</li> <li>● Each year, new transition assessments are included in the Transition IEP which best matches the student's age and long-term goals.</li> <li>● The assessment given is individualized and based on the student's needs and career decisions.</li> </ul>	<ul style="list-style-type: none"> <li>● No assessment was given addressing postsecondary employment, education /training and/or independent living.</li> <li>● Transition assessment summary is written about the assessment tool rather than the student's results.</li> <li>● Independent Living Goal listed as NA but no supporting evidence is provided.</li> <li>● Assessment is given but name is not listed.</li> <li>● Assessment is cited, but results are not summarized</li> <li>● The student is given the same assessment each year.</li> <li>● Assessment was not age-appropriate and/or updated within the last year.</li> <li>● The assessment given is not individualized based on the student's needs and career decisions.</li> </ul>

**Additional Resources:** See <http://connect.iu.edu/transitionassessment> for the online training module.  
 See also <http://www.instrc.indiana.edu/> Click on **Student Development** and **Transition Assessment Resource Guide** that includes over 70 transition assessments and a matrix of online assessments.

Postsecondary Goal Area	Quality Transition IEP	Compliant	Non-Compliant
<b>Education/Training Transition Assessment Summary Examples</b>	<ul style="list-style-type: none"> <li>• This year Shaq has updated his 4 year plan, attended a Resume/College application workshop, FAFSA workshop, &amp; Making Choices convocation. Shaq is taking Precision Machines at the Career Center. He helps change oil and brakes on the cars at home. ASVAB tests showed that he was tech superior. Shaq has received many college pamphlets. He has met with a representative from 21st Century Scholar and is enrolled at Ivy Tech for next year. The counselor from Vocational Rehabilitation spoke with Shaq and his mother about services that could possibly be of benefit to him after graduation. Shaq may need to ask for accommodations on the Compass test at Ivy Tech.</li> <li>• Sally completed the <i>Work Personality Profile in August 2014</i>. According to the profile, the following are strengths for Sally: accepting change, being friendly, showing pride in her work, working in a routine, asking for help, and working well with others. She may need help with the following skills: working steadily, working without prompting, making changes in her work routine, and paying attention to detail.</li> </ul>	<ul style="list-style-type: none"> <li>• Monique completed the <i>Student Styles Questionnaire</i> on February 5, 2014. She scored highest as being extraverted, practical, feeling and flexible. She expressed that she believes she is all of these things and is easy to get along with. In a follow-up conversation, Monique stated that she would like to join the National Guard and train to be either a nurse or an LPN.</li> <li>• Antonio completed the <i>CITE Learning Styles Inventory</i> on 9/18/14. The inventory indicated that Antonio is an auditory learner and that he prefers to learn in a hands-on setting.</li> <li>• Jack completed the <i>Student Transition Questionnaire</i> (found in his file). The questionnaire showed that he plans to attend art school. He wants to draw. He has completed 3 years of art classes in high school. He believes he can make a living after finishing his degree by being an artist.</li> <li>• Kayla completed a Career Clusters and the Student/Parent Interview Form with the teacher of record. Kayla is a 21st Century Scholar. She is interested in being a surgery nurse. Kayla has viewed nursing options and various universities' nursing options. She has an interest in attending classes at the Career Center during high school, volunteering or working at a hospital, and job shadowing persons in the medical field.</li> </ul>	<ul style="list-style-type: none"> <li>• George has been assessed on ISTAR and it has been determined that services in the areas of independent living, education/training, and employment skills are needed.</li> <li>• The Self-determination Skills and Study Skills assessment was given at the beginning of the year.</li> <li>• LaShaun will take a transition assessment when she gets to high school.</li> <li>• Damon has taken the Scans Skills Assessment which assesses the skills and talents that employers value. These skills are in reading, writing, speaking, and listening. Also creative thinking, decision making and problem solving, personal responsibility, and managing time and money. It also assesses interpreting and communication information.</li> <li>• This will be addressed in high school. This is not applicable at this time.</li> </ul>

Postsecondary Goal Area	Quality Transition IEP	Compliant	Non-Compliant
<p style="text-align: center;">Employment Transition Assessment Summary Examples</p>	<ul style="list-style-type: none"> <li>• Monique participated in a <i>Vocational Interest/Type Search</i> assessment on May 5, 2014. Results of the assessment indicated that she is interested in the career areas of being socially interactive and enterprising. Monique identified three jobs she might like to pursue: joining the National Guard, working as an LPN or working as a RN.</li> <li>• In addition to the <i>Work Profile</i>, Sally has sampled 10 job sites this year. Her average on-task time was 58%, and she worked an average of 26 minutes out of 45 at a typical site. In the <i>Work Profile</i> and discussion with her teachers, Sally expressed that she would like to participate in more activities after school, including dances, sporting events, and clubs. Sally states that she is not sure what type of job she will have, but knows she will need help at home and at work.</li> <li>• Tray was given a <i>Student Transition Planning Interview</i> on 10/15/14. He could list many different kinds of jobs. Tray thinks he could be interested in being a car mechanic, because he would “make good money”, he would be learning to “fix cars”, he would learn information regarding “lots of different cars” and he would meet “lots of people”. Tray enjoys his present job at Subway. Tray continues to do job exploration. It is important that he be given many work experiences while in school and be able to explore job interests through Vocational Education class. He will be given another transition interest inventory before his next ACC.</li> </ul>	<ul style="list-style-type: none"> <li>• Kyle completed the “What’s My Bag?” transition assessment. He is interested in doing something that involves semi- trucks. He is also interested in washing dishes for a restaurant or doing farm work.</li> <li>• On the employment inventory titled, <i>This is How I See Myself</i>, Dan reported that he would like to work inside, with people, and move around a lot. He would like the environment to be neat, clean, and busy.</li> <li>• Julie completed the <i>Career Cluster Survey</i> in November of 2014. She showed desire in the fields of human services and hospitality and tourism. Julie agrees with these results and says they fit in with her goal of going to college and working with people.</li> </ul>	<ul style="list-style-type: none"> <li>• We discussed the possibility for a CNA license and going on to get an LPN degree.</li> </ul>

Postsecondary Goal Area	Quality Transition IEP	Compliant	Non-Compliant
<p>Independent Living Transition Assessment Summary</p>	<ul style="list-style-type: none"> <li>• Monique completed the <i>AIR Self-Determination Scale Student Form</i> on February 20, 2014. She gave examples of a current goal of ‘focusing on school’. Monique has had some past problems with theft and truancy. She wants to graduate from high school and get training so she can support herself and not fall into old behaviors.</li> <li>• The <i>Able Model for Use with Youth with Significant Intellectual Disabilities</i> was completed on December 15, 2014. The following is a summary of her responses to this transition assessment: When Annie is feeling well, she smiles and turns her head. She frowns when she is unhappy or maybe not feeling well. She touches a cause/effect switch with short touches. She is able to keep pressing a cause/effect switch for music. Annie is able to shift her eyes. She is able to reach for an item and sometimes grasp. Annie is working on basic communication skills, basic motor skills, and basic sensory skills in conjunction with the ISTAR standards.</li> <li>• In community outings, Sally has shown the ability to pay for her purchases using the next dollar strategy 50% of the time. She struggles with money and independence in the community. She often needs prompts and support to complete tasks.</li> <li>• <b>Non Applicable:</b> Evan completed the <i>Adolescent Autonomy Checklist</i> with his Teacher of Record and parents. He is able to handle money, use appropriate social skills, use grooming and hygiene and other daily life skills. All of his skills are age appropriate at this time. His parents indicated they will provide the needed supports in the future.</li> </ul>	<ul style="list-style-type: none"> <li>• Doug has chores at home that include mowing the lawn, picking up sticks, and cleaning his room. Doug’s mom completed a survey called <i>Life Skills Inventory</i>. According to the results, Doug needs to acquire basic skills in transportation and interpersonal skills. He needs some support and reminders with his grooming and hygiene.</li> <li>• <b>Non Applicable:</b> Based on the <i>Planning for Community Life Worksheet</i>, Sam is able to perform basic daily life skills including budget his money, grooming/hygiene, and social skills as compared to same-age typical peers. His parents will provide the needed support in the future.</li> <li>• <b>Non Applicable:</b> Keisha has had to perform many of independent living activities as her mother is frequently ill and hospitalized. She goes grocery shopping and can prepare and cook meals. She can clean the home she lives in. She can make appropriate choices for what to wear to school. She can perform basic money management skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Thomas has all the skills to be independent.</li> <li>• Carlos can be independent and gets around school fine. (See examples of Independent Living goal not applicable on this page under Compliant).</li> <li>• This student will never be independent and requires total care.</li> </ul>

<b>4. Are the postsecondary goals updated annually?</b>			
<b>Guiding Questions</b>	<b>Quality Transition IEP</b>	<b>Compliant</b>	<b>Non-Compliant</b>
<ul style="list-style-type: none"> <li>○ Is there evidence that the postsecondary goals have been discussed/updated with the Case Conference team?</li> <li>○ Do the postsecondary goals continue to be relevant based on the information within the current Transition IEP?</li> </ul>	<ul style="list-style-type: none"> <li>• IEP contains a statement that postsecondary goals were discussed and remain the same. (checked box on the IIEP)</li> <li>• If the discussion reflected the need for change, those changes were made accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>• IEP contains a statement that postsecondary goals were discussed and remain the same. (checked box on the IIEP)</li> <li>• If the discussion reflected the need for change, those changes were made accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>• No indication that postsecondary goals were discussed.</li> <li>• No indication that postsecondary goals were updated if needed.</li> </ul>

<b>5. Is there documentation regarding whether the student will pursue a high school diploma or certificate of completion?</b>			
<b>Guiding Questions</b>	<b>Quality Transition IEP</b>	<b>Compliant</b>	<b>Non-Compliant</b>
<ul style="list-style-type: none"> <li>○ Is the discussion with student/family documented in the Transition IEP or evident in the student's file?</li> </ul>	<ul style="list-style-type: none"> <li>• Diploma /Certificate option is documented.</li> </ul>	<ul style="list-style-type: none"> <li>• Diploma /Certificate option is documented.</li> </ul>	<ul style="list-style-type: none"> <li>• Diploma /Certificate option is not documented.</li> </ul>

**6. Is/Are there measurable annual transition IEP goal(s) that are related to the student's postsecondary goals?**

Guiding Questions	Quality Transition IEP	Compliant	Non-Compliant
<ul style="list-style-type: none"> <li>○ Do the annual goals relate to the student's identified need?</li> <li>○ Are the annual goals based upon baseline data (present levels)?</li> <li>○ Are the annual goals related to the barriers the student is having in making progress in the general education curriculum?</li> <li>○ Are you able to determine when the student will meet his/her goal? (criteria/mastery and progress monitoring)</li> <li>○ Is there an annual goal which is supporting the student to acquire the skills necessary to attain each of his/her postsecondary goals?</li> <li>○ If you have an Independent Living postsecondary goal, do you have an annual goal to support it?</li> <li>○ If a student has a postsecondary goal in the area of independent living, is/are there annual goals to support it?</li> </ul>	<ul style="list-style-type: none"> <li>● Given a graphic organizer and a chapter of content, Keishon will identify the main idea, 5 key terms, and 2 related dates or activities, with 90% completion on 5 consecutive chapters.</li> <li>● Given a choice of two items, activities, or experiences Samantha will use her eye gaze board to choose an activity on 4 out of 5 opportunities. (Education/Training, Employment, Independent Living)</li> <li>● Chris will develop a multi-paragraph essay including an introduction with a thesis statement, 3 supporting paragraphs, and a conclusion with 75% accuracy on 3 out of 4 essays. (Employment, Education/Training)</li> <li>● When shopping at various stores, Sam will independently identify the cost of an item, or the cumulative cost of multiple items (totaling no more than \$30), round it up to the next dollar, count out the correct number of one, five, and ten dollar bills to pay for the item(s), and purchase the item(s) with 100% accuracy in 4 out of 5 opportunities. (Employment, Education/Training, Independent Living)</li> <li>● When given a visual prompt (cue card) Gavin will voluntarily remove himself from the classroom and report to the Resource Room on 4 out of 5 times requested.</li> <li>● While on the job site, Juan will work on task 65% of the time (during a 45 minute period), with only 1 verbal prompt. (Employment)</li> <li>● Damon will self-monitor and clean himself in the restroom thoroughly on 8 out of 8 targeted trials. (Independent Living)</li> </ul>	<ul style="list-style-type: none"> <li>● Given a calculator and a list of formulas to follow, Monique will solve math problems using the correct steps 8 out of 10 times for six consecutive weeks. (Employment, Education/Training)</li> <li>● Brian will report to English and Math classes with all materials 4 out of 5 days per week. (Employment, Education/Training)</li> <li>● Using multi-sensory integration, Ja'shon will reach out for and grasp objects within his visual field on 3/5 opportunities.</li> <li>● Given her Individual Education Program, Sierra will identify the agreed upon accommodations and communicate those to her teachers on 3 out of 4 trials</li> <li>● When given a writing assignment, Ryan will write at least 3 complete sentences using punctuation and capitalization with 70% accuracy, on 3 out of 4 assignments.</li> <li>● Given a literal reading comprehension question over a nonfiction text, Stan will underline/highlight the answer to the question on 4 out of 5 trials.</li> <li>● When shown a lighted object, Henry will make eye or head movement toward the object on 2 out of 5 trials.</li> </ul>	<ul style="list-style-type: none"> <li>● Tom will pass his classes with a C or better.</li> <li>● Jackie will meet the 9<sup>th</sup> grade Indiana Academic Standards in Language Arts at 80% or better.</li> <li>● Dakota will obtain a score of 28 (50<sup>th</sup> percentile) on the 8<sup>th</sup> grade level M-Comp by spring.</li> <li>● Scott will identify 4 career areas he is interested in exploring through using O'Net.</li> <li>● Austin will maintain a GPA of 2.0 or better by using the resources available to him.</li> <li>● Tray will improve his written application skills, Standard 5, from grade 4.5 to demonstrating 75% accuracy at grade 5.5 with the accommodation of extra time by 12/3/12.</li> <li>● I will achieve 80% in English skills.</li> <li>● Sheri will transition into either a community program or access the community with supports from home.</li> <li>● Jake will graduate with academic honors diploma.</li> <li>● Kyle will get 1400 on his SAT.</li> </ul>

**7. Are there transition services in the Transition IEP that will enable the student to meet his/her postsecondary goals?**

Guiding Questions	Post-secondary Goal Area	Quality Transition IEP	Compliant	Non-Compliant
<ul style="list-style-type: none"> <li>○ Are services and activities aligned with each postsecondary goal (e.g., If you have an ILS goal, do you have transition services to support it)?</li> <li>○ Does the school share responsibility for provision and implementation of services and activities?</li> <li>○ Do the services and activities fall within the duration of the IEP?</li> <li>○ Do the services/ activities assist the student to refine his or her postsecondary goals or gain skills needed to achieve a specific postsecondary goal and is that articulated in the narrative?</li> <li>○ If a class (not core class) is listed as a transition service/activity, have you noted the connection to a postsecondary goal(s)? If not, did you describe why there is not an obvious connection?</li> </ul>	<p><b>Education and Training</b></p>	<ul style="list-style-type: none"> <li>● Enroll in SAT prep class and complete SAT</li> <li>● Explore college grants, loans and scholarships with guidance counselor.</li> <li>● Interview military branch officers and meet with the armed forces recruiter at school.</li> <li>● Enroll in Adult Roles and Responsibilities.</li> <li>● Enroll in Personal Finance class.</li> <li>● Learn how to access interpreter services for college and/or employment settings.</li> </ul>	<ul style="list-style-type: none"> <li>● Complete PSAT/SAT</li> <li>● Attend college night</li> <li>● Attend transition fair/career fair</li> <li>● Make an appointment with Vocational Rehabilitation Counselor.</li> <li>● Visit colleges</li> <li>● Register with Selective Services</li> <li>● Communicate accommodation needs to teachers.</li> </ul>	<ul style="list-style-type: none"> <li>● Complete CORE 40 requirement</li> <li>● Resource room</li> <li>● Pass classes</li> <li>● Student/Family responsible for all services and activities.</li> <li>● All transition services and activities occur outside of effective dates of the IEP.</li> </ul>
	<p><b>Employment</b></p>	<ul style="list-style-type: none"> <li>● Develop resume, cover letters and thank you notes.</li> <li>● Enroll in career orientation class.</li> <li>● Complete 3 different work experiences and reflection journal.</li> <li>● Connect with adult services that provide assistive technology.</li> <li>● Participate in orientation and mobility services.</li> <li>● Use O’Net to research requirements of career during an English 10 unit.</li> <li>● Transition activity is the listed with an individualized narrative as to why it is needed to achieve a specific postsecondary goal.</li> </ul>	<ul style="list-style-type: none"> <li>● Participate in job shadowing</li> <li>● Attend transition fair</li> <li>● Participate in Career Center</li> <li>● Learn to use public transportation</li> <li>● Visit WorkOne</li> <li>● Research careers in nursing</li> <li>● Participate in Reality Store</li> <li>● Complete career assessment in Career Clickers.</li> <li>● Volunteer at Habitat for Humanity (or nursing home, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>● Student/Family responsible for all services and activities.</li> <li>● All transition services and activities occur outside of effective dates of the IEP.</li> </ul>
	<p><b>Independent Living</b></p>	<ul style="list-style-type: none"> <li>● Explore guardianship issues and financial planning with teacher and provider.</li> <li>● Take childcare classes to support parenting efforts.</li> <li>● Identify possible community resources or supports for coping with difficult situations.</li> <li>● Learn and practice the dangers of accepting assistance/goods from strangers.</li> <li>● Learn about transportation training on public transit to access community.</li> </ul>	<ul style="list-style-type: none"> <li>● Provide information on guardianship and financial planning.</li> <li>● Apply to Bureau of Developmental Disabilities Services (BDDS) and/or Area Agency on Aging for Medicaid Waiver.</li> <li>● Learn and practice banking skills (or shopping skills).</li> <li>● Join a service club for socialization.</li> </ul>	<ul style="list-style-type: none"> <li>● Student/Family responsible for all services and activities.</li> <li>● All transition services and activities occur outside of effective dates of the IEP.</li> </ul>

**Additional Resource:** Go to <http://www.instrc.indiana.edu>. Click **Student-Focused Planning or Student Development** and click on **Transition Services and Activities: Definition and Examples**, a 12-page booklet of the definition and examples for transition services and activities.

**8. If appropriate, is there evidence that 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 age of majority?**

Guiding Questions	Postsecondary Goal Area	Quality Transition IEP	Compliant	Non-Compliant
<ul style="list-style-type: none"> <li>○ Have you invited agencies that are providing or paying for a service included in the IEP?</li> <li>○ Was parent consent or student consent (once student has reached the age of majority) to invite an outside agency(ies) obtained?</li> <li>○ Have you invited attendees who will help support/promote good interagency collaboration and a seamless system of transition”?</li> <li>○ Are there any current service delivery providers (employment or residential) that should/need to be invited to participate at the IEP Team meeting?</li> <li>○ Have you considered inviting individuals or agencies with a knowledge resource (e.g., behavior, Medicaid Waiver)?</li> <li>○ Have you considered inviting individuals who know the student well?</li> </ul>	<b>Employment</b>	<p><b>Possible Adult Service (non-school) Invitees:</b></p> <ul style="list-style-type: none"> <li>• Vocational Rehabilitation Counselor</li> <li>• Bureau of Developmental Disabilities Services’ (BDDS) Service Coordinator</li> <li>• Employment Provider – job coach</li> <li>• Case Manager</li> <li>• Mental Health Representative</li> <li>• Self-Advocates.</li> <li>• Behavior Consultant</li> </ul>	<p><b>Possible Adult Service (non-school) Invitees:</b></p> <ul style="list-style-type: none"> <li>• Vocational Rehabilitation Counselor</li> <li>• Bureau of Developmental Disabilities Services’ (BDDS) Service Coordinator</li> </ul> <p><i>If the IEP does not include an agency that will pay for or provide a service no one has to be invited.</i></p>	<ul style="list-style-type: none"> <li>• Transition services and activities are assigned to be implemented by agency(ies) that are not invited to the case conference</li> <li>• Services and activities are outside the life of the IEP</li> <li>• Student/parent consent has not been obtained</li> </ul>
	<b>Education and Training</b>	<p><b>Possible Adult Service (non-school) Invitees:</b></p> <ul style="list-style-type: none"> <li>• Vocational Rehabilitation Counselor</li> <li>• Disability Services Coordinator from College</li> <li>• Independent Living Center</li> <li>• Self-Advocates</li> <li>• Behavior Consultant</li> </ul>	<p><b>Possible Adult Service (non-school) Invitees:</b></p> <ul style="list-style-type: none"> <li>• Vocational Rehabilitation Counselor</li> <li>• Bureau of Developmental Disabilities Services’ (BDDS) Service Coordinator</li> </ul> <p><i>If the IEP does not include an agency that will pay for or provide a service no one has to be invited.</i></p>	<ul style="list-style-type: none"> <li>• Transition services and activities are assigned to be implemented by agency(ies) but are not invited to the case conference.</li> <li>• Services and activities are outside the life of the IEP</li> <li>• Student/parent consent has not been obtained</li> </ul>
	<b>Independent Living</b>	<p><b>Possible Adult Service (non-school) Invitees:</b></p> <ul style="list-style-type: none"> <li>• Bureau of Developmental Disabilities Services (BDDS)</li> <li>• Case Manager</li> <li>• Residential Provider</li> <li>• Self-advocates</li> <li>• Behavior Consultant</li> </ul>	<p><b>Possible Adult Service (non-school) Invitees:</b></p> <ul style="list-style-type: none"> <li>• Vocational Rehabilitation Counselor</li> <li>• Bureau of Developmental Disabilities Services’ (BDDS) Service Coordinator</li> <li>• Residential Service Provider</li> </ul> <p><i>If the IEP does not include an agency that will pay for or provide a service no one has to be invited.</i></p>	<ul style="list-style-type: none"> <li>• Transition services and activities are assigned to be implemented by agency(ies) but are not invited to the case conference</li> <li>• Services and activities are outside the life of the IEP</li> </ul>

**9. Do the transition services include a course of study that focuses on improving the academic and functional achievement of the student to facilitate their movement from school to postsecondary?**

Guiding Questions	Quality Transition IEP	Compliant	Non-Compliant
<ul style="list-style-type: none"> <li>○ Do the transition services include a course of study that aligns with the student’s postsecondary goals?</li> <li>○ Is the multi-year course of study (4-year plan) specified in the IEP (e.g., CORE 40, General, or Certificate)?</li> </ul>	<ul style="list-style-type: none"> <li>• The specific diploma type (e.g., CORE 40, General, and Academic Honors) or certificate is identified.</li> <li>• The course of study is aligned with student’s postsecondary goals.</li> <li>• The location in the building where the course of study is located is listed in the IEP.</li> </ul>	<ul style="list-style-type: none"> <li>• The specific diploma type (e.g., CORE 40, General, and Academic Honors) or certificate is identified.</li> <li>• Course of study is aligned with student’s postsecondary goals.</li> <li>• The location in the building where the course of study is located is listed in the IEP.</li> </ul>	<ul style="list-style-type: none"> <li>• IEP does not contain information about the course of study.</li> <li>• The course of study is not aligned with student’s postsecondary goals.</li> <li>• Only lists semester classes or other classes in which the student is currently enrolled.</li> <li>• Only states “diploma” but not specific diploma type.</li> <li>• Only states “general education classes”.</li> </ul>

**Additional Resources**

**Online modules:**

- Transition IEP- <https://connect.iu.edu/transitionIEP12/>
- Transition Assessment - <http://connect.iu.edu/transitionassessment>

**Website - <http://www.instrc.indiana.edu/>**

- More Goal Examples (under Student Focused Planning)
- Examples of Postsecondary Goals for Students with High Support Needs (Severe and Multiple Disabilities) (under Student Focused Planning)
- Transition Assessment Resource Guide (under Student Development)
- Transition Services and Activities Definition and Examples (under Student-Focused Planning or Student Development)
- Transition IEP Examples (under Student Focused Planning)
- Transition IEP powerpoints and webinars (under Student Focused Planning)
- Understanding Measurable Postsecondary Goals (under Student Focused Planning)