# 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

| 1. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed? | | | |
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| **Guiding Questions** | **Quality Transition IEP** | **Compliant** | **Non-Compliant** |
| • Is the student's name listed on the Notice of Case Conference? | • Student invitation is generated by Indiana IEP (IIEP) system.<br><br>• Student name is listed as a participant.<br><br>• 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.<br><br>In the Case Conference notes:<br><br>• 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.<br><br>• 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. | • Student name is listed on the invite list.<br><br>• For districts not using the IIEP System, Notice of Case Conference is attached which lists student on invite list. | • Student name is not listed on invite/Notice of Case Conference (other than IIEP). |
| **Additional Resource: See** http://connect.iu.edu/transitionIEP2012/ | | | |

**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 |
|---|---|---|---|---|
| *Are the goals measurable?*<br><br>○ Can you answer yes or no to the "I will" statements that the goal occurred 1 year after high school?<br><br>○ Does the goal take place after the student exits high school?<br><br>*Are the goals appropriate for the student?*<br><br>○ Are the goals based on the student's present levels of academic and functional performance?<br><br>○ Did you take into consideration the student's needs, strengths, interests and preferences?<br><br>○ Did you align the postsecondary goals with the transition assessment summary?<br><br>○ 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)? | Employment | • When I graduate I will work full-time at an auto garage as a mechanic.<br>• I will work as an interior designer after completing the required Associate's Degree.<br>• I will complete my degree and work full-time in the nursing field.<br>• After high school, I will obtain a job in the retail industry with supports from an adult employment provider. | • I will be employed full or part-time working with cars.<br>• I will work full time while attending college.<br>• I will get a job.<br>• I will work part-time. | • I will *look for a job* working with cars.<br>• I *don't know* what I want to do.<br>• I will *seek* a job in the medical field.<br>• I will *possibly* work part-time with supports.<br>• Shane *is interested* in working. He *is considering* being a mechanic. |
| | Education & Training | • After high school I will enroll at Ivy Tech to study early childhood education.<br>• I will obtain an Associate's Degree in interior design.<br>• I will obtain a degree in the nursing field.<br>• I will obtain on-the-job training from my employer and supports from the supported-employment provider.<br>• After high school, I will participate in rehabilitative education and training to obtain a job with supports. | • I will enroll in a college.<br>• I will complete a 2-year degree in the area of my chosen career path.<br>• I will receive on-the-job training. | • Jasmine is *considering* college.<br>• I will *maybe* go to a trade school or Ivy Tech.<br>• I *may want* to go to college.<br>• I will *hopefully* get on-the-job training.<br>• I will *seek* training in the retail industry.<br>• I will *pursue* a degree in nursing.<br>• I am thinking about going to college. |
| | Independent Living | • I will use a visual checklist to purchase needed items.<br>• I will independently prepare for work each day, including dressing myself, making my lunch, and accessing transportation.<br>• I will manage my medical appointments.<br>• I will access the Community Mental Health Center to receive counseling services.<br>• After high school, I will participate to the maximum extent possible in my daily routine and environment with hand over hand support. | • I will dress myself independently.<br>• I will get an apartment.<br>• I will live independently with support.<br>• I will access community resources. | • I *cannot live* independently.<br>• I will *continue* to learn academic and life skills throughout high school and beyond.<br>• I *need to learn* how to manage money and take care of myself.<br>• I *may want* to live in my own place or maybe with a roommate.<br>• I will *need continual support* and supervision for adult living.<br>• Daniel is capable of living on his own (see page 8 of rubric). |

**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 |
|---|---|---|---|
| o Have 1 or more assessments been given for each postsecondary goal areas- Employment, Education/Training and if needed Independent Living within the last year? **OR** Has 1 assessment been given that provides information for each of the postsecondary areas?<br><br>o Are the names of the assessments and dates administered listed?<br><br>o If there is no Independent Living postsecondary goal, is there evidence as to why one is not needed?<br><br>o Are each assessment's results summarized?<br><br>o Does the assessment summary include information about the student's needs taking into account his/her strengths, interests and preferences?<br><br>o Do the "I will" postsecondary goal statements match the information found in the summary of transition assessment?<br><br>o Does the transition assessment summary include input from the student and parents?<br><br>o Are the assessments updated annually and age-appropriate? | • At least 1 or more age-appropriate assessments given to address postsecondary employment, education /training and independent living including name, date given and summary of results.<br><br>• If no Independent Living goal is needed, supporting evidence is included with assessment name, data, & date of assessment, and 2-3 examples of demonstrated age-appropriate skills.<br><br>• Transition assessment summary addresses **Individua**l student's needs, strengths, interests and preferences that match the student's postsecondary "I will" statements.<br><br>• Transition assessment summaries reflect student's present levels of academic and functional performance including student and parent input.<br><br>• 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.<br><br>• The transition assessment is comprehensive and not just a single snapshot of the student. | • At least 1 or more age-appropriate assessments given to address postsecondary employment, education /training and independent living including the name of assessment and a summary of the results.<br><br>• If no Independent Living Goal is needed, supporting evidence is included.<br><br>• Each year, new transition assessments are included in the Transition IEP which best matches the student's age and long-term goals.<br><br>• The assessment given is individualized and based on the student's needs and career decisions. | • No assessment was given addressing postsecondary employment, education /training and/or independent living.<br><br>• Transition assessment summary is written about the assessment tool rather than the student's results.<br><br>• Independent Living Goal listed as NA but no supporting evidence is provided.<br><br>• Assessment is given but name is not listed.<br><br>• Assessment is cited, but results are not summarized<br><br>• The student is given the same assessment each year.<br><br>• Assessment was not age-appropriate and/or updated within the last year.<br><br>• The assessment given is not individualized based on the student's needs and career decisions. |

**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 |
|---|---|---|---|
| Education/Training Transition Assessment Summary Examples | • This year Shaq has updated his 4 year plan, attended a Resume/College application workshop, FAFSA workshop, & 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.<br><br>• Sally completed the *Work Personality Profile in August 2014*. 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. | • Monique completed the *Student Styles Questionnaire* 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.<br><br>• Antonio completed the *CITE Learning Styles Inventory* on 9/18/14. The inventory indicated that Antonio is an auditory learner and that he prefers to learn in a hands-on setting.<br><br>• Jack completed the *Student Transition Questionnaire* (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.<br><br>• 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. | • 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.<br><br>• The Self-determination Skills and Study Skills assessment was given at the beginning of the year.<br><br>• LaShaun will take a transition assessment when she gets to high school.<br><br>• 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.<br><br>• This will be addressed in high school. This Is not applicable at this time. |

| Postsecondary Goal Area | Quality Transition IEP | Compliant | Non-Compliant |
|---|---|---|---|
| **Employment** — Transition Assessment Summary Examples | • Monique participated in *a Vocational Interest/Type Search* 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.<br><br>• In addition to the *Work Profile*, 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 *Work Profile* 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.<br><br>• Tray was given a *Student Transition Planning Interview* 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. | • 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.<br><br>• On the employment inventory titled, *This is How I See Myself*, 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.<br><br>• Julie completed the *Career Cluster Survey* 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. | • We discussed the possibility for a CNA license and going on to get an LPN degree. |

| Postsecondary Goal Area | Quality Transition IEP | Compliant | Non-Compliant |
|---|---|---|---|
| Independent Living Transition Assessment Summary | • Monique completed the *AIR Self-Determination Scale Student Form* 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.<br><br>• The *Able Model for Use with Youth with Significant Intellectual Disabilities* 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.<br><br>• 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.<br><br>• **Non Applicable**: Evan completed the *Adolescent Autonomy Checklist* 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. | • Doug has chores at home that include mowing the lawn, picking up sticks, and cleaning his room. Doug's mom completed a survey called *Life Skills Inventory*. 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.<br><br>• **Non Applicable**: Based on the *Planning for Community Life Worksheet*, 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.<br><br>• **Non Applicable:** 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. | • Thomas has all the skills to be independent.<br><br>• Carlos can be independent and gets around school fine. (See examples of Independent Living goal not applicable on this page under Compliant).<br><br>• This student will never be independent and requires total care. |

| 4. Are the postsecondary goals updated annually? | | | |
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| **Guiding Questions** | **Quality Transition IEP** | **Compliant** | **Non-Compliant** |
| o Is there evidence that the postsecondary goals have been discussed/updated with the Case Conference team?<br><br>o Do the postsecondary goals continue to be relevant based on the information within the current Transition IEP? | • IEP contains a statement that postsecondary goals were discussed and remain the same. (checked box on the IIEP)<br><br>• If the discussion reflected the need for change, those changes were made accordingly. | • IEP contains a statement that postsecondary goals were discussed and remain the same. (checked box on the IIEP)<br><br>• If the discussion reflected the need for change, those changes were made accordingly.<br>. | • No indication that postsecondary goals were discussed.<br><br>• No indication that postsecondary goals were updated if needed. |

| 5. Is there documentation regarding whether the student will pursue a high school diploma or certificate of completion? | | | |
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| **Guiding Questions** | **Quality Transition IEP** | **Compliant** | **Non-Compliant** |
| o Is the discussion with student/family documented in the Transition IEP or evident in the student's file? | • Diploma /Certificate option is documented. | • Diploma /Certificate option is documented. | • Diploma /Certificate option is not documented. |

| **6. Is/Are there measurable annual transition IEP goal(s) that are related to the student's postsecondary goals?** | | | |
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| **Guiding Questions** | **Quality Transition IEP** | **Compliant** | **Non-Compliant** |
| o Do the annual goals relate to the student's identified need?<br><br>o Are the annual goals based upon baseline data (present levels)?<br><br>o Are the annual goals related to the barriers the student is having in making progress in the general education curriculum?<br><br>o Are you able to determine when the student will meet his/her goal? (criteria/mastery and progress monitoring)<br><br>o Is there an annual goal which is supporting the student to acquire the skills necessary to attain each of his/her postsecondary goals?<br><br>o If you have an Independent Living postsecondary goal, do you have an annual goal to support it?<br><br>o If a student has a postsecondary goal in the area of independent living, is/are there annual goals to support it? | • 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.<br><br>• 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)<br><br>• 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)<br><br>• 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)<br><br>• 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.<br><br>• 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)<br><br>• Damon will self-monitor and clean himself in the restroom thoroughly on 8 out of 8 targeted trials. (Independent Living) | • 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)<br><br>• Brian will report to English and Math classes with all materials 4 out of 5 days per week. (Employment, Education/Training)<br><br>• Using multi-sensory integration, Ja'shon will reach out for and grasp objects within his visual field on 3/5 opportunities.<br><br>• Given her Individual Education Program, Sierra will identify the agreed the agreed upon accommodations and communicate those to her teachers on 3 out of 4 trials<br><br>• 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.<br><br>• 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.<br><br>• When shown a lighted object, Henry will make eye or head movement toward the object on 2 out of 5 trials. | • Tom will pass his classes with a C or better.<br><br>• Jackie will meet the 9th grade Indiana Academic Standards in Language Arts at 80% or better.<br><br>• Dakota will obtain a score of 28 (50th percentile) on the 8th grade level M-Comp by spring.<br><br>• Scott will identify 4 career areas he is interested in exploring through using O'Net.<br><br>• Austin will maintain a GPA of 2.0 or better by using the resources available to him.<br><br>• 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.<br><br>• I will achieve 80% in English skills.<br><br>• Sheri will transition into either a community program or access the community with supports from home.<br><br>• Jake will graduate with academic honors diploma.<br><br>• Kyle will get 1400 on his SAT. |

**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 |
|---|---|---|---|---|
| o 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)?<br><br>o Does the school share responsibility for provision and implementation of services and activities?<br><br>o Do the services and activities fall within the duration of the IEP?<br><br>o 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? | **Education and Training** | • Enroll in SAT prep class and complete SAT<br>• Explore college grants, loans and scholarships with guidance counselor.<br>• Interview military branch officers and meet with the armed forces recruiter at school.<br>• Enroll in Adult Roles and Responsibilities.<br>• Enroll in Personal Finance class.<br>• Learn how to access interpreter services for college and/or employment settings. | • Complete PSAT/SAT<br>• Attend college night<br>• Attend transition fair/career fair<br>• Make an appointment with Vocational Rehabilitation Counselor.<br>• Visit colleges<br>• Register with Selective Services<br>• Communicate accommodation needs to teachers. | • Complete CORE 40 requirement<br>• Resource room<br>• Pass classes<br>• Student/Family responsible for all services and activities.<br>• All transition services and activities occur outside of effective dates of the IEP. |
| | **Employment** | • Develop resume, cover letters and thank you notes.<br>• Enroll in career orientation class.<br>• Complete 3 different work experiences and reflection journal.<br>• Connect with adult services that provide assistive technology.<br>• Participate in orientation and mobility services.<br>• Use O'Net to research requirements of career during an English 10 unit.<br>• Transition activity is the listed with an individualized narrative as to why it is needed to achieve a specific postsecondary goal. | • Participate in job shadowing<br>• Attend transition fair<br>• Participate in Career Center<br>• Learn to use public transportation<br>• Visit WorkOne<br>• Research careers in nursing<br>• Participate in Reality Store<br>• Complete career assessment in Career Clickers.<br>• Volunteer at Habitat for Humanity (or nursing home, etc.) | • Student/Family responsible for all services and activities.<br>• All transition services and activities occur outside of effective dates of the IEP. |
| o 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? | **Independent Living** | • Explore guardianship issues and financial planning with teacher and provider.<br>• Take childcare classes to support parenting efforts.<br>• Identify possible community resources or supports for coping with difficult situations.<br>• Learn and practice the dangers of accepting assistance/goods from strangers.<br>• Learn about transportation training on public transit to access community. | • Provide information on guardianship and financial planning.<br>• Apply to Bureau of Developmental Disabilities Services (BDDS) and/or Area Agency on Aging for Medicaid Waiver.<br>• Learn and practice banking skills (or shopping skills).<br>• Join a service club for socialization. | • Student/Family responsible for all services and activities.<br>• All transition services and activities occur outside of effective dates of the IEP. |

**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 |
|---|---|---|---|---|
| o Have you invited agencies that are providing or paying for a service included in the IEP?<br><br>o Was parent consent or student consent (once student has reached the age of majority) to invite an outside agency(ies) obtained?<br><br>o Have you invited attendees who will help support/promote good interagency collaboration and a seamless system of transition"?<br><br>o Are there any current service delivery providers (employment or residential) that should/need to be invited to participate at the IEP Team meeting?<br><br>o Have you considered inviting individuals or agencies with a knowledge resource (e.g., behavior, Medicaid Waiver)?<br><br>o Have you considered inviting individuals who know the student well? | **Employment** | *Possible Adult Service (non-school)* **Invitees:**<br>• Vocational Rehabilitation Counselor<br>• Bureau of Developmental Disabilities Services' (BDDS) Service Coordinator<br>• Employment Provider – job coach<br>• Case Manager<br>• Mental Health Representative<br>• Self-Advocates.<br>• Behavior Consultant | *Possible Adult Service (non-school)* **Invitees:**<br>• Vocational Rehabilitation Counselor<br>• Bureau of Developmental Disabilities Services' (BDDS) Service Coordinator<br><br>*If the IEP does not include an agency that will pay for or provide a service no one has to be invited.* | • Transition services and activities are assigned to be implemented by agency(ies) that are not invited to the case conference<br><br>• Services and activities are outside the life of the IEP<br><br>• Student/parent consent has not been obtained |
| | **Education and Training** | *Possible* **Adult Service (non-school) Invitees:**<br>• Vocational Rehabilitation Counselor<br>• Disability Services Coordinator from College<br>• Independent Living Center<br>• Self-Advocates<br>• Behavior Consultant | *Possible Adult Service (non-school)* **Invitees:**<br>• Vocational Rehabilitation Counselor<br>• Bureau of Developmental Disabilities Services' (BDDS) Service Coordinator<br><br>*If the IEP does not include an agency that will pay for or provide a service no one has to be invited.* | • Transition services and activities are assigned to be implemented by agency(ies) but are not invited to the case conference.<br>• Services and activities are outside the life of the IEP<br><br>• Student/parent consent has not been obtained |
| | **Independent Living** | **Possible Adult Service (non-school) Invitees**:<br>• Bureau of Developmental Disabilities Services (BDDS)<br>• Case Manager<br>• Residential Provider<br>• Self-advocates<br>• Behavior Consultant | *Possible Adult Service (non-school)* **Invitees:**<br>• Vocational Rehabilitation Counselor<br>• Bureau of Developmental Disabilities Services' (BDDS) Service Coordinator<br>• Residential Service Provider<br><br>*If the IEP does not include an agency that will pay for or provide a service no one has to be invited.* | • Transition services and activities are assigned to be implemented by agency(ies) but are not invited to the case conference<br><br>• Services and activities are outside the life of the IEP |

**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 |
|---|---|---|---|
| o Do the transition services include a course of study that aligns with the student's postsecondary goals?<br><br>o Is the multi-year course of study (4-year plan) specified in the IEP (e.g., CORE 40, General, or Certificate)? | • The specific diploma type (e.g., CORE 40, General, and Academic Honors) or certificate is identified.<br><br>• The course of study is aligned with student's postsecondary goals.<br><br>• The location in the building where the course of study is located is listed in the IEP. | • The specific diploma type (e.g., CORE 40, General, and Academic Honors) or certificate is identified.<br><br>• Course of study is aligned with student's postsecondary goals.<br><br>• The location in the building where the course of study is located is listed in the IEP. | • IEP does not contain information about the course of study.<br><br>• The course of study is not aligned with student's postsecondary goals.<br><br>• Only lists semester classes or other classes in which the student is currently enrolled.<br><br>• Only states "diploma" but not specific diploma type.<br><br>• Only states "general education classes". |

**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)