

The Indiana Transition IEP Rubric

2018-2019



INDIANA INSTITUTE ON DISABILITY AND COMMUNITY

CENTER ON COMMUNITY LIVING AND CAREERS

Indiana Secondary Transition Resource Center

The Indiana Transition IEP Rubric

2018-2019

A publication of the **Indiana Secondary Transition Resource Center,**

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The Center on Community Living and Careers is one of six 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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The Indiana Transition IEP Rubric

2018-2019

The Indiana Transition IEP Rubric is a guide to help you create quality IEPs for your transitioning students. *Quality* Transition IEPs are those that:

1. meet students' needs,
2. outline an implementation plan to address those needs,
3. result in improved academic outcomes that will prepare students to achieve their postsecondary goals.

While helping you during the creation and revision of transition IEPs, the rubric also helps you self-monitor for Indicator 13 compliance.

Transition IEP Rubric Features

- Updated information based on tips and tricks from trainings, "Tuesday's Transition Tips," and Field Technical Assistance Training.
- Screenshots indicating where to locate the information in the Indiana IEP system and to help you align Indicator 13 components to the IEP.
- Examples of written statements that illustrate quality, compliance, and non-compliance for each part of the transition IEP.

'Quality' and 'Compliance'

A Compliant Transition IEP: Meets the minimum requirements of Indiana Article 7.

A Quality Transition IEP: Provides more in-depth focus on the student's unique needs and the skills to obtain his/her postsecondary goals.

How to Use the Transition IEP Rubric

1. Read the Guiding Questions and other information listed beneath each of the nine rubric questions.
2. To ensure a quality transition IEP, read the examples of written statements for that component of the IEP and create your own entries. *Do not copy and paste!*
3. Using the Indiana IEP (IIEP) screenshots, locate where to enter your new information.

Postsecondary Goal Definitions

Education: Community/technical college (2-year), college/university (4-year), or compensatory or continuing education

Training: Postsecondary program leading to a high school completion document or certificate (e.g., Adult Basic Education, GED); or short-term employment training program (e.g., apprenticeship, vocational technical school of less than two years, on-the-job training, job corps, workforce development)

Employment: Full- or part-time paid employment (competitive, supported); or military service

Independent Living Skills, if needed: "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, home maintenance, personal care, and community participation.

Q. 1. Does the IEP show that you invited the student to the IEP team meeting when transition services were discussed?

Guiding Questions

- Have you listed the student's name on the Notice of Case Conference?

Quality Transition IEP

- The student invitation is generated by Indiana IEP (IIEP) system.
- The student name is listed as a participant.
- If student did not attend the conference, the reason for his/her absence and the student's input is obtained and included in the Transition IEP and in written notes.

Quality—Examples (found in the written notes)

- 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.
- Dakota did not attend today's Case Conference due to a conflict in her schedule. Her Teacher of Record reviewed her preferences and interests prior to the meeting and included them in development of the Transition IEP.

Non-compliant Transition IEP

The invitation/Notice of Case Conference (other than the IIEP) does not list the student's name.

Position	Name	Additional Title	Requesting Excusal?	Consent to Excuse?	Consent to Invite Needed?	Consent to Invite Granted?
Student	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Public Agency Rep	Ima U. Boss	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parent	Joan Luck	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Current Teacher of Record (TOR)/Case Manager	R Mike Navins	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
General Ed Teacher	Phil Osopry	<input type="text"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Screenshot, Schedule CCC Meeting tab, Indiana IEP (IIEP) on Learning Connection. Arrow points to the dropdown where you select the student's name.

11/15/2016	Notice of Case Conference (Evaluation)	Final
11/08/2016	Notice of Case Conference (Evaluation)	Final

There are no contacts for this student in the last six months.

Conference Notes

Andy 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.

<< Back Save Save & Continue >>

IEP Process Dashboard

Enter any of the links below to move throughout the IEP Process

Meeting Cases Schedule Eligibility Social Considerations and State Assessments and

Screenshot, Schedule CCC Meeting tab, IIEP. Arrow points to conference notes section box where teachers can document additional information about attendance at the conference.

Q. 2. Are there appropriate, measurable postsecondary goals in all required areas?

Postsecondary Goal—Employment

Guiding Questions

- Is the goal measurable?
- Will the goal occur after the student graduates/transitions from school?
- Is the goal based on the student’s strengths, preferences, interests, and needs?
- Do the postsecondary goal statements align back to the information you acquired through the age-appropriate transition assessments and explained in the summary of findings?

Quality—Examples

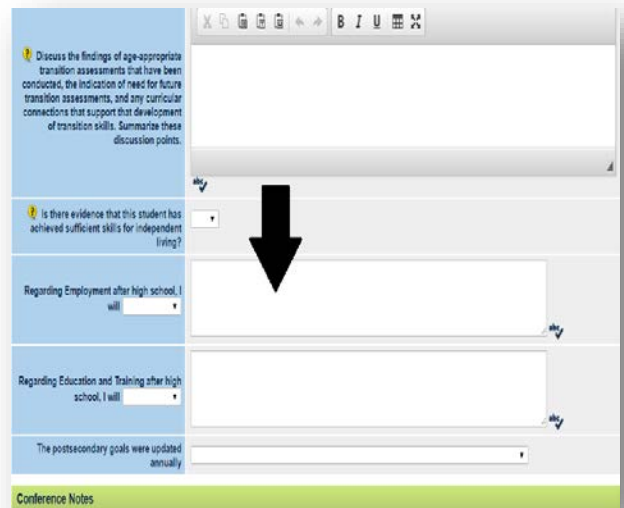
- I will work full-time at a garage as a mechanic.
- I will work as an interior designer after completing the required associate’s degree.
- I will complete my degree and work full-time in the nursing field.
- I will obtain a job in the retail industry with supports from an adult employment provider.
- I will obtain a job that will enable me to use a push button switch for 30 minutes a day.
- I will be employed in a job that involves using a head pointer to activate a machine.

Compliant— Examples

- I will be employed full or part time working with cars.
- I will get a job.
- I will work part-time.

Non-Compliant—Examples

- I will *look for a job* working with cars.
- I *don’t know* what I want to do.
- I will *seek* a job in the medical field.
- I will *possibly* work part-time with supports.
- I will not be involved in employment because of my disability.
- Shane *is interested* in working. He *is considering* being a mechanic.
- I will work in a sheltered workshop.
- Student will be involved in a community day program.



Screenshot, Transition tab, Indiana IEP through Learning Connection. The box illustrates where to enter the Postsecondary Employment “I Will” statement.

Q. 2. Appropriate, measurable goals, *continued*

Postsecondary Goal—Education

Guiding Questions

- Is the goal measurable?
- Will the goal occur after the student graduates/transitions from school?
- Is the goal based on the student’s strengths, preferences, interests, and needs?
- Do the postsecondary goal statements align back to the information you acquired through the age-appropriate transition assessments and explained in the summary of findings?

Quality—Examples

- I will enroll at Ivy Tech to study early childhood education.
- I will obtain an Associate’s Degree in interior design.
- I will obtain a degree in the nursing field.
- I will obtain on-the-job training from my employer and supports from the supported-employment provider.
- I will participate in rehabilitative education and training to obtain a job with supports.
- I will enroll in a community art class with support and use an adapted computer for creating art.
- I will complete a community physical fitness class with support.

Compliant—Examples

- I will enroll in a college.
- I will complete a 2-year degree in the area of my chosen career path.
- I will receive on-the-job training.

Non-Compliant—Examples

- Jasmine is considering college.
- Maybe I will go to a trade school or Ivy Tech.
- I may want to go to college.
- Hopefully, I will get on-the-job training.
- I will seek training in the retail industry.
- I will pursue a degree in nursing.
- I am thinking about going to college.
- I will participate in a day work program.
- I will not participate in postsecondary education because of my disability.

Screenshot, Transition tab, Indiana IEP on Learning Connection. The box illustrates where to add the Postsecondary Education and Training “I Will” statement.

Q. 2. Appropriate, measurable goals, *continued*

Postsecondary Goal—Independent Living

Guiding Questions

- Is the goal measurable?
- Will the goal occur after graduation or transition from school?
- Is the goal based on the student’s strengths, preferences, interests, and needs?
- Do the postsecondary goal statements align back to the information you acquired through the age-appropriate transition assessments and explained in the summary of findings?

Quality—Examples

- I will use a visual checklist to purchase needed items.
- I will independently prepare for work each day, including dressing myself, making my lunch, and getting to the bus.
- I will participate, to the maximum extent possible, in my daily routine and environment with hand-over-hand support.

Compliant—Examples

- I will dress myself independently.
- I will get an apartment.
- I will live independently with support.
- I will access community resources.

Non-Compliant—Examples

- I *cannot live* independently.
- I will *continue* to learn academic and life skills throughout high school and beyond.
- I *need to learn* to manage money and care for myself.
- I *may want* to live in my own place or maybe with a roommate.
- I will *need continual support* and supervision for adult living.
- Daniel is capable of living on his own.

Discuss the findings of age-appropriate transition assessments that have been conducted, the indication of need for future transition assessments, and any curricular connections that support that development of transition skills. Summarize these discussion points.

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

Regarding Independent Living after high school, I will

Regarding Employment after high school, I will

Regarding Education and Training after high school, I will

The postsecondary goals were updated annually

Screenshot, Transition tab, IEP on Learning Connection. The box illustrates where to add the Postsecondary Independent Living “I Will” statement (if needed.)

Discuss the findings of age-appropriate transition assessments that have been conducted, the indication of need for future transition assessments, and any curricular connections that support that development of transition skills. Summarize these discussion points.

Monique participated in a Vocational Interest/Type Search assessment on May 1, 2010. 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. A Task Analysis was completed to determine her ability and needs at

Is there evidence that this student has achieved sufficient skills for independent living? Yes

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

Regarding Employment after high school, I will

Regarding Education and Training after high school, I will

The postsecondary goals were updated annually YES - postsecondary goals were reviewed and discussed and remain the same

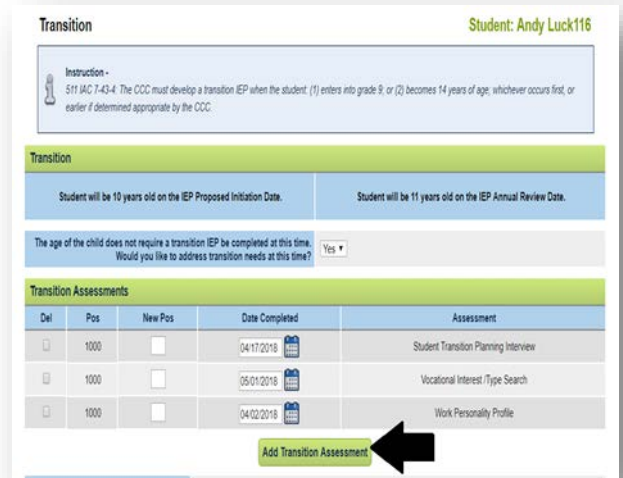
Conference Notes

If you select “yes” for “Is there evidence that this student has achieved sufficient skills for Independent Living?” Use the box to cite evidence supporting the decision.

Q. 3. Does the IEP include evidence that the measurable postsecondary goals are based on age-appropriate transition assessments (*Summary of Findings from the Age-Appropriate Transition Assessments*)?

Guiding Questions:

- Did the student/Did you/Did the parent or guardian complete an assessment that addresses the postsecondary goal areas (Employment, Education/Training, Independent Living)?
- Have you listed the names of the assessments and the dates they were administered?
- If an independent living postsecondary goal is not listed, did you cite evidence as to why one is not needed?
- Have you summarized each assessment’s results, including information about the student’s strengths, preferences, interests, and needs?
- Do the “I will” postsecondary goal statements match the information found in the summary of findings from the age-appropriate transition assessments?
- Does the transition assessment summary include input from the student and parents?
- Are the assessments updated annually, and are they age-appropriate?



Screenshot, Transition tab, IIEP on Learning Connection. Click the Add Transition Assessment button to enter each age-appropriate transition assessment title and dates administered.

Quality Transition IEP

- One or more age-appropriate assessments has been administered to address postsecondary employment, education/training, and independent living including name, date given, and summary of results.
- If an independent living goal is not needed, supporting evidence is included with assessment name, date, and data from assessment, and two to three examples of demonstrated age-appropriate skills.
- Transition assessment summary addresses individual student’s strengths, preferences, interests, and needs that align with the student’s postsecondary “I will” statements.
- The assessment given is individualized, based on the student’s needs and current career path.

Continued, next page.

Q. 3. Age-appropriate transition assessments, *continued*

- 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.
- The transition assessment is comprehensive and not just a single snapshot of the student.

Quality—Examples

Employment

Monique completed the “Career Comparison” authentic assessment on April 5, 2018. Results of the assessment indicated that she is **INTERESTED** in the career areas identified: “joining the National Guard” or “working as a RN.” She **PREFERS** to make a base salary of \$50,000. She mentioned that she would work nights and/or weekends, with no preference to shift work. She feels as though she has the following **STRENGTHS** that would be needed for either job: critical thinking skills, communication, and teamwork. She has identified **NEEDS** as being able to increase her stamina for either career option.

Education/Training

Monique has updated her four-year plan after completing an on-site college visit at Ivy Tech and completing the “On-Site College Visit Reflection” authentic assessment on May 14, 2018.

Monique enrolled in Health Science at the Career Center for the upcoming school year. She has expressed **INTEREST** in being an RN or being a member of the National Guard. Monique’s **STRENGTHS** include being able to communicate her wants and needs as well as complete all needed requirements on time. Monique identified her **NEEDS** as being on a routine and consistency. She identified **PREFERENCES** of staying at a local community college or enlisting in the National Guard in her own town, which would be close to her family.

Independent Living

Monique completed the “Community Planning Worksheet” on February 20, 2016. Monique is able to identify her healthcare providers and inform her parents when she needs appointments. A self-identified **STRENGTH** is asking for help when needed. She **NEEDS** help with identifying recreational activities and **INTERESTS** as an adult. Monique continues to have age-appropriate social skills and **PREFERS** to maintain healthy relationships.



Screenshot, Transition tab, IIEP on Learning Connection. The summary of findings examine the student’s strengths, preference, needs, and interests in the areas of employment, education/training, and independent living.

Keep in Mind...

...Not all assessments come in the form of a paper/pencil survey. Authentic assessments capture what is already happening in the student’s life that supports moving toward their long-term goals. For more information on using authentic assessments:

<https://www.youtube.com/watch?v=d48vGvmW5xw&feature=youtu.be>

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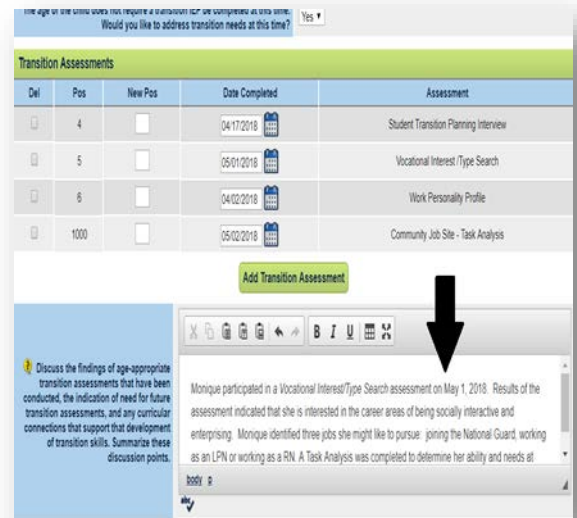
Q. 3. Age-appropriate transition assessments, *continued*

Monique has worked through her freshman year and continues to have self-sufficient independent living skills. The Case Conference Committee agreed at the Annual Case Review held on 05/25/2017 that Monique continues to demonstrate age-appropriate independent living skills. Monique is interested in obtaining a driver's license for transportation to and from school. Her parents said that she has been engaged in volunteer activities during her leisure time and is able to maintain a positive and consistent schedule.

At the Annual Case Review held on 03/01/2018 the Case Conference Committee reviewed and agreed that Monique has age-appropriate independent living skills. She has a driver's license and a checking account with a debit card. She is able to budget her weekly money for lunch, gas, and necessities. She continues to volunteer and has recently started attending dance classes at the YMCA.

Other Relevant Information:

Monique does a great job with keeping a schedule. She does need assistance if there is a change in her schedule. She likes to review her schedule at the beginning of the week and at the end of each day to prepare for the upcoming day. Initial Armed Services Vocational Aptitude Battery (ASVAB) test results showed that she was able to achieve a passing score for the National Guard.



Compliant Transition IEP

- Each year, the Transition IEP includes new transition assessments that best match the student's age and long-term goals.
- The assessment given is individualized and based on the student's needs and career interests or current postsecondary goals.
- If it has been determined that a postsecondary independent living goal is not needed, there is evidence that an independent living assessment has been given and cited.

Screenshot, Transition tab, IIEP on Learning Connection. The box illustrates where a detailed description of the age-appropriate transition assessment given within the last year is included. The assessment summary, done annually, should help a student: either find a path, stay on a path, or find a new path.

Compliant—Example

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. Task analysis assessments and the "Essential Skills Key Life Domains Assessments" were completed to determine Dan's ability

Continued, next page.

Q. 3. Age-appropriate transition assessments, *continued*

in daily living, vocational, education and training, personal care, community participation, social, and transportation skills. Assessments indicate Dan has strengths in communicating basic wants and needs and following one-step directions. With supports, Dan can complete work with three or fewer prompts. He also need support following his work schedules, assistance with personal restroom issues, and handling criticism. Dan has chores at home that include mowing the lawn, picking up sticks, and cleaning his room. Dan’s mom completed the “Life Skills Inventory.” According to the results, Dan needs to acquire basic skills in transportation and interpersonal skills including listening. He needs some support and reminders with his grooming and hygiene.

Non-compliant Transition IEP

- The Transition IEP does not include an assessment that addresses postsecondary employment, education/training, and/or independent living.
- The transition assessment summary is written about the assessment tool rather than the student’s results.
- The independent living goal is listed as NA, but no supporting evidence is provided.
- The Transition IEP lists the dates of an assessment but does not include the name of the assessment.
- An assessment is cited, but results are not summarized.
- The assessment is not age-appropriate and/or updated within the last year.

Non-compliant—Examples

Employment

- Trey does not have the skills needed to keep employment.
- The IEP does not need to include transition assessment because of the student’s disability-related behavioral issues.

Education/Training

- LaShaun will take a transition assessment when he gets to high school.
- Damon has taken the “Scans Skills Assessment,” which assesses the skills and talents employers value. These skills are in reading, writing, speaking, and listening as well as creative thinking, decision-making and problem solving, personal responsibility, and managing time and money. It also assesses interpreting and communication information.



Screenshot, Transition tab, IIEP on Learning Connection. The summary of findings examine the student’s strengths, preference, needs, and interests in the areas of employment, education/training, and independent living.

Continued, next page.

Q. 3. Age-appropriate transition assessments, *continued*

- This will be addressed in high school. This is not applicable at this time.
- It was difficult to get Claire to complete the assessments, so they may not be accurate.

Independent Living

- Thomas has all the skills to be independent.
- Carlos can be independent and gets around school fine.
- This student will never be independent and requires total care.

Keep in Mind...

...Once you make the determination that a student's IEP does not need an independent living postsecondary goal, your citation must indicate when and how you made that decision. You can add to the citation if you wish to show continued growth.

Q. 4. Does the IEP include an annual update of the student's postsecondary goals?

Guiding Questions

- Is there evidence that the Case Conference Committee discussed/updated the student's postsecondary goals each year?
- Do the postsecondary goals continue to be relevant based on the information within the current Transition IEP?

Quality Transition IEP

- IEP contains a statement indicating that the Case Conference Committee discussed the student's postsecondary goals and that they remain the same. *(If so, check box on the IIEP.)*
- If the Case Conference Committee discussed a need for goal changes, they have indicated those changes on the IEP.

Non-compliant Transition IEP

- There is no indication that the Case Conference Committee discussed postsecondary goals.
- There is no indication that committee updated the student's postsecondary goals if needed.

Screenshot, postsecondary goals question, IIEP on Learning Connection. A dropdown menu selection indicates if postsecondary goals were updated annually.

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

Guiding Question

- Is the discussion with student/family documented in the Transition IEP or evident in the student's file?

Quality Transition IEP

The IEP documents the student's Graduation Pathway choices (e.g. diploma or opt-out option, employability experiences, and postsecondary ready competencies) *see also, the Keep in Mind box on p. 23*). If the student is pursuing a diploma, the IEP specifies which diploma and course of study.

Service Type	Service	Service Dates	Number of Sessions	Session Length
Special Ed Services	Special Education Services	10/25/2016 - 10/25/2017	5 per week	45 minute(s)

Dates	Percent of time in General Education	Percent of time in Special Education
10/25/2016 - 09/30/2017	88.36%	13.94%
09/01/2017 - 10/25/2017	88.36%	13.94%
10/25/2017 - 09/30/2018	100.00%	0.00%

Screenshot, LRE Placement tab, IIEP on Learning Connection. Dropdown menu selection indicates the course of study/choice of diploma type.

Non-compliant Transition IEP

The IEP does not document the student's choice to pursue either a diploma or certificate of completion.

Q. 6. Does the IEP include skill-based, measurable annual goal(s) related to the student's transition needs?

Guiding Questions

- Have you written a measurable annual goal that supports each postsecondary goal statement (*Employment, Education/Training, and Independent Living if needed*)?
- Are the annual goals skill-based and supported by baseline data found in present levels of performance?
- Do the annual goals address the most significant barriers the student is having in accessing the general education curriculum and/or environment?
- Are you able to determine when the student will meet his/her goal? (*criteria/mastery and progress monitoring*)

Continued, next page.

Q. 6. Skill-based, measurable goals, *continued*

Quality—Examples

- Given a choice of two items, activities, or experiences, Samantha will use her eye gaze board to choose an activity on four out of five opportunities. *(Education/Training, Employment, Independent Living)*
- Using an essay graphic organizer, Chris will develop a multi-paragraph essay, including an introduction with a thesis statement, three supporting paragraphs, and a conclusion, on three out of four essays. *(Employment, Education/Training)*
- When Gavin becomes upset, frustrated, or angry, he will use a self-regulation strategy of requesting a quiet space break to avoid engaging in an unexpected behavior, with one reminder on four out of five opportunities. *(Independent Living)*
- While on the job site, Juan will use a visual task list to stay on task (during a 45-minute period), with only one verbal prompt. *(Employment)*
- When given a geometric figure, Christy will name and measure the angles on eight out of 10 instances. *(Employment, Education/Training)*
- Given a grade-level reading passage and instruction on using context clues, Matt will use context clues to answer eight out of 10 comprehension questions accurately. *(Education/Training, Employment)*
- Using a calculator and a list of formulas, Monique will solve linear equations using the correct steps eight out of 10 times. *(Employment, Education/Training)*

Continued, next page.



Goal Title: Writing

Present Level: Current data shows that Andy writes paragraphs that are not coherent and interrelated. He does summarize and write appropriate conclusions but they are not always connected to his previous thoughts in his work. He seems to be distracted during quiet times when writing. His focus has been better when using his headphones. Andy does follow written directions well and likes to use charts and forms. His writing is better when he uses his laptop when completing assignments.

Standards:

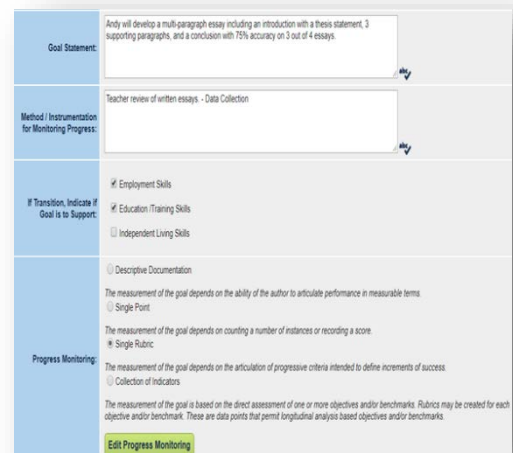
- F.9-10.W.3.1.a.5: Provide a concluding statement or section that follows from and supports the argument presented.
- G.9-10.W.3.2.a.1: Introduce a topic, organize complex ideas, concepts, and information to make important connections and distinctions, include formatting (e.g., headings, graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension).
- H.9-10.W.3.2.a.2: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Specialty Designed Instruction:

- Written and verbal instruction including the use of a writing chart that includes the information about how to write essays.
- Multiple ways to input information including the use of a laptop or chromebook to complete his essays.
- Multisensory teaching strategies including the use of headphones that he may choose to listen to while working alone or on an assignment.
- Immediate praise and feedback from teacher about his work.

Goal Statement: Andy 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.

Screenshot, Goals tab, IIEP on Learning Connection. Present levels should identify a need and include the current level the student is performing. Annual goals address what skills or process the student needs to increase the chances of meeting the goal. Specialty designed instruction describes what the student needs that special education will provide in order to meet his/her goal(s).



Goal Statement: Andy 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.

Method / Instrumentation for Monitoring Progress: Teacher review of written essays - Data Collection

If Transition, Indicate if Goal is to Support:

- Employment Skills
- Education/Training Skills
- Independent Living Skills

Progress Monitoring:

- Descriptive Documentation
 - The measurement of the goal depends on the ability of the author to articulate performance in measurable terms.
 - Single Point
- Single Rubric
 - The measurement of the goal depends on counting a number of instances or recording a score.
- Collection of Indicators
 - The measurement of the goal depends on the articulation of progressive criteria intended to define increments of success.

Edit Progress Monitoring

The annual goal should relate to the most significant barrier preventing the student from being successful in the area(s) you are addressing.

Q. 6. Skill-based, measurable goals, *continued*

Compliant—Examples

- Using a materials checklist, Brian will report to English and math classes with all materials, four out of five days per week. (*Employment, Education/Training*)
- When shown a lighted object, Henry will make eye or head movement toward the object on two out of five trials. (*Independent Living*)
- Given a grade level reading passage and instruction on a variety of comprehension strategies, Brady will correctly answer four out of five comprehension questions. (*Employment, Education/Training*)

Non-compliant—Examples

- Tom will pass his classes with a C or better.
- Dakota will obtain a score of 28 (50th percentile) on the 8th grade level M-Comp by spring.
- Using O'Net, Scott will identify four career areas he is interested in exploring.
- Trey 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 12/3/18.
- Sheri will access the community with supports from home.
- Steven will correctly answer 4 out of 5 comprehension questions.

Measurable Annual Goals...

- Must be related to the Present Levels of Academic Achievement and Functional Performance (PLAFP)
- Should be able to stand on their own (includes annual goals and short-time objectives or benchmarks)
- Identify what knowledgeable skills and/or behaviors a student is expected to **demonstrate or do** within the period of time the IEP is implemented
- Address the skills the student needs in order to make educational/behavioral progress

Well-Written Annual Goal Components

Given What—Describes **the conditions** that will need to be in place for the goal (or benchmark) to be completed.

Who—The student.

Does What—Describes **observable behavior** (specific action or target behavior) that the student will do to complete the goal (or benchmark)

Criteria for Mastery—Describes the **performance accuracy expected** during the life of the IEP.

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

Guiding Questions for Employment, Education/Training, and Independent Living

- Are services and activities aligned with the postsecondary employment, education/training, and independent living goals?
- If you have written a transition service/activity that supports more than one postsecondary goal area, have you clearly identified that in your narrative?
- Does the school share responsibility for provision and implementation of services and activities?
- Do the services and activities listed fall within the duration of the IEP?
- Do the services/activities help the student to identify, move toward, or refine their postsecondary goals? Does the narrative box for each transition service/activity reflect this?
- If you have listed a class as a transition service/activity, have you noted the connection to the goal? If not, did you describe why there is not an obvious connection?

Del	Description	Frequency	By Whom	Date of Completion	To Support
	Enroll in career orientation class	4 per wk	Teacher of Record	05/15/2019	<input type="checkbox"/> Employment Skills <input type="checkbox"/> Education/Training Skills <input type="checkbox"/> Independent Living Skills
	Develop resume	per day		05/15/2019	<input type="checkbox"/> Employment Skills <input type="checkbox"/> Education/Training Skills <input type="checkbox"/> Independent Living Skills
	Practice job interview	2 per rep pd	Teacher of Record / Rec.	05/15/2019	<input type="checkbox"/> Employment Skills <input type="checkbox"/> Education/Training Skills <input type="checkbox"/> Independent Living Skills
	College visit	2 per year-transition	Teacher of Record / Rec.	05/15/2019	<input type="checkbox"/> Employment Skills <input type="checkbox"/> Education/Training Skills <input type="checkbox"/> Independent Living Skills

Screenshot, Provisions tab, IIEP on Learning Connection. Transition services should take place during the year of the IEP, support each postsecondary goal, and be supported by school personnel.

The following examples illustrate how to document both a description of the transition services/activities and the accompanying narrative.

Employment

Quality—Examples

- Description:** Practice work skills.

Narrative: With support from her Pre-Employment Transition Services (Pre-ETS) job coach, Kayla will practice the work ethic, responsibility, and social skills she learned in her career orientation class during her work experiences in the community.
- Description:** Compare two community work experiences.

Narrative: After completing a 6-week work experience at both a landscaping job and a maintenance job, James will complete a reflective journal about each experience (compare/contrast).

Continued, next page.

Q.7. Transition services, *continued*



Description: Connect with adult service agencies that provide assistive technology.

Narrative: Ed will meet with two community job coordinators from local adult agencies and, using pre-written questions, will learn about services they provide.

Compliant—Examples



Description: Participate in job shadowing.

Narrative: Jamie will job shadow a career of choice.



Description: Attend a transition fair.

Narrative: Fiona will obtain information from local transition providers.



Description: Participate in Career Center.

Narrative: Student will choose a program to participate in at local career education center.



Description: Learn to use public transportation.

Narrative: Ali will use the city bus for transportation to and from a job site.



Description: Research careers in nursing.

Narrative: Arnetta will look up information about nursing during Family Consumer Science class.



Description: Participate in Reality Store.

Narrative: Angel will answer questions about information he learned at the reality store.



Description: Volunteer at local agency.

Narrative: Maryann will volunteer at Habitat for Humanity, where she will gain experiences working in a social service environment.

Keep in Mind...

...Transition services and activities must occur within the effective dates of the IEP.

...Students and families cannot be responsible for all services and activities.

...You must include an explanation of the service in the narrative.

Continued, next page.

Q.7. Transition services, *continued*



Description: Visit college.

Narrative: Attend college visit to learn about entrance requirements.



Description: Communicate accommodation needs to teachers.

Narrative: Independently will speak with teachers about support needs.

Non-compliant—Examples

- Complete CORE 40 requirement.
- Resource room
- Pass classes.

Independent Living

Quality—Examples



Description: Practice independent decision-making.

Narrative: Jeremy will research supported decision-making in Indiana. With the help of the school transition coordinator, his teacher, and his parents, he will choose an adult service provider, select a savings plan, and decide when to transition his health care from his pediatrician to a local family practice physician.



Description: Take childcare classes.

Narrative: To support Melinda’s interest in becoming a parent someday, Melinda will take the Family and Consumer Science course, Child Development.



Description: Use public transportation.

Narrative: Using natural supports, Brian will use public transportation to get to his job site.

Continued, next page.

Q.7. Transition services, *continued*

Compliant—Examples



Description: Apply to Bureau of Developmental Disabilities Services (BDDS) and/or Area Agency on Aging for Medicaid Waiver.

Narrative: Student and parents will obtain information and a Medicaid Waiver application.



Description: Learn and practice banking skills.

Narrative: Jennie will go to a local bank on community trips.



Description: Join a service club for socialization

Narrative: Will join a club of their choosing.

Q. 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

- Have you invited agencies that are providing or paying for a service included in the IEP?
- Did you obtain parent consent or student consent (once student has reached the age of majority) to invite an outside agency?
- Have you invited attendees who will help support/promote good interagency collaboration and a seamless system of transition?
- Are there any current service delivery providers (employment or residential) that need to be invited to participate at the IEP team meeting?
- Have you considered inviting individuals or agencies with expertise (e.g., behavior, Medicaid Waiver)?
- Have you considered inviting individuals who know the student well?

Continued, next page.

Q.8. Participating agency invitation, *continued*

Quality Transition IEP

Possible adult service (non-school) invitees:

- Vocational Rehabilitation Counselor
- Bureau of Developmental Disabilities Services' (BDDS) Service Coordinator
- Employment Provider – job coach
- Case Manager
- Mental Health Representative
- Behavior Consultant
- Residential Service Provider

Compliant Transition IEP

When the IEP does not include an agency that will pay for or provide a service, you do not need to invite an agency representative.

Non-compliant Transition IEP

- The IEP specifies transition services and activities that are assigned to agencies that you have not invited to the case conference.
- Services and activities are outside the life of the IEP.
- You have not obtained student/parent consent.

Position	Name	Additional Title	Requesting Excusal?	Consent to Excuse?	Consent to Invite Needed?	Consent to Invite Granted?
Student						
Public Agency Rep	Ima U Boss					
Parent	Joan Luck					
Current Teacher of Record (TOR)/Case Manager	R Mike Nevins					
General Ed Teacher	Phil Osophy					
Multidisciplinary Team Member	Mary Held					

Add Additional Attendees from Team

Father: Jason Luck

Guidance Counselor: Sy Kollogy

Add Additional Attendees

Screenshot, Schedule CCC Meeting tab, IIEP on Learning Connection. You should invite any representatives from outside agencies that the student is currently working with or that he/she may be involved with in the future.

Q. 9. Does the IEP document a course of study that focuses on improving the academic and functional achievement of the student to facilitate their movement from school to postsecondary employment, education/training, and independent living (if appropriate)?

Guiding Questions

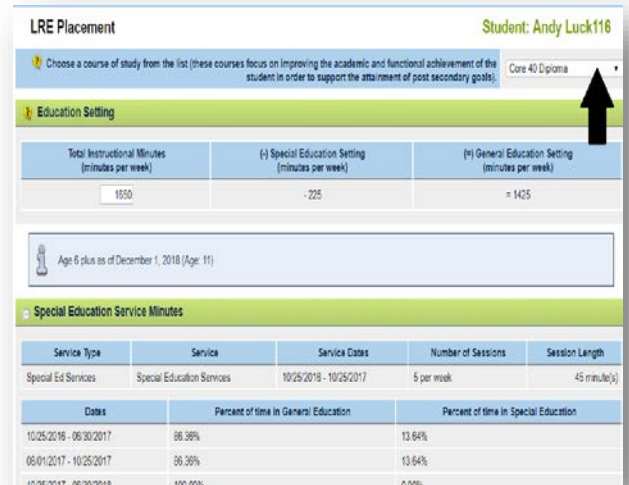
- Does the IEP include a course of study that aligns with the student’s postsecondary goals?
- Is the multi-year course of study (4-year plan) specified in the IEP (e.g., CORE 40, General Diploma, or Certificate of Completion)?

Quality Transition IEP

- The IEP identifies the specific diploma type (e.g., CORE 40, General, and Academic Honors) or Certificate.
- The course of study aligns with the student’s postsecondary goals

Non-compliant Transition IEP

- The IEP does not contain information about the course of study.
- The course of study does not align with the student’s postsecondary goals.
- The IEP only lists semester classes or other classes in which the student is currently enrolled.



Screenshot, LRE Placement tab, IIEP on Learning Connection. A dropdown menu selection indicates the course of study—choice of diploma type.

The entire Transition IEP should align to the chosen course of study.

Keep in Mind...

...For more information about Graduation Pathways, diplomas, and the Certificate of Completion, refer to the following Indiana DOE resources:

Graduation Pathways

<https://www.doe.in.gov/graduation-pathways>

Certificate of Completion

<https://www.doe.in.gov/student-services/student-assistance/coc>

Resources

Authentic Assessment: A Blueprint for Quality Transition

<https://www.youtube.com/watch?v=d48vGvmW5xw&feature=youtu.be>

Ensuring a Smooth Transition to College for Students with Disabilities

<https://www.youtube.com/watch?v=fXEi5ylyJ-c&feature=youtu.be>

Module on Transition Assessment

<https://instrc.indiana.edu/HTML5Trainings/TransitionAssessment/Transassess1/transassess12.html>

Transition Resource Collections (e.g., health, career videos, for educators new to transition)

<https://instrc.indiana.edu/resource-collections/index.html>

Sample IEPs

<https://instrc.indiana.edu/resource-collections/sample-ieps.html>

Transition Assessment Matrix

<https://instrc.indiana.edu/transition-resources/transition-matrix.html>

Transition IEP Components

<https://instrc.indiana.edu/pdf/resources/Transition%20IEP%20Checklist%20Series.pdf>

Using Authentic Assessment for Age-Appropriate Transition Assessments

<https://www.youtube.com/watch?v=QE5paAqQNQA&feature=youtu.be>

Writing Quality IEPs

<https://instrc.indiana.edu/resource-collections/writing-ieps.html>

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