

The Transition Individualized Education Program (IEP) Guidebook

Written to assist in the creation of quality transition Individualized Education Programs (IEPs).

Updated August 2024



INDIANA INSTITUTE ON DISABILITY AND COMMUNITY

CENTER ON COMMUNITY LIVING AND CAREERS

Indiana Secondary Transition Resource Center

The Transition Individualized Education Program (IEP) Guidebook

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

a project of the

Center on Community Living and Careers

Indiana Institute on Disability and Community

Indiana University

www.instrc.indiana.edu

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.

Copyright © 2024, Center on Community Living and Careers



INDIANA INSTITUTE ON DISABILITY AND COMMUNITY

CENTER ON COMMUNITY LIVING AND CAREERS

Indiana Secondary Transition Resource Center

Table of Contents

- The Transition Individualized Education Program (IEP) Guidebook**2
- Features of the Transition IEP Guidebook.....4
- A Quality Transition IEP.....4
- 2. Student Participation**.....5
- 3. Present Levels of Academic and Functional Performance**.....6
- Case Study Examples - Present Levels of Academic and Functional Performance 6
- 4. Transition Assessments**.....9
- Case Study Examples - Summary of Findings of Age-Appropriate Transition Assessments9
- 5. Postsecondary Goals**.....14
- Case Study Examples – Postsecondary Goals14
- 6. Transition Services and Activities**15
- What is a Coordinated Set of Activities?15
- Case Study Examples - Transition Services and Activities16
- 7. Annual Goals**18
- Measurable Annual Goal Statements18
- Case Study Examples – Annual Goal Statements19
- 8. Course of Study**.....19
- Diploma Discussion20
- 9. Supported Decision Making and Guardianship**.....20
- Supported Decision Making Process21
- Benefits to the Individual and for Parents21
- 10. Resources**22
- 11. Appendix A**23
- Quality, Compliant, and Noncompliant Transition Goal Services and Activities—Examples**.....23
- Transition Services and Activities—Examples23
- Quality—Examples.....23
- Compliant—Examples.....28
- Noncompliant—Examples34
- 12. Appendix B**.....36
- Quality, Compliant, and Noncompliant Annual Goal Statements—Comparison Examples**.....36

The Indiana Transition IEP Guidebook

2024

1. How to use this Guidebook

The Transition Individualized Education Program (IEP) Guidebook is a guide to help you create quality IEPs for students. Quality Transition IEPs are those that:

1. meet students' needs,
2. outline an implementation plan to address those needs, result in improved academic outcomes and,
3. address the social and emotional skills needed to achieve their postsecondary goals.

To ensure the creation and revision of quality transition IEPs, this guidebook follows the National Technical Assistance Center on Transition- The Collaborative (NTACT-C) Indicator 13 Checklist- Form A found here: [NTACT-C Checklist](#).

Features of the Transition IEP Guidebook

- Considerations for student-led IEP meetings.
- Thorough descriptions of each Transition Individualized Education Program (IEP) section.
- Written statements or case studies that illustrate quality components and alignment of the transition IEP.

A Quality Transition IEP

A quality transition IEP is both state and federally compliant, aligned throughout, and focuses on the student's unique needs.

A quality transition IEP includes:

- individualized postsecondary goals,
- multiple and varied (formal and informal) transition assessments,
- transition services and activities that help confirm or change the student's choices for postsecondary goals, and

A Quality Transition IEP, *continued*

- skill-based and measurable annual goals.

In Indiana, at the age of fourteen or when a student enters Grade 9 (whichever comes first), the IEP will become a transition IEP. During this time, students begin focusing on their postsecondary goals. The transition IEP identifies ways in which the school and family will work together to support students to achieve these goals.

Students must be invited to participate in each transition IEP conference. The transition IEP requires that a student's goals for employment, education/training, and (if needed) independent living skills be assessed and updated at each annual conference. Students should share their experiences and goals. If comfortable, encourage students to be active leaders in their transition IEP conference. The more involved they are, the more successful they will be.

2. Student Participation

The student must be invited to every IEP meeting and should participate to the best of their ability. Consider ways students can contribute to the participation and input of their plan.

The student can:

- Provide input into who is invited to their meeting.
- Invite participants via email.
- Greet attendees upon arrival.
- Introduce meeting participants.
- Discuss strengths and skills.
- Review accommodations.
- Present their transition portfolio (If applicable).
- Discuss an assignment or activity they struggle with.
- Brainstorm solutions to problems.
- Elaborate on needs.
- Review postsecondary goals.
- Explain an experience with transition services and activities.
- Close the meeting.
- Thank attendees, shake hands, and walk with them as they leave.

Consider this resource from IN*Source on student-led IEP meetings: [Student Led IEP Checklist](#)

Consider this resource from I am Determined on Student-led IEPs: [Student LED IEP Presentation](#)

3. Present Levels of Academic and Functional Performance

The Present Levels of Academic Achievement and Functional Performance, or “present levels” include the student’s skills, abilities, and needs. The following skill categories should be included in the narrative, but are not limited to:

- General Background
- Academic (Reading, Writing, and Math)
- Communication
- Adaptive/Independent Living
- Social
- Behavior
- Sensory
- Mobility
- Health
- Transition/Vocational

The Present Levels of Functional Performance section of the IEP is the starting point for all IEP decisions. It is what other teachers and support staff rely on to understand the strengths, preferences, interests, and needs of the student and how their disability affects them in all environments. It determines the accommodations, supports, postsecondary goals, transition services and activities, annual goals, and participation in general educational programming.

The Present Levels of Functional Performance should include a thorough description of annual data (progress monitoring) and evaluations of the student. This section should tell a thorough story of the student in positive and respectful language.

Case Study Examples - Present Levels of Academic and Functional Performance

Lucy	Rita
<p>Read about Lucy, a 15-year-old student with multiple disabilities who is in 10th grade. She uses a wheelchair and has been given a label of severe cognitive disability. She likes sports and cheers on the St. Louis Cardinals). Lucy also enjoys listening to Broadway musicals and watching “Stranger Things” on Netflix.</p> <p>Reading Skills: Lucy uses a DynaVox assistive communication device to read books aloud to her. Her overall score on Indiana’s Alternate Measure (IAM) English/Language Arts Grade 8</p>	<p>Read about Rita, a senior in high school at Indiana High School. Rita receives speech services for fluency due to stuttering. She is on diploma track with a Core 40 Designation with Academic Honors. She enjoys art, hanging out with her friends, and planning for the next chapter of her life.</p> <p>Reading Skills/Writing/Math Skills: Rita has grade-level reading, writing, and math skills. Regarding criticism, she accepts it well, improving from criticism and correction. She is</p>

Lucy	Rita
<p>was 286 or at the developing level. She will retake IAM this year as a 10th grader. After reading a chapter in a book and using picture cards, she can answer questions about the main idea of the chapter with 30% accuracy. She needs to identify details that support the main ideas in the text.</p> <p>Writing Skills: Lucy uses her DynaVox to participate in writing activities in the classroom. She can write simple sentences and is learning to write a topic sentence for a paragraph.</p> <p>Math Skills: Lucy’s overall score on the IAM Mathematics test was 237 or at the developing level. She can solve real-world 2-digit addition problems using rational numbers with the calculator on her DynaVox. She needs to solve 2-digit subtraction problems.</p> <p>Communication Skills: Lucy is exceptionally good at indicating when she wants help and is very verbal (using her DynaVox) about her likes and dislikes. She smiles and laughs when she is happy, feeling good, or enjoying what is going on. She likes to be in settings that are full of people, activity, and noise. When it is too quiet, she will say “Hey!” on her DynaVox to let others know. Sometimes when she is not feeling well or is unhappy, she says “Help, please!” She needs to work on having conversations with other students on a specific topic.</p> <p>Physical Skills: Lucy uses a manual wheelchair and requires physical support in all activities. She loves to be active and out of her chair throughout the day. She is working with a physical therapist on weight-bearing activities while using an Easy Stand. This helps her learn</p>	<p>an average student with a 3.1 GPA. She is on track to graduate and has received all credits up to this point in her high school career. She makes As and Bs in both her English and Math courses. Regarding constructive criticism, she accepts it well, improving from criticism and correction. She does not demonstrate any immature or inappropriate behavior.</p> <p>Communication Skills: She has a few classroom peers with which she is friends. Rita continues to have difficulty with her fluency while reading (aloud or silently) due to the inability to avoid certain words that are in writing. Her fluency level differs each day. She can use strategies to help with her fluency in conversational speech, including prolongation and easy onset. Secondary characteristics including eye rolling, blinking and head bobbing are noted during significant blocks.</p> <p>Adaptive/Vocational Skills: She listed several personal traits including honesty, cautious, dependable, orderly, polite, loyal, hardworking, persistent, friendly, mature, quiet, cooperative, a fast learner, interested in work and motivated. Rita’s adaptive behavior skills show that she is at an age-appropriate level in independent living skills. Rita’s adaptive behavior skills show that she is at an age-appropriate level in independent living skills. She is independent in activities including preparing meals, personal hygiene, and completing various household chores. Rita continues to work on skills such as studying for her driver’s test and navigating a college campus independently or with friends.</p> <p>Social/Emotional Skills: Rita is very motivated to complete all her required school assignments with enthusiasm and when</p>

Lucy	Rita
<p>to support her body weight and increases the amount of time she can stand. This will help her transfer from the chair to the changing table. Lucy tolerates a range of motion exercises well and has improved in allowing hand-over-hand support for some activities.</p> <p>Vocational Skills: Lucy has participated in several in-school jobs. At the student-run store, she uses her DynaVox calculator to tell students and teachers how much they owe. She also uses her DynaVox to take orders at the coffee cart, and as an office assistant where she delivers papers to teachers and counselors. Her family is active in various sports, and she would love to be involved in some of the sports teams at school. Lucy and her family plan to access services from the local adult service agency to support her in obtaining part-time community-integrated employment after high school. She has a strong desire to work at a sporting goods store or the local ballpark. Her enthusiasm stems from her interest in being around people who love sports and her experience waiting on customers using her DynaVox.</p> <p>Health Needs: Lucy has a low resistance to infection and has frequent bouts of upper respiratory infections. She has a trach tube and needs to have it suctioned each day. She also has a G-tube and is fed through it three times during school hours. A nurse assists with her care. Lucy requires ongoing nursing services to support her in a supported living environment in the future.</p>	<p>completed, looks for more schoolwork to do. She believes her classroom performance includes doing average work. She lists her punctuality as fair. She has good attendance. She works well under moderate pressure. Rita has friends and communicates her feelings well to others. Rita is social at times, but also enjoys quiet time in solitude.</p> <p>Health Needs: There are no health needs that affect Rita’s educational progress. She has suffered from depression in the past due to her frustrations with a lack of progress in her speech and the social ramifications of her stuttering. This has improved with time and finding a core set of supportive friends.</p> <p>Transition: Rita reported that she enjoys art, artwork, and artistic forms of expression. She has a desire to become a tattoo artist or have an art-related job. Currently, Rita is taking photography but has completed drawing and painting classes. She is most excited about drawing, completing art assignments, passing all her classes, and working her part-time job at the local art museum. Her short-term objectives are to graduate high school and get into a local college to pursue an art degree.</p>

4. Transition Assessments

Transition assessments serve as tools that are ongoing throughout the school year to help a student choose a path, stay on a path, or find a new path aligned with each of their postsecondary goals in the areas of employment, education, training, and independent living.

Transition assessments can be included in the student’s curriculum and are an opportunity for teachers to strengthen relationships with students by discussing their plans. They can be formal assessments (e.g., surveys) or informal (e.g., interviews).

Once transition assessments are complete, a summary is written (often called the summary of findings) to give a thorough explanation of the information learned from each age-appropriate transition assessment and to highlight the student’s strengths, preferences, interests, and needs (SPIN) in each of the three postsecondary goal domains of employment, education/training, and independent living.

Case Study Examples - Summary of Findings of Age-Appropriate Transition Assessments

Lucy	Rita
<p>Lucy was given the Social and Vocational Abilities Listing transition assessment to assess her strengths, preferences, interests, and needs related to mobility, communication, socialization, money handling, purchasing, and vocational skills. Lucy was read each category by her teacher of record and indicated on her DynaVox which skill she felt described her best. Additionally, she was assessed using the Planning for Community Living transition assessment. She indicated to her teacher of record which support area she would do on her own, with support through family, or with community assistance.</p> <p>The Social and Vocational Abilities Listing transition assessment meets the postsecondary goal domains for Employment and Education and Training. The Planning for Community Living assessment meets the postsecondary goal domain for Independent Living.</p>	<p>Rita was given the Job Shadow Feedback/Reflection transition assessment to assess her strengths, preferences, interests, and needs related to her job shadowing experience at a local art museum where she works part time. Rita job shadowed the museum curator. Additionally, she was asked to complete the Postsecondary College/School Comparison transition assessment due to her interest in attending a local college to study art.</p> <p>Both the Job Shadow Feedback/Reflection transition assessment and the Postsecondary College/School Comparison transition assessment meet the postsecondary goal domains for Employment and Education and Training.</p> <p>Because Rita demonstrates age-appropriate independent living skills, she was not assessed in this area. Rita can navigate her community independently, adequately takes initiative for her own daily hygiene and self-care, as well as performs daily household living tasks such as</p>

Postsecondary Employment

Lucy's skills on the Social and Vocational Abilities Listing transition assessment were assessed in mobility, communication, socialization, money handling, purchasing, and vocational skills.

Strengths- Lucy has strengths in communication and socialization. She uses her DynaVox consistently and can communicate with gestures and sounds, respond using simple sentences, indicate her mood and needs, and express her emotions appropriately. Lucy enjoys being around others, participates in group activities, obeys simple rules, cooperates with others, and even initiates conversations with others when she is comfortable around them.

Preferences- Lucy prefers to use her wheelchair in public settings where she can be more social but also has opportunities to stretch and be more mobile on a mat when at home. She prefers to practice standing in the mornings when she has the most energy. She does better when directions are given to her in short sentences. She also prefers to do tasks related to math such as counting and giving change. She enjoys shopping with assistance from family.

Interests- Lucy has a strong interest in working in busy settings. She enjoys the socialization and movement associated with these surroundings. She has a strong interest in addition and subtraction of 2-digit numbers and has been practicing this skill in her math class. While she is interested in completing tasks independently, she recognizes that she often needs support with more complex tasks such as those that may take longer than 15 minutes to complete, or those that require

doing the dishes, taking out the trash, and cleaning. She has been studying for her driver's license and is able to make phone calls, ask for help, and assess her own needs independently.

Postsecondary Employment

Rita's responses on the Job Shadow Reflection/Feedback were used to assess her strengths, preferences, interests, and needs in relation to currently working as a museum curator and becoming a tattoo artist as a career.

Strengths- Rita showed strengths in the personal characteristics needed to perform the job as museum curator. She is organized, enjoys collaborating with others, and is enthusiastic about all types of art.

Preferences- Rita learned that she prefers working with at least one other museum team member while working to collaborate and plan. She also prefers working early in the morning as opposed to staying until the museum closes. She does enjoy working in the gift shop or scheduling volunteers and school field trips, but did enjoy conversing with the volunteers about art. She also said the volunteers were patient and nice to her when she stuttered.

Interests- Rita has a strong interest in learning more about the details necessary to successfully plan and execute an exhibit at the museum. She has a strong interest in learning more about the historical aspects of some of the art and identified areas she was unfamiliar with for future research. She enjoyed meeting all the people involved at the museum, especially the volunteers.

Lucy	Rita
<p>more physical movement such as mopping or cooking.</p> <p>Needs- Lucy needs to continue working on her math skills, as well as following multi-step directions in more detail. Lucy needs support from a family member or care provider to sit comfortably in her wheelchair and to stand longer than a few seconds at a time. Lucy needs practice in navigating simple tasks independently. She also needs frequent breaks after completing tasks that last longer than 15 minutes.</p> <p>Postsecondary Education</p> <p>Strengths- Lucy excels in the areas of communication and socialization. She has a strength in connecting with others using her eye gaze and smile. She is engaging in conversation and can use her DynaVox to ask simple questions to others or make simple statements such as, “Good morning” and “Can I help?”</p> <p>Preferences-Lucy prefers working on her math skills over her reading and writing skills. She feels confident in math and enjoys being challenged in this area. She also prefers to do tasks related to math such as counting and giving change. She recently participated in making change at school for teachers buying coffee and excelled in this area. She entered in the monetary amount using her DynaVox, subtracted and gave correct change with high accuracy. She prefers environments where she can be social and watch others interact. She learns by being around others and adapts to her surroundings quickly.</p> <p>Interests- She has a strong interest in addition and subtraction of 2-digit numbers and has</p>	<p>Needs- Rita needs more practice in juggling multiple tasks at one time. She often gets confused about which exhibit they are working on, and the tasks related to each. While this will come with time and practice, she may benefit from keeping a daily task list, monthly task list, etc. for organizing her work. Additionally, she would benefit from setting reminders in her phone and on her calendar to ensure deadlines are met.</p> <p>Rita also noted that if she is going to speak to larger crowds or with volunteers consistently, she would need to plan on what she would like to communicate so that she could practice. This practice will help minimize her stuttering when she gets nervous.</p> <p>Postsecondary Education</p> <p>Strengths- Rita planned and coordinated both visits to two local colleges. She made the calls herself and communicated with the admissions office for the tour via email. Rita also planned the set of questions that she would ask each college about degree options, class options, requirements, housing, student loans, and potential jobs for art majors.</p> <p>Preferences- Rita visited both campuses and found that she liked Campus 1 over Campus 2 due to the small class sizes and robust art program. She also preferred the class schedule as most classes are early in the morning and she does best early in the day. That also left her the remainder of the day to plan, study, and work a part time job. Campus 2 was cheaper in cost, but due to the reputation of Campus 1, Rita feels like the extra cost is worth it, especially since the dorms are so nice.</p>

Lucy	Rita
<p>been practicing this skill in her math class. She has interest in exploring and does not hesitate to get the “lay of the land” in an unfamiliar environment. She especially enjoys attending sporting events, watching sports, and learning about different sports. Lucy indicated she dreams of going to watch the Olympics in person as a spectator.</p> <p>Needs- Lucy needs to continue working on her math skills, as well as following multi-step directions in more detail. Lucy needs a work environment where she could be successful performing simple tasks that allow her to be sociable, such as greeting customers or working as a cashier. Her parents are researching different assistive technology that she could use to bag items when she is shopping or waiting on customers. She continues to need support in most daily activities and will need a job in the mornings when she feels her best and strongest. Lucy feels she could work a job for at least 2-3 hours a day with help from a job coach.</p> <p><i>Postsecondary Independent Living</i></p> <p>Lucy completed the Planning for Community Living transition assessment.</p> <p>Strengths- Lucy’s strengths center around self-determination and self-advocacy skills. Lucy is social, enjoys relationships with others, learning new skills, and can communicate her needs using her DynaVox assistive communication device. Lucy enjoys attempting new experiences at home and in her community. She recognizes that she needs ongoing assistance with daily activities revolving around self-care, transportation, paying bills, and making doctor appointments. Lucy’s family has plans to provide as much</p>	<p>Interests- Rita is interested in learning more about the student loan process and available jobs for art majors should she decide her long-term goal of being a tattoo artist does not work out. She also would like to explore student life on campus and student club options.</p> <p>Needs- Rita needs to schedule her classes and making a calendar of daily tasks. Rita also needs to learn more about applying for student loans and how to budget for payback upon loan approval. She would like to interview a few local tattoo artists to learn more about the skills and classes she should take in college.</p> <p><i>Postsecondary Independent Living</i></p> <p>An independent living transition assessment is not required for Rita. Rita demonstrates age-appropriate independent living skills. Rita can navigate her community independently, adequately takes initiative for her own daily hygiene and self-care, as well as performs daily household living tasks such as doing the dishes, taking out the trash, and cleaning. She has been studying for her driver’s license and can make phone calls, ask for help, and assess her own needs independently.</p>

Lucy	Rita
<p>care as possible for as long as possible. Since Lucy has a dream of one day living on her own, she is open to having others in the community assist her in daily living tasks. However, it should be noted that her willingness to attempt these tasks on her own or be a part of completing the task is important to her.</p> <p>Preferences- Lucy enjoys being part of a care team. She enjoys giving her input on all aspects of her life and having a voice in the decisions made that affect her. She does better when topics are discussed with her prior to them occurring. For example, if Lucy needs to get groceries, she wants a say in food purchases and where she will shop. If she has a follow-up doctor's appointment, she wants to know why and who she will see. She can dial the phone number of the doctor and wants to be present when making the appointment, putting the other person on the speaker phone. She has a strong desire to be present and help to the greatest extent possible in all daily living tasks. Lucy thrives when given choices.</p> <p>Interests- Lucy enjoys learning new things. She has recently started practicing leaving her home on her own and using the sidewalk to explore her neighborhood for short periods of time. Lucy enjoys riding the city bus to various places around town, specifically the grocery store and the mall. She also enjoys visiting the local park and watching others play sports. Lucy would like to meet others who have communication devices. She recently joined a cooking group at the local YMCA where she brings recipes to share and helps read the recipe card aloud.</p>	

Lucy	Rita
<p>Needs- Lucy needs continuous support in her daily living activities. There are a few times when Lucy will not need assistance. Whoever assists Lucy must be communicative, give her choices, and respect her preferences. Lucy wants to be included in all decisions made about her life. Lucy needs to continue practicing skills that she can do in short intervals such as exploring a grocery store aisle on her own or traveling to the mailbox to greet the mail person upon delivery.</p>	

5. Postsecondary Goals

Postsecondary goals are clear, concise, long-term, and measurable statements summarizing a student’s intentions in employment, education, training, and independent living skills. Updated annually, they are statements supported by the summary of findings from the current year’s age-appropriate transition assessments.

Employment: What career is the student interested in pursuing?

Education and Training: What education or training will the student participate in to reach their career goal?

Independent Living: Does the student plan to live independently, with a friend(s), with parents/guardians, or others? What skills does the student require to reach this goal?

Examples of Postsecondary Goals

Employment: I will work with computers or technology.

Education and Training: I will attend a 2-year college and study computers/technology.

Independent Living (if needed): I will learn the bus route from home to the college campus.

Case Study Examples – Postsecondary Goals

Lucy	Rita
<p>Employment – I will work at a job involving sports where I can use a communication device.</p>	<p>Employment – I will obtain employment in a field related to art such as a tattoo artist.</p> <p>Education and Training – I will enroll in an art program at a local college.</p>

Lucy	Rita
<p>Education and Training – I will continue to learn job and employment skills with an adult service agency's support.</p> <p>Independent Living – I will follow a picture list to find items needed at the grocery store.</p>	<p>Independent Living – Information from transition assessments shows that Rita does not require an independent living postsecondary goal.</p>

6. Transition Services and Activities

Transition services are a coordinated set of activities that occur within a **results-oriented process** that facilitates 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.

Transition services and activities must be based on the individual needs of the student, considering the student's strengths, preferences, and interests.

Transition services and activities connected to the postsecondary goals can include:

1. Instruction
2. Related Services
3. Community Involvement
4. Employment Experiences
5. Independent Living Practice

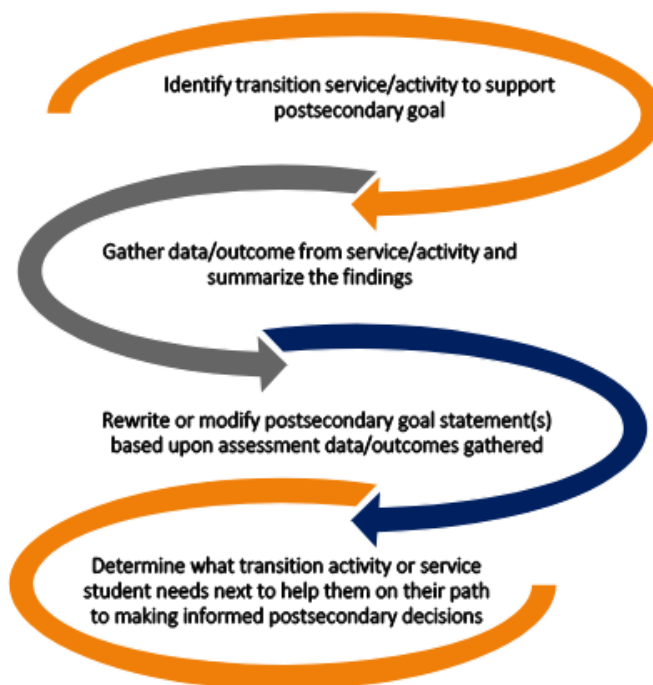
What is a Coordinated Set of Activities?

Coordinated means a systematic approach to transition planning and services. Each of the various transition activities must complement and be coordinated with each other. Coordination ensures that there is alignment between each of the other components of the Transition IEP (age-appropriate transition assessments, summary of findings, postsecondary goals) with the activities and services that support the student's development of movement toward or changing postsecondary goals.

The graphic on the next page illustrates how transition services and activities serve to inform a student's age-appropriate transition assessments and postsecondary goals.

Transition Services and Activities, continued

Transition Services and Activities Graphic



Referencing the graphic above, once a student has identified their postsecondary goals in the three areas (Employment, Education and Training, and Independent Living), the case conference committee, with input from the student, will develop transition services and activities to support those postsecondary goals.

Once completed, the student has now had experiences that help them make informed decisions on whether to continue the current path or find a new path to explore.

Case Study Examples - Transition Services and Activities

Description	Frequency	By Whom	Date of Completion	To Support
Create a picture grocery list.	One per week	Lucy, Teacher of Record, Parent, Personal Assistant Service Personnel	06/30/2025	Independent Living Skills
Narrative: Lucy will make a picture grocery list on her DynaVox and use it when shopping each week. This will support her in her independent living postsecondary goal.				

Description	Frequency	By Whom	Date of Completion	To Support
Create and utilize emergency contact information.	One per week	Lucy, Teacher of Record, Parent, Personal Assistant Service Personnel	06/30/2025	Independent Living Skills
Narrative: Lucy will create an emergency contacts list in her DynaVox and practice what she would say in the event of an emergency. This will support her in independent living postsecondary goals.				

Description	Frequency	By Whom	Date of Completion	To Support
Community Job Training with Adult Service Provider	Three per week	Lucy, Teacher of Record, Adult Service Provider	06/30/2025	Employment, Education and Training
Narrative: Lucy will participate in a 1-hour job experience 3 days a week with the support of a job coach from the local adult service provider. This connects to her postsecondary goals and involves support from services she will be using after high school.				

Description	Frequency	By Whom	Date of Completion	To Support
Community Internship	One per week	Lucy, Teacher of Record, Job Coach	06/30/2025	Employment
Narrative: Lucy will participate in a job internship with the local college girls' basketball team. Using her Dynavox calculator, Two Big Red Buttons, and the support of her job coach, Lucy will keep track of points and rebounds for the team during home baseball games.				

Description	Frequency	By Whom	Date of Completion	To Support
Career Interview	One time per year	Rita, Teacher of Record, Parent,	06/30/2025	Employment, Education and Training
Narrative: Rita will interview two local tattoo artists to discuss the best courses and skills to acquire in college to become a tattoo artist. She will use this information to determine her class schedule in college.				

Description	Frequency	By Whom	Date of Completion	To Support
College Class Scheduling	One per year.	Rita, Teacher of Record, Parent	06/30/2025	Employment and Education and Training
Narrative: Meeting with college admissions, Rita will determine an appropriate class load connected to her art major based on student loan amounts each semester.				

Description	Frequency	By Whom	Date of Completion	To Support
Review work schedule	One per week	Rita, Teacher of Record, pre-ETS, Parent	06/30/2025	Employment and Education and Training
Narrative: Rita will review her weekly job responsibilities and upcoming schedule with her pre-ETS provider to ensure she is aware of and planned for all tasks (speaking to groups and planning for events).				

7. Annual Goals

The annual goal section of the IEP includes specially designed instruction and the annual goal statement.

Specially designed instruction is an individualized approach to teaching that includes adapting content, methods, delivery, and environment to assist students in achieving their academic goals.

SDI describes the personalized and targeted instruction provided to a student receiving special education services. Ask yourself, “What are my student’s individual learning needs, strengths, and weaknesses, and how can I tailor my instruction for success?”

Measurable Annual Goal Statements

Quality annual goal statements are measurable, skill-based, and address an individual student’s most significant barriers to academic and or behavioral success. Each statement:

- must be related to the present levels of academic achievement and functional performance (PLAFP).
- support each post-secondary goal in employment, education and training, and independent living.
- may include short-term objectives or benchmarks.
- identify the skill or behavior required to make educational/behavioral progress.

Well-written annual goal statements include the following:

- **Given what** – The conditions needed for the goal to be completed.
- **Who** – The student.

Annual Goals, *continued*

- **The skill** – The observable behavior the student will do to complete the goal.
- **The measurement** – How the skill will be measured.

Case Study Examples – Annual Goal Statements

These are case study goal examples. Each student example has four annual goal statements. Note there are many ways you may write an annual goal statement. In their IEPs they may have additional annual goal statements.

Lucy	Rita
After reading an informational passage, Lucy will use her AAC device to write a topic sentence related to the reading on three out of five opportunities.	Given a topic connected to her job (specific exhibit or painting), Rita will speak on the topic using a list of bulleted notes for 2-3 minutes on four out of five instances.
By May 2026, using a calculator, Lucy will solve a set of five two-digit subtraction problems that include borrowing with 80% accuracy on five consecutive instances.	When Rita demonstrates traits of a speech block (eye rolling, blinking, head bobbing), she will pause and try to emphasize the end of the word that is giving her difficulty on 4 of 5 observed instances.
Using picture cards describing the main ideas of stories, Lucy will choose the correct picture that matches the main idea of a story heard with 50% accuracy in five trials.	Given a map and new location (such as a college campus), Rita will walk to a specific site at the location independently on nine out ten trials.
Using a task list and support from her job coach, Lucy will work continuously for 15 minutes before taking a break on nine out of ten instances.	Rita will create a list of five art-related careers she may be interested in that includes the name of the career, salary, job openings in the area she lives, and training needed for the career by May 2026.

8. Course of Study

The course of study in an IEP outlines the special education program or curriculum designed to meet the student's unique needs.

The course of study includes specific classes, experiences, and activities that lead to accomplishing the requirements for a student's diploma or certificate.

The course of study may include:

- general education classes,
- career education classes,
- elective classes, or
- a combination of the above.

Course of Study, *continued*

As a student advances grade levels, the course of study will become more individualized to their specific interest and needs. It is imperative that the IEP Team continuously evaluates and monitors the student's progress so that they remain on track for their ended graduation option.

Diploma Discussion

The IEP team should begin discussing diploma options in elementary school to ensure families can make an informed decision. National guidelines require the development of a transition IEP to begin at age 16 or earlier if determined appropriate by the case conference committee. Then, a diploma decision will be made. Some state laws require the transition IEP and diploma decision discussion and determination to begin sooner.

The members of the case conference committee work together to decide which diploma option is right for a student. The case conference committee also plans the appropriate course of study that will lead to the selected diploma.

The teacher of record is responsible for entering the diploma decision into the Transition IEP, and the teacher will also document any accommodations or modifications a student may need to participate fully in their education. This information guides the student's educational program as they enter high school.

In Indiana, the graduation diploma options are:

- Core 40 Diploma with Academic Honors,
- Core 40 Diploma with Technical Honors,
- Core 40 Diploma
- General Diploma, or
- Alternative Diploma

When a diploma decision is made for the first time, it is important to aim high. In most cases, students should start out planning for a Core 40 diploma when they enter Grade 9. Having high expectations is important for helping students to reach their full potential.

Students and parents should ask to meet with a school counselor, the student's teacher of record, an/or school transition coordinator to explain how the various diploma requirements match student's strengths, interests, preferences, support needs, and goals. This meeting can take place at the IEP annual review or other agreed upon time.

Consult your state's department of education for diploma options available in your state.

9. Supported Decision Making and Guardianship

Many states require that documentation be provided in the IEP explaining what information was provided to parents and students related to guardianship. Information about Supported Decision-Making (SDM) should be included in this section of the IEP.

Supported Decision Making and Guardianship, *continued*

SDM is a way to assist individuals in making their own decisions with the support of trusted people, rather than having someone else make all decisions for them.

SDM is a way to support individuals and encourage self-determination. Individuals are empowered by retaining their rights and making their own decisions, promoting independence and self-confidence. It also involves personalized support. The support is tailored to the individual's needs and preferences, ensuring they have the right information to make informed choices.

Supported Decision Making Process

1. Identify Supporters: The individual chooses trusted people to be part of their support team.
2. Define Roles: Each supporter has a specific role, such as helping with medical decisions, financial matters, or daily living activities.
3. Create a Plan: Together, they create a plan outlining how decisions will be made and what kind of support is needed.

Benefits to the Individual

- ✓ Retains Decision-Making Rights
- ✓ Increased Confidence
- ✓ Enhanced Independence
- ✓ Tailored Assistance
- ✓ Flexibility
- ✓ Strengthened Relationships
- ✓ Less Restrictive than Full Guardianship
- ✓ Preservation of Rights

Benefits for Parents

- ✓ Peace of Mind: Knowing their child is making informed decisions with the right support.
- ✓ Involvement: Parents can be actively involved in their child's decision-making process.
- ✓ Flexibility: The support can adapt as the individual's needs and preferences change.

Where to Find information about SDM

Each state has a disability rights protection and advocacy agency. In Indiana, that agency is [Indiana Disability Rights](#) (IDR). IDR provides information about SDM and has an infographic that helps get started with the SDM process. View and read the [SDM infographic](#).

Contact the disability rights agency in your state for more information on SDM.



10. Resources

Indiana Disability Rights (IDR): <https://www.in.gov/idr/>

Indiana IEP Technical Assistance Center (IEPTA): <https://www.iepta.org/>

Indiana Secondary Transition Resource Center (INSTRC): <https://instrc.indiana.edu/index.html>

Indiana IEP Technical Assistance Center (IEPTA): <https://www.iepta.org/>

11. Appendix A

Quality, Compliant, and Noncompliant Transition Goal Services and Activities—Examples

Transition Services and Activities—Examples

The following examples illustrate how to document a description of the transition services/activities and the accompanying narrative. Transition services must be aligned with the student’s specific postsecondary goals. The postsecondary goals are included with each of the following examples to help show why they are quality, compliant, or noncompliant.

It is important to remember that these are individual examples of transition services and activities. A quality IEP will have multiple transition services. For compliance, there must be transition services and activities that address each of the student’s postsecondary goals.

Quality—Examples

Quality transition services and activities are individualized, aligned to the student’s specific postsecondary goals, and include a thorough narrative explaining what the service is and how it is connected to the postsecondary goals.

Practicing Social Skills for Employment

Postsecondary Goals	Transition Service	Transition Service Explanation
<p>Education and Training: I will enroll in a postsecondary education program that will give me the skills needed to work in an area of interest.</p> <p>Employment: I will obtain a full-time career in an area of interest.</p>	<p>Description: Practice work skills.</p> <p>Narrative: Cyndi will practice the work ethic, responsibility, and social skills she learned in her career orientation class during her work experience.</p> <p>To Support:</p> <ul style="list-style-type: none">• Employment	<p>Practicing soft skills such as work ethic, responsibility, and social skills would be beneficial for any career. Some students do not know the specific career they want, yet. Since this student has a postsecondary goal of simply working full-time, this is a compliant service. If the student had a more specific postsecondary goal, the service would need to be aligned to the more specific goal.</p>

Comparing Careers

Postsecondary Goals	Transition Service	Transition Service Explanation
<p>Education and Training: I will participate in on-the-job training.</p> <p>Employment: I will get a job as either a landscaper or a maintenance technician.</p>	<p>Description: Compare two community work experiences.</p> <p>Narrative: After completing a 6-week work experience at a landscaping and maintenance job, Eli will complete a reflective journal comparing each experience.</p> <p>To Support:</p> <ul style="list-style-type: none"> • Employment • Education and Training 	<p>A service such as this would be appropriate for a student trying to decide between two careers. The narrative is thorough and explains the direct connection to working as a landscaper or maintenance technician making this a quality transition service and activity.</p>

Learning About Adult Service Providers

Postsecondary Goals	Transition Service	Transition Service Explanation
<p>Education and Training: I will obtain employment training from an adult services provider.</p> <p>Employment: I will obtain a part-time job with full support from an adult services provider.</p> <p>Independent Living Skills: I will take care of my health needs so I can live in my own apartment with support from an adult agency provider.</p>	<p>Description: Connect with adult service agencies that provide assistive technology.</p> <p>Narrative: Eddie will meet with two community job coordinators from local adult agencies and, using pre-written questions, will learn about the services they provide.</p> <p>To Support:</p> <ul style="list-style-type: none"> • Employment • Education and Training • Independent Living Skills 	<p>Students with high support needs may require ongoing support from an adult service provider for employment. Since this student has the goal to receive support from an adult provider in the future, the listed transition service is compliant. The thorough information in the narrative makes this a quality example.</p>

Participating in SAT Prep Course

Postsecondary Goals	Transition Service	Transition Service Explanation
<p>Education and Training: I will go to college and major in engineering.</p>	<p>Description: Complete the SAT.</p> <p>Narrative: To support the postsecondary education goal</p>	<p>Taking the SAT would not be a compliant transition service for all students. Since this student</p>

Postsecondary Goals	Transition Service	Transition Service Explanation
<p>Employment: I will work as an engineer.</p>	<p>of going to college, Tyler will take the SAT prep class and sign up for the SAT with appropriate accommodations.</p> <p>To Support:</p> <ul style="list-style-type: none"> • Education and Training 	<p>wants to go to college, it is compliant. The narrative is thorough and explains that the student will need accommodations during the test.</p>

Exploring Military Career Options

Postsecondary Goals	Transition Service	Transition Service Explanation
<p>Education and Training: I will enroll in one of the branches of the military.</p> <p>Employment: I will work in the military.</p>	<p>Description: Interview military branch officers.</p> <p>Narrative: During a meeting with the military recruiter at school, Juanita will write down the requirements for joining the military.</p> <p>To Support:</p> <ul style="list-style-type: none"> • Education and Training • Employment 	<p>Students can further their education while working in the military. This student is not sure which branch of the military they want to join. Meeting with each branch would help the student learn about a career in the military and learn what educational possibilities are available.</p>

Practicing Self-Advocacy for Postsecondary Education

Postsecondary Goals	Transition Service	Transition Service Explanation
<p>Education and Training: I will go to college.</p> <p>Employment: I will obtain a career in the business field.</p>	<p>Description: Contact disability services at local colleges.</p> <p>Narrative: To continue postsecondary education, Hannah will use self-advocacy skills to contact the coordinator of disability services at the colleges she is interested in.</p> <p>To Support:</p> <ul style="list-style-type: none"> • Education and Training 	<p>Learning skills related to self-advocacy are important for all students. This service connects to the student's postsecondary education and training goal.</p>

Learning About Area Art Programs

Postsecondary Goals	Transition Service	Transition Service Explanation
<p>Education and Training: I will participate in an art program.</p> <p>Employment: I will work as an artist.</p>	<p>Description: Learn about community art programs and classes.</p> <p>Narrative: With support from pre-ETS provider Courtney will visit and obtain information about art programs and classes available in the area.</p> <p>To Support:</p> <ul style="list-style-type: none"> • Employment • Education and Training 	<p>Since this student's postsecondary goal is to participate in an art program, this is a good transition service for the student. Learning about art programs would connect to the employment, education and training postsecondary goals.</p>

Researching Supported Decision-Making

Postsecondary Goals	Transition Service	Transition Service Explanation
<p>Education and Training: I will go to college to major in psychology.</p> <p>Employment: I will obtain employment as a counselor.</p> <p>Independent Living Skills: I will learn to manage my own health needs so I can live independently.</p>	<p>Description: Practice supported decision-making.</p> <p>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.</p> <p>To Support:</p> <ul style="list-style-type: none"> • Independent Living Skills 	<p>This is a very thorough narrative that explains an activity that connects directly to the stated independent living postsecondary goal. Supported decision-making is a great alternative to full guardianship that would be beneficial for many students.</p>

Learning About Childcare

Postsecondary Goals	Transition Service	Transition Service Explanation
<p>Education and Training: I will participate in on-the-job training.</p> <p>Employment: I will work in a home-based career involving children.</p> <p>Independent Living Skills: I will learn about child development and child behavior so I can be independent while raising a family and living on my own.</p>	<p>Description: Take childcare classes.</p> <p>Narrative: To support Melinda’s interest in becoming a parent and to connect to her career goals, she will take the Family and Consumer Science course, Child Development.</p> <p>To Support:</p> <ul style="list-style-type: none"> • Employment • Education and Training • Independent Living Skills 	<p>All students must have employment, education and training postsecondary goals. Some may prefer working at home and raising children. This transition service is a good service for students with these goals. The service is individualized and aligned to all three postsecondary goals.</p>

Applying for the Medicaid Waiver

Postsecondary Goals	Transition Service	Transition Service Explanation
<p>Education and Training: I will participate in employment training with full support from an adult agency provider.</p> <p>Employment: I will work with full support from a job coach.</p> <p>Independent Living Skills: I will live in a residential facility with full support for my physical and mental needs.</p>	<p>Description: Apply to the Bureau of Developmental Disabilities Services (BDDS) and/or Area Agency on Aging for Medicaid Waiver.</p> <p>Narrative: Brantley and parents will obtain waiver option information, select a preferred option, and complete Medicaid Waiver application.</p> <p>To Support:</p> <ul style="list-style-type: none"> • Employment • Education and Training • Independent Living Skills 	<p>For students with more significant impacts of disability, applying for the Medicaid Waiver is essential.</p>

Compliant—Examples

Compliant transition services and activities are individualized and aligned with the student’s specific postsecondary goals.

Keep in Mind...

- Transition services and activities must occur within the effective dates of the IEP.
- All services must have a school representative listed in the “By Whom” section. Students/families cannot be solely responsible for any services and activities.
- You must include an explanation of the service in the narrative.

Job Shadowing with No Specific Career Noted

Postsecondary Goals	Transition Service	Transition Service Explanation
<p>Education and Training: I will participate in postsecondary education in either a college or tech school.</p> <p>Employment: I will obtain employment in an area of interest.</p> <p>Independent Living Skills: I will learn basic cooking skills so I can live independently after high school.</p>	<p>Description: Participate in job shadowing.</p> <p>Narrative: Jamie will shadow a career of choice.</p> <p>To Support:</p> <ul style="list-style-type: none"> • Employment 	<p>Job shadowing is a quality transition service and activity for students. Since this student does not have a specific career choice, this service is compliant.</p> <p>If the student had a specific career indicated in the postsecondary goals, it would not be compliant. The narrative would need to include a more detailed explanation to meet the criteria of a quality transition service.</p>

Attending a Career Fair

Postsecondary Goals	Transition Service	Transition Service Explanation
<p>Education and Training: I will enroll in a college or university.</p> <p>Employment: I will obtain a career as a nurse.</p>	<p>Description: Attend a transition fair.</p> <p>Narrative: Lily will obtain information about her indicated career of choice from local providers.</p> <p>To Support:</p> <ul style="list-style-type: none"> • Employment • Education and Training 	<p>This is a minimally compliant transition service. A quality service would include “about the nursing field” instead of “career of choice.” A more thorough narrative would include what specific information the student needs about a career in nursing.</p>

Exploring Career and Technical Education Options

Postsecondary Goals	Transition Service	Transition Service Explanation
<p>Education and Training: I will enroll in a technical school.</p> <p>Employment: I will obtain a career in a field involving maintenance and repair.</p> <p>Independent Living Skills: I will learn to use a banking account so I can live in an apartment with a roommate.</p>	<p>Description: Participate in a program at the Career and Technical Education Center.</p> <p>Narrative: Lucy will choose a program to participate in, at the local Career and Technical Education Center.</p> <p>To Support:</p> <ul style="list-style-type: none"> • Employment • Education and Training 	<p>This student knows that they want a career involving maintenance and repair but is not sure what that specific job will be. This service may help the student to determine a specific career. Since this service only supports employment, and education and training, there would need to be at least one more transition service that addresses independent living skills.</p>

Researching Nursing Careers

Postsecondary Goals	Transition Service	Transition Service Explanation
<p>Education and Training: I will go to a four-year college to study nursing.</p> <p>Employment: I will obtain employment as a nurse.</p>	<p>Description: Research careers in nursing.</p> <p>Narrative: Gloria will look up information about nursing</p>	<p>This student wants to be a nurse. Since there are many types of nurses, it would benefit the student to research the field. During the</p>

Postsecondary Goals	Transition Service	Transition Service Explanation
	<p>during Family Consumer Science class.</p> <p>To Support:</p> <ul style="list-style-type: none"> • Employment • Education and Training 	<p>research, the student could also investigate colleges with a nursing program. A more quality narrative would explain exactly what information the student is investigating while researching the career. Notice that the activity of research is the service. Just taking a Family Consumer Science Class alone would not be a compliant transition service.</p>

Practicing Budgeting Skills at a Reality Store

Postsecondary Goals	Transition Service	Transition Service Explanation
<p>Education and Training: I will participate in on-the-job training.</p> <p>Employment: I will work in a restaurant.</p> <p>Independent Living Skills: I will learn banking skills so I can control my own money while living in a group home.</p>	<p>Description: Participate in the Reality Store.</p> <p>Narrative: Chad will practice budgeting skills learned at the reality store.</p> <p>To Support:</p> <ul style="list-style-type: none"> • Independent Living Skills 	<p>To just participate in a reality store is not enough to be a compliant transition service. The narrative explains that the student will learn budgeting skills at the reality store, which does connect to the stated independent living postsecondary goal. If the narrative included more information about the student learning employment-related skills, it may also have connected to the education and training and/or employment postsecondary goals.</p>

Learning About Nursing Programs at a College Fair

Postsecondary Goals	Transition Service	Transition Service Explanation
<p>Education and Training: I will enroll in a local college.</p> <p>Employment: I will work as a nurse.</p>	<p>Description: Attend a college fair.</p> <p>Narrative: Cristal will learn about local schools that offer nursing classes.</p> <p>To Support:</p> <ul style="list-style-type: none"> • Employment • Education and Training 	<p>Attending a college fair alone is not a compliant transition service for a student who has a specific career goal. The narrative indicates the student will learn about schools that offer nursing programs, making the service compliant.</p>

Meeting with a Vocational Rehabilitation Counselor

Postsecondary Goals	Transition Service	Transition Service Explanation
<p>Education and Training: I will obtain training from Indiana Vocational Rehabilitation (VR) to learn job skills.</p> <p>Employment: I will work in a full-time job with support from Vocational Rehabilitation.</p> <p>Independent Living Skills: I will learn basic home maintenance skills so I can live on my own.</p>	<p>Description: Make an appointment with a VR counselor.</p> <p>Narrative: Luke will meet with VR to sign up for services.</p> <p>To Support:</p> <ul style="list-style-type: none"> • Employment • Education and Training 	<p>Even though the narrative does not include much information, this is a compliant transition service. It aligns with the student's postsecondary goals and is a good activity for the student to do before they exit special education.</p> <p>Remember! Since this service indicates that VR will be involved, they must be invited to the case conference meeting. When an outside agency is indicated in either the description and/or the narrative, they must be invited to the case conference in which that service will be discussed.</p>

Visiting a College

Postsecondary Goals	Transition Service	Transition Service Explanation
<p>Education and Training: I will go to a 4-year college.</p> <p>Employment: I will obtain employment in a career that requires a college degree.</p>	<p>Description: Visit a college.</p> <p>Narrative: Taylor will attend a college visit to learn about how it fits their needs.</p> <p>To Support:</p> <ul style="list-style-type: none"> • Employment • Education and Training 	<p>Some students know they want to go to college but are not yet sure of what they want to do as a career. Participating in college visits is a good service for any student who is considering college. A more quality example would include what information the student wants to learn on the visit in the narrative.</p>

Practicing Self-Advocacy Skills by Discussing Accommodation Needs

Postsecondary Goals	Transition Service	Transition Service Explanation
<p>Education and Training: I will enroll in a computer technology training program.</p> <p>Employment: I will work as an informational technology specialist.</p> <p>Independent Living Skills: I will learn to state my accommodation and support needs to employers and other relevant people so I can be independent while living and working on my own.</p>	<p>Description: Speak with teachers about accommodation and support needs.</p> <p>Narrative: Uriah will identify, discuss, and develop accommodation needs with teachers.</p> <p>To Support:</p> <ul style="list-style-type: none"> • Independent Living Skills 	<p>This student's independent living postsecondary goal indicated that they need to communicate their support needs to others. The listed transition service would be a good activity to help the student learn this skill. Since this service only supports independent living skills, there would need to be additional transition services to support employment, education and training.</p>

Learning About Banking

Postsecondary Goals	Transition Service	Transition Service Explanation
<p>Education and Training: I will participate in on-the-job training.</p>	<p>Description: Learn and practice banking skills.</p>	<p>This student needs to learn how to use a bank. This service connects to the specific independent living</p>

Postsecondary Goals	Transition Service	Transition Service Explanation
<p>Employment: I will obtain employment in a job where I can work outside.</p> <p>Independent Living Skills: I will learn to use a banking account so I can live independently in my own house.</p>	<p>Narrative: Dave will go to a local bank on community trips.</p> <p>To Support:</p> <ul style="list-style-type: none"> • Independent Living Skills 	<p>postsecondary goal. A more quality example would explain in the narrative the specific skills the student will be working on while on community trips to the bank.</p>

Developing Social Skills

Postsecondary Goals	Transition Service	Transition Service Explanation
<p>Education and Training: I will take an online metal forging training course.</p> <p>Employment: I will work in a metal forging business.</p> <p>Independent Living Skills: I will learn social skills so I can participate in community sports leagues while living in an apartment.</p>	<p>Description: Join a service club for socialization.</p> <p>Narrative: Stone will join a club of their choosing.</p> <p>To Support:</p> <ul style="list-style-type: none"> • Independent Living Skills 	<p>Social skills are sometimes overlooked as a needed independent living skill for students. Joining a club while in high school would help support this postsecondary goal. The narrative includes minimal information. A more complete narrative would include more information.</p>

Improving Organizational Skills

Postsecondary Goals	Transition Service	Transition Service Explanation
<p>Education and Training: I will go to a college or university to major in environmental studies.</p> <p>Employment: I will obtain employment in environmental management.</p> <p>Independent Living Skills: I will keep my money and daily schedule organized while living independently.</p>	<p>Description: Increase organization skills.</p> <p>Narrative: Shaneese will participate in a basic skills class where she will learn methods to stay organized.</p> <p>To Support:</p> <ul style="list-style-type: none"> • Employment • Education and Training • Independent Living Skills 	<p>Learning methods to stay organized is important for every student before they graduate. This service connects to all three postsecondary goals because it is needed in each area. The narrative should also include the direct connection to going to college and finding employment.</p>

Noncompliant—Examples

The following examples of transition services and activities examples are considered noncompliant. They are either not individualized, not aligned to the student specific postsecondary goals, or both.

Keep in Mind...

Participating in or completing an annual transition assessment is not a compliant transition service!

Noncompliant. Discuss Core 40 Requirements

Postsecondary Goals	Transition Service	Transition Service Explanation
<p>Education and Training: I will enroll in a 4-year college.</p> <p>Employment: I will obtain employment as a journalist.</p>	<p>Description: Complete Core 40 requirements.</p> <p>Narrative: Stone will meet with a guidance counselor to talk about Core 40 requirements.</p>	<p>There is nothing individualized about this transition service. All students should be meeting with guidance to discuss their requirements for graduation. This student should have individualized transition services connected to going to college and becoming a journalist.</p>

Noncompliant. Resource Room

Postsecondary Goals	Transition Service	Transition Service Explanation
<p>Education and Training: I will obtain training in the computer field.</p> <p>Employment: I will obtain employment as a computer coder.</p>	<p>Description: Resource room.</p> <p>Narrative: Mike will come to the resource room.</p>	<p>This is more of a special education service than a transition service. Nothing in this narration connects to the specific postsecondary goals.</p>

Noncompliant. Pass Academic Classes

Postsecondary Goals	Transition Service	Transition Service Explanation
<p>Education and Training: I will attend a state university.</p> <p>Employment: I will work as a teacher.</p>	<p>Description: Pass all academic classes.</p> <p>Narrative: Jeff will pass classes so they can go to a university.</p>	<p>There is nothing individualized in the listed transition service. All students should be working to pass their classes. This student should have a specific activity connected to going to a university and/or working as a teacher.</p>

Noncompliant. Complete Transition Portfolio

Postsecondary Goals	Transition Service	Transition Service Explanation
<p>Education and Training: I will obtain training from an adult service provider.</p> <p>Employment: I will work with the support of an adult service provider.</p> <p>Independent Living Skills: I will live in an apartment with the support of adult service agencies.</p>	<p>Description: Complete transition portfolio.</p> <p>Narrative: Shannon will complete the required transition portfolio in the Career Opportunities class.</p>	<p>Completing the portfolio is something all students with an IEP receiving a certificate of completion or alternate diploma will do. To simply do the portfolio is not a compliant transition service. An activity included within the portfolio may have been a transition service on a previous IEP.</p>

12. Appendix B

Quality, Compliant, and Noncompliant Annual Goal Statements—Comparison Examples

Noncompliant Annual Goal Statement	Compliant Annual Goal Statement	Quality Annual Goal Statement	Explanation
George will write a multi-paragraph essay by May 2026.	George will use a graphic organizer to write a multi-paragraph essay on three out of four instances in a 9-week period.	Given instruction on using a graphic organizer, George will use the graphic organizer to develop a multi-paragraph essay, including an introduction with a thesis statement, three supporting paragraphs, and a conclusion, moving from introduced to achieved on the writing rubric.	The quality goal statement includes more information explaining the conditions of the goal. In the noncompliant example, the skill and measurement are not clear.
When Gavin becomes upset, frustrated, or angry, he will use the self-regulation strategy of requesting a quiet space break to lower office referrals from five a month to three a month by December 2025.	When Gavin becomes angry, he will use a self-regulation strategy with one verbal reminder on four out of five opportunities.	When Gavin becomes angry, he will use the self-regulation strategy of requesting a quiet space break, with one verbal reminder on four out of five opportunities.	The compliant goal statement does not identify the specific strategy in the quality statement. The noncompliant example is not measuring the specific skill identified in the goal statement.
Hadley will stay on task with one verbal prompt on eight out of ten observations.	Hadley will use a visual task list to stay on task with one verbal prompt on eight out of ten observations.	While on the job site, Hadley will use a visual task list to stay on task (during a 45-minute period), with one verbal	It is not possible to measure staying on task without more information. The noncompliant example

Noncompliant Annual Goal Statement	Compliant Annual Goal Statement	Quality Annual Goal Statement	Explanation
		prompt on eight out of ten observations.	includes no skill to measure.
When given a geometric figure, Andrej will know how to solve for angles on eight out of ten instances by May 2026.	When given a geometric figure, Andrej will identify the formula needed to determine the angle on eight out of ten instances.	When given a geometric figure, Andrej will write the formula needed to determine the angle on eight out of ten instances.	To “know how to solve” is not measurable. Words like “identify” should be explained in the annual goal statement.
Matt will answer eight out of ten comprehension questions accurately.	Given a grade-level reading passage and instruction on using context clues, Matt will use context clues to answer eight out of ten comprehension questions accurately.	Given a grade-level reading passage and instruction on using context clues, Matt will use context clues to answer eight out of ten comprehension questions accurately on 75% of opportunities.	The quality goal statement is thorough and clear. In the compliant example, the goal would be met if the student answered eight out of 10 questions correctly just once. It is measurable but may not be as complete as the teacher intended it to be. The noncompliant example does not include a skill that can be measured.
Monique will solve equations eight out of ten times.	Monique will solve linear equations eight out of ten times.	Using a calculator and a list of formulas, Monique will solve linear equations using the correct steps eight out of ten times.	Solving a problem is not a skill. The type of problem that will be targeted in the goal statement makes it skill based.
Amir will report to English and math classes with all materials for each class.	Using a materials checklist, Amir will report to English and math classes with all	Using a materials checklist, Amir will report to English and math classes with all	Using the checklist is the skill that will be targeted in the goal statement. There is no

Noncompliant Annual Goal Statement	Compliant Annual Goal Statement	Quality Annual Goal Statement	Explanation
	materials, four out of five days per week.	materials, four out of five days per week.	measurement in the noncompliant example.
Genesis will make eye or head movement on two out of five trials.	When given a verbal request, Genesis will make eye or head movement on two out of five trials.	When given the verbal request “Genesis, turn your head,” Genesis will make eye or head movement on two out of five trials.	There is no skill in the noncompliant example. For a student with high support needs, the skill is to respond to the verbal request. Indicating the specific request makes it a quality statement.
Given a grade-level reading passage, Sean will choose the correct strategy to answer the comprehension question correctly on fifteen out of twenty opportunities.	Given a grade-level reading passage, Sean will use a comprehension strategy to answer the comprehension question on fifteen out of twenty opportunities.	Given a grade-level reading passage and a list of comprehension strategies, Sean will choose the correct strategy to answer the comprehension question on fifteen out of twenty opportunities.	Answering the questions correctly would not measure the skill of choosing a correct strategy.
Mira will pass five of his classes with a C or better.	Mira will create a daily schedule on four out of five days in three consecutive weeks.	Mira will create a daily schedule of classes he wants to work on in his online program on four out of five days in three consecutive weeks.	Passing classes is not a skill-based annual goal statement. Creating a schedule of what work a student wants to complete in a day is a skill. The quality example includes more specific information than the compliant example.
Eugene will obtain a score of 28 (50 th percentile) on the eighth-grade level M-Comp by spring.	Eugene will communicate with the teacher, asking what work was missed on	Eugene will email the teacher requesting missed work on seven out of 10 days when absent.	Measuring testing scores is an outcome, not a skill. There is nothing to measure in the noncompliant example.

Noncompliant Annual Goal Statement	Compliant Annual Goal Statement	Quality Annual Goal Statement	Explanation
	seven out of 10 days when absent.		
Using O’Net, Scott will identify four career areas he is interested in exploring.		Given careers Scott is interested in learning more about, he will create a list of three things he likes and does not like about one new career once every six weeks.	This example is more of a transition service not an annual goal statement. The quality example is skill based and measurable. The noncompliant example does not include a measurement.
Diego will correctly answer comprehension questions.	Diego will write evidence from text to support answers to comprehension questions with 80% accuracy.	Given a grade-level text, Diego will cite evidence from the text to support answers to comprehension questions with 80% accuracy on three out of four occasions.	Citing text evidence is a good skill for students to learn. While the compliant example is measurable, the quality example gives more complete information, explaining that the student will score 80% on comprehension assessments where the student must cite evidence three out of four times.
Joaquin will improve his written application skills, Standard 5, from grade 4.5, demonstrating 75% accuracy at grade 5.5 with the accommodation of extra time by December 2026.	Joaquin will write a paragraph with three supporting sentences on four out of five instances.	Given a writing prompt, Juaquin will write a paragraph in response to the prompt with three supporting sentences on four out of five instances.	The noncompliant example does not include a skill that can be measured. Improving a grade level is an outcome not a skill. The compliant and quality examples are skill based and measurable.

Noncompliant Annual Goal Statement	Compliant Annual Goal Statement	Quality Annual Goal Statement	Explanation
Zuri will access the community with support from home.	When shown a household item, Zuri will identify three businesses in her community where shown item can be purchased on five consecutive instances.	When shown a household item and pictures of businesses in her community, Zuri will point to three businesses in her community where shown item can be purchased on five consecutive instances.	The quality example is a thorough example that is skill-based and measurable. Words like “identify” should be explained in annual goal statements. The noncompliant example does not include a skill or a measurement.
Using a calculator and a list of formulas, Laila will solve linear equations using the correct steps.	Using a calculator and a list of formulas, Laila will identify which formula is needed to solve linear equations with 75% accuracy.	Using a calculator and a list of formulas, Laila will identify which formula is needed to solve linear equations with 75% accuracy on three out four occasions on two consecutive grading periods.	There is no measurement in the noncompliant example. Identifying which formula is needed to solve a problem is a skill. The quality example includes a very thorough description of how the goal will be measured.
Given a grade level reading text, Jackson will use context clues, inferences, and citing text evidence to answer comprehension questions with 75% accuracy.	Given a grade level reading text, Jackson will use inferences to answer comprehension questions with 75% accuracy.	Given a grade-level reading text, Jackson will use inferences to answer comprehension questions with 75% accuracy on nine out of ten opportunities.	The noncompliant example includes multiple skills, making the goal statement not measurable. A single skill or a process of related skills should be targeted for each annual goal statement.

A publication of



INDIANA INSTITUTE ON DISABILITY AND COMMUNITY

CENTER ON COMMUNITY LIVING AND CAREERS

Indiana Secondary Transition Resource Center

812-855-6508

instrc.indiana.edu