Secondary Transition: Using What We Know to Improve What We Do

Susan Walter
Transition Consultant
swalter@isbe.net
618-651-9028
What is Transition?

- A process of planning and service delivery that enables students who have disabilities to successfully attain their post-secondary goals.
Critical Interrelationships

Quality IEP’s → Staying in school

Positive post-school outcomes → Graduating
Critical Interrelationships

Evaluation of our education and services

Improving transition education and services

Content of individual student IEPs
Use the SPP Indicator 13 Data Verification Rubric

- Improve content of individual student IEPs
- Evaluation education and transition services
- Improve transition education and services
Ideas to share...

• Have staff use the Rubric as a self-assessment tool.
• Use the Rubric for staff training.
• Use the Rubric for self-monitoring with random checks on student transition plans.
• Use and share the Transition Practices Cross-Reference Tool
  http://www.loyolacseit.com/PDFs/Cross_Reference.8.16.2010.PDF

• Check out ISBE’s Secondary Transition Webpage
  http://www.isbe.state.il.us/spec-ed/html/total.htm
### Item 1 Requirement

<table>
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<tr>
<th>Does the IEP include a measurable post-secondary goal for:</th>
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<tbody>
<tr>
<td>- Education and/or training</td>
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<tr>
<td>- Employment</td>
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<tr>
<td>- If appropriate, independent living</td>
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Prompts:
- Each postsecondary goal occurs after high school graduation/aging out.
- Each postsecondary goal is measurable (e.g., can be counted).


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<th>YES/NO/NA</th>
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- Find the measurable post-secondary goals for this student.
- Are there appropriate measurable goals that address *Education and/or Training* after high school, and *Employment* after high school, and (if applicable) *Independent Living* after high school? Indicate Yes, No or NA.
- A measurable post-secondary goal is required for *Education and/or Training* and for *Employment*. *Independent Living* is “if applicable” to the individual student.
- Use the Notes section to provide comments/guidance.

**Alex Case Study**

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34 CFR 300.320(b)
Measurable Post-Secondary Goals
Education/Training Examples and Non-Examples

A post-secondary goal is “generally understood to refer to those goals that a child hopes to achieve after leaving secondary school (i.e., high school)”

(IDEA 2004 Part B Regulations, §300.320(b), discussion of Final Rule p. 46,668)

A post-secondary goal is not the process of pursuing or moving toward a desired outcome…it is the desired outcome.

**Examples**

- Upon completion of HS, John will enroll in courses at the Southwestern IL Community College.
- After graduation from high school, Allison will obtain a four-year degree from a liberal arts college with a major in Child Development.
- After graduation, Rolanda will participate in an in-home or center-based program designed to provide habilitative and vocational training with medical and therapeutic supports.
- After high school, Alex will take a business math class at the XYZ Technical School.
- After graduation, Pablo will participate in training to improve his work skills in his job at a grocery store (OJT).
- After leaving HS, Kevin will participate in habilitative and functional skill training through the ARC of Chicago and will attend courses designed to provide specialized academic, functional, and occupational preparation for individuals with disabilities 2 times a week at the community college.

**Non-Examples**

- Upon graduation, John will continue to learn about life skills and reading. (the expectation for learning or behavior is not explicitly stated)
- The fall after graduation from HS, Allison plans to enroll in a four-year university. (“Plans” is not a specific measurable activity)
- After graduation, Rolanda’s family plans for her to receive habilitative training through the ARC of Chicago. (“Plans” does not indicate an activity that can be observed as occurring or not occurring)
- After graduation, Alex thinks he will major in math in college. (Goal is written as a process, rather than an outcome than can be demonstrated)
- After graduation, Pablo will get a job in a grocery store. (Obtaining employment is not a PS education/training goal)
- After leaving HS, Kevin plans to attend courses at the community college. (“Plans” does not indicate an explicit behavior by the student that will occur after high school that can be observed as occurring or not occurring)
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<th>Item 2 Requirement</th>
<th>YES/NO/NA</th>
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<td>Is the postsecondary goal updated annually?</td>
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<tr>
<td>• Education and/or Training</td>
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<td>• Employment</td>
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<tr>
<td>• If appropriate, Independent Living</td>
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Prompt:
- Considering each postsecondary goal, was the goal addressed or updated in conjunction with the development of the current IEP?

- Is a measurable post-secondary goal for *Education and/or Training, Employment,* and (if applicable) *Independent Living* documented in the student’s current IEP? Indicate Yes, No or NA

- Use the Notes section to provide comments/guidance.
What does it mean to update the post-secondary goals annually?

• Generally accepted that if the transition plan is current with the current IEP – it is considered to be updated.

• Another example: (Education and Training 1 & 2 and Employment 1 & 2) The statement of Present Level of Academic and Functional Performance (PLA AFP) indicates that “since last school year”, Alex has passed Business Math I and continues to enjoy his part time job in an office supply store”.

  – *The goals meet I-13 standards for Item #2 for the following reasons:*

  • a) “since last year” indicates that the information was updated annually and contributed to the PS Goals identified in this IEP
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<th>Item 3 Requirement</th>
<th>YES/NO/NA</th>
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<td>Is there evidence that the measurable postsecondary goals were based on age-appropriate transition assessments?</td>
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<tr>
<td>• Education and/or Training</td>
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<td>• If appropriate, Independent Living</td>
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Prompt:
Did the transition assessments provide information on “the student’s needs, taking into account strengths, preferences, and interests” regarding postsecondary goals?

• Find where information relates to assessment and the transition component on the IEP.
• For each post-secondary goal, is there evidence that at least one age appropriate transition assessment was used to provide information on the student’s needs, strengths, preferences, and interests regarding the post-secondary goal? Indicate Yes, No or NA.
• If a post-secondary goal was addressed in Item 1, but was not measurable and if there is age appropriate transition assessment information, from one or more sources, provided regarding the student’s needs, strengths, preferences, and interests regarding this post-secondary goal, indicate Yes.
• Use the Notes section to provide comments and/or recommendations.
**Age appropriate**: activities, assessments, content, environments, instruction, and/or materials that reflect a student’s chronological age.

Snell, 1987; Wehmeyer, 2002; Ysseldyke & Algozzine, 1995

**Transition assessment** “is the ongoing process of collecting data on the individual’s needs, preferences, and interests as they relate to the demands of current and future working, educational, living, and personal and social environments. Assessment data serve as the common thread in the transition process and form the basis for defining goals and services to be included in the Individualized Education Program”.

Assessment Resources

- www.ilworkinfo.com/icrn
- http://www.icsps.ilstu.edu/illinoisntc/index.asp
- http://transitionassessment.northcentralrrc.org/
### Age-Appropriate Transition Assessments

**Examples and Non-Examples**

**Age appropriate:** activities, assessments, content, environments, instruction, and/or materials that reflect a student’s chronological age (Snell, 1987; Wehmeyer, 2002; Ysseldyke & Algozzine, 1995).

**Transition assessment** “is the ongoing process of collecting data on the individual’s needs, preferences, and interests as they relate to the demands of current and future working, educational, living, and personal and social environments. Assessment data serve as the common thread in the transition process and form the basis for defining goals and services to be included in the Individualized Education Program” (Sitlington, Neubert, & Leconte, *Career Development for Exceptional Individuals*. 1997, p. 70-71).

### Examples

<table>
<thead>
<tr>
<th>PS Goal</th>
<th>Basic evidence of assessment</th>
<th>Better evidence of assessment</th>
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<tr>
<td>Upon completion of HS, John will enroll in courses at the Southwestern IL Community College.</td>
<td>The IEP’s PLAAFP states that “John has had perfect attendance throughout high school and particularly enjoys computer-based activities. John reads at a 5th grade level with some fluency problems, but struggles with oral reading comprehension and written expression. John’s reported skills and interests match various occupations, including business data processing and medical technology.” (data obtained over time, responsive to student strengths, preferences, and interests, info considers present and future environments, there is no indication that info sources were not age-appropriate.)</td>
<td>Use of multiple places/sources/persons for assessment info, use of student-centered process, and clear understandability of info presented.</td>
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<tr>
<td>Allison will obtain a four-year degree from a liberal arts college with a major in Child Development.</td>
<td>Record of student grades throughout high school, indicating a B average throughout 9th through the first half of 11th grade. A summary of student psychological test scores obtained during her 3 year evaluation in the spring of 10th grade indicate specific learning disabilities in reading comprehension and written expression. End of grade test scores from the end of 10th grade demonstrate her participation in the standard course of study with passing scores of 3's (on a 4 point scale) in reading and math. A statement by Allison recorded on the IEP regarding her interest in attending a university to pursue a degree in Child Development. (data obtained over time, reflects student’s strengths, preferences and interests, considers present and possible future environments, because the data relate logically with Allison’s stated postsecondary goals.)</td>
<td>From the PLAAFP on Allison's IEP: Allison's oral expression skills are strengths for her as are her interpersonal skills. Academically she has maintained B’s with a C in Chemistry during her 10th grade and first half of 11th grade school years. She met her IEP goals for the 2006 – 2007 school year. Allison is currently functioning in the average range of intelligence according to the WISC IV, administered on 5/23/2006. Her relative strengths are in the areas of short and long-term memory and problem solving. Her specific learning disability is reading comprehension and written expression, which require accommodations in her general education classes described in the Transition Services section. (Multiple sources, formal and informal)</td>
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### Non-Examples

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<thead>
<tr>
<th>PS Goal</th>
<th>Evidence</th>
<th>Better evidence of assessment</th>
</tr>
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| Upon completion of HS, John will enroll in courses at the Southwestern IL Community College. | **Verbal IQ:** 84 from WISC-IV  
- (this information is from only one source and there is no attempt at providing information associated with John’s future) | From the PLAAFP on John's IEP: John's preferred careers may include retail or business-related careers. (only one source and this source does not clearly connect with John’s state postsecondary goal, so the info does not necessarily support the identification of annual goals and transition services) |
| Allison will obtain a four-year degree from a liberal arts college with a major in Child Development. | Allison has strong problem solving, interpersonal, and oral expression skills. Allison's learning disabilities are in written expression and reading comprehension, which necessitates accommodations for her to be successful in her general education classes.  
- (no documentation of Allison’s preferences, strengths or interests; no indication of an ongoing process of collecting such information; and, no evidence of a connection between this information and future environments. |
For each postsecondary goal, is there a type of instruction, related service, community experience, or development of employment and other post-school objectives, and if appropriate, acquisition of daily living skill(s), or provision of a functional vocational evaluation listed in association with meeting the postsecondary goal?

- Education and/or training
- Employment
- If appropriate, independent living

Prompts:
- For each postsecondary goal, there is at least one transition service listed that corresponds or connects to each postsecondary goal; and,
- The student’s IEP documents transition services that focus on improving the academic and functional achievement of the student to facilitate their movement from school to post-school; and
- Transition services include academic and functional activities, supports and services.

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<th>Item 4 Requirement</th>
<th>YES/NO/NA</th>
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- Find where transition services are listed on the IEP.
- For each post-secondary goal, is there is a type of instruction, related service, community experience, or development of employment and other post-school adult living objectives, or if appropriate, acquisition of daily living skills, or provision of a functional vocational evaluation listed in association with meeting the post-secondary goal? Indicate Yes, No or NA.
- Use the Notes section to provide feedback and/or recommendations for the district.
Transition Services

- **Instruction** is one component of a transition program “the student needs to receive in specific areas to complete needed courses, succeed in the general curriculum, and gain needed skills”. Storms, J., O’Leary, E., & Williams, J. (2000). *Transition requirements: A guide for states, districts, schools, universities and families*. Eugene: University of Oregon, Western Regional Resource Center.
  - **Examples**: tutoring, skills training, prep for college entrance exam, accommodations, adult basic education

- **Related service** is defined as “transportation, and such developmental, corrective, and other supportive services (including speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, social work services... counseling services, including rehabilitation counseling, orientation and mobility services, and medical services, except that such medical services shall be for diagnostic and evaluation purposes only) as may be required to assist a child with a disability to benefit from special education.... Individuals with Disabilities Education Improvement Act of 2004, Public Law No. 108-446, 20 U. S. C. 1400, H. R. 1350.
  - **Examples**: transportation, social services, medical services, technology, support services

- **Community experiences** are one component of a transition program “that are provided outside the school building or in community settings...” Storms, J., O’Leary, E., & Williams, J. (2000). *Transition requirements: A guide for states, districts, schools, universities and families*. Eugene: University of Oregon, Western Regional Resource Center.
  - **Examples**: job shadow, work experiences, banking, shopping, transportation, tours of post-secondary settings
Transition Services

- **Employment and other post-school adult living objectives** are components of a transition program that “the student needs to achieve desired post-secondary goals. These could be services leading to a job or career or those that support activities done occasionally such as registering to vote, filing taxes, renting a home accessing medical services, filing for insurance or accessing and planning for adult services such as Social Security Income (SSI)”. Storms, J., O’Leary, E., & Williams, J. (2000). Transition requirements: A guide for states, districts, schools, universities and families. Eugene: University of Oregon, Western Regional Resource Center.
  - **Examples**: career planning, guidance counseling, job try-outs, register to vote, adult benefits planning, contacting SSA

- **Acquisition of daily living skills** is one component of a transition program that is included “if appropriate” to support student ability to do those activities that “adults do every day”. Storms, J., O’Leary, E., & Williams, J. (2000). Transition requirements: A guide for states, districts, schools, universities and families. Eugene: University of Oregon, Western Regional Resource Center.
  - **Examples**: self-care, home repair, budgeting, paying bills, independent living skills

- **Functional vocational evaluation** is one component of a transition program that is included “if appropriate”. This evaluation involves “an assessment process that provides information about job or career interests, aptitudes, and skills. Information may be gathered through situational assessment, observations or formal measures, and should be practical. The IEP team could use this information to refine services outlined in the IEP”. Storms, J., O’Leary, E., & Williams, J. (2000). Transition requirements: A guide for states, districts, schools, universities and families. Eugene: University of Oregon, Western Regional Resource Center.
  - **Examples**: job and career interests, aptitudes and skills
### Transition Services
**Examples and Non-Examples**

The term *transition services is defined as a coordinated set of activities for a student* with a disability that:

- Is designed to be within a results-oriented process, focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to post-school activities, including postsecondary education; vocational education; integrated employment (including supported employment); continuing and adult education; adult services; independent living or community participation;
- Is based on the individual child’s needs, taking into account their strengths, preferences, and interests;
- Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives and, when appropriate, acquisition of daily living skills and functional vocational evaluation.

**Source:** Individuals with Disabilities Education Improvement Act of 2004, Public Law No. 108-446, 20 U. S. C. 1400, H. R. 1350.

### Examples

- **Upon completion of HS, John will enroll in courses at the Southwestern IL Community College.**
  - **Instruction:** Tutoring in reading comprehension strategies, self-monitoring instruction related to on-task behavior, self-advocacy training, instruction related to word processing/keyboarding skills
  - **Related Services:** Counseling services to increase ability to manage anger
  - **Community Experience:** Three visits to the community college (contact with school’s disability services office), training using a public telephone, trips to CC using public transportation, trip to CC bookstore to purchase supplies, tour CC campus to get familiar with surroundings

- **After graduation, Kevin will participate in habilitative and functional skill training through the ARC of Chicago and will attend courses designed to provide specialized academic, functional, and occupational preparation for individuals with disabilities 2 times a week at the community college.**
  - **Daily Living Skills:** Maintain a bank account, safety skills in the community, selecting clothing for the day, express preferences related to saving money for personal use
  - **Employment & Other PS Living Objectives:** Meeting with job coach in classroom and community settings, meeting with SSI representative to determine possible financial benefits, vocational rehabilitation referral.
  - **Functional Vocational Evaluation:** Refer to DRS for non-verbal, modified assessments of adaptive behavior, career interests & career skills.

### Non-Examples

- **Upon completion of HS, John will enroll in courses at the Southwestern IL Community College.**
  - **Instruction:** Filling out an application, paid work, field trips to the grocery store. (not related to relevant instruction and/or not connected to his goal).
  - **Related Services:** Instruction related to safety in the workplace. (not related to John's goal)
  - **Community Experience:** Field trip to four-year university dormitory, sleepover orientation at four-year college campus, visit adult vocational day placement agency (not connected to or related to John’s goal).

- **After graduation, Kevin will participate in habilitative and functional skill training through the ARC of Chicago and will attend courses designed to provide specialized academic, functional, and occupational preparation for individuals with disabilities 2 times a week at the community college.**
  - **Daily Living Skills:** Preparing meals, travel training in the community (not appropriate or in line with stated post-school goal)
  - **Employment & Other PS Living Objectives:** Use computer software to identify food preparation jobs, complete an application for a job at the mall. (not in line with stated post-school goal)
  - **Functional Vocational Evaluation:** Administration of assessments intended for verbal students, administration of assessments for preschoolers (not related to employment or adult living skills).
Does the IEP/transition plan include a course of study that will reasonably enable the student to meet his or her postsecondary goals?

Prompts:
- Is the course of study aligned to the student’s postsecondary goals?
- Does the course of study cover the student’s remaining years in secondary education?

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<th>Item 5 Requirement</th>
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Locate the course of study or list of courses of study in the student’s IEP.

Are the courses of study a multi-year description of coursework from the student’s current to anticipated exit year that is designed to help achieve the student’s post-school goals?

Do the courses of study align with the student’s identified post-secondary goals? Indicate Yes or No.

Use the Notes section to provide comments and/or recommendations.

Kevin Case Study
Courses of Study

- Course of study, instructional program of study or list of courses of study should be in the IEP and should align with the student’s post-secondary goals.
  - Does a post-secondary goal require a certain minimum requirement of courses, e.g., college bound, trade school bound, etc.?
  - Does a post-secondary goal require or benefit from the successful completion of specific high school classes, e.g., a future chef planning to take and complete all cooking related classes, a future child-care provider planning to take and complete relevant classes in Family and Consumer Science, etc.
Courses of Study
Examples and Non-Examples

Courses of study are defined as a multi-year description of coursework to achieve the student’s desired post-school goals, from the student’s current to anticipated exit year.


Examples

• Upon completion of HS, John will enroll in courses at the Southwestern IL Community College.
  – Evidence of course of study: Documentation that John is engaged in the high school’s “Path 2” sequences of courses in order to meet basic college entrance requirements. The documentation also indicates that John is on track to complete the districts credit requirements for graduation. (John plans to attend CC to complete courses for an AA; coursework throughout high school demonstrates how he is preparing to be eligible and ready for CC admission).
  – Better evidence: The transition plan includes a grid layout with John’s planned classes from the current year through graduation. (provides a clear picture than can easily be checked for alignment with PS goals).

• After graduation, Rolanda will participate in an in-home or center-based program designed to provide habilitative and vocational training with medical and therapeutic supports.
  – Evidence of course of study: Roland receives specially designed instruction with an alternate curriculum, including instruction focused on self-care and communication skills and linked to the state standard course of study in Language Arts, Math and Science. (Rolanda is a medically fragile student with significant cognitive and physical disabilities whose curriculum must be modified…the curriculum described is relevant to her postsecondary goal and the curriculum described includes opportunities to access the standard course of study through alternative methods.)

• The summer after leaving high school, Stephanie will independently ride the bus each work day to her job with Marriott, where she will participate in classes each year, as offered by her employer, to advance her industrial kitchen skills.
  – Evidence of course of study: Course are listed on Stephanie’s transition plan outlining what she will take each year of high school including: Functional Math I – IV, Functional Reading I – IV, Introduction to Cooking I, Intro to Service Employment, Safety in the Community I – IV, Recreation Leisure I – III, Employment Readiness, Work Study I & II. (This coursework is appropriate because it supports preparation for her PS goals, is focused on employment, job training in that employment, and independent navigation in the community)

Non-Examples

• Upon completion of HS, John will enroll in courses at the Southwestern IL Community College.
  – Evidence of Course of Study: The IEP lists John’s course for the current school year. (This does not indicate the series of courses that constitute the course of study throughout the remainder of John’s time in high school, which will help him meet his postsecondary goal).

• After graduation, Rolanda will participate in an in-home or center-based program designed to provide habilitative and vocational training with medical and therapeutic supports.
  – Evidence of course of study: A box on Rolanda’s IEP is checked to indicate that she is completing coursework for a standard diploma. (There is no explanation of accommodations, modifications or alternative paths so this evidence would be inappropriate based on knowledge of Rolanda’s strengths and needs and her postsecondary goals.

• The summer after leaving high school, Stephanie will independently ride the bus each work day to her job with Marriott, where she will participate in classes each year, as offered by her employer, to advance her industrial kitchen skills.
  – Evidence of Course of Study: The IEP lists the following courses as Stephanie’s course of study: English I – IV, Mathematics (Algebra I & II, Geometry I & II), Science (Biology, Earth/Environmental Science, Conceptual Physics), Social Studies (Civics and Economics, US History, World History), Spanish I & II, Computer Skills, Health and PE, 3 Electives. (These courses will not help her meet her PS goal of traveling independently to work, advancing her skills at that job. These courses are more in line for a student pursuing college or community college)
Item 6 Requirement

Are there annual IEP goals that are related to the student’s transition services needs?

- Education and/or training
- Employment
- If appropriate, independent

Prompt:
○ For each postsecondary goal is there at least one annual goal and short-term objective included in the IEP related to the student’s transition services needs?

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Find the annual goals and short-term objectives/benchmarks on the IEP.

For each of the post-secondary goal areas that were indicated as Yes in Item 1, is there at least one annual goal and short-term objective/benchmark related to the student’s transition services needs? Indicate Yes, No or NA.

If a post-secondary goal area was addressed in Item 1, but was not measurable, and an annual goal is included in the IEP related to the student’s transition services needs, indicate Yes.

Use the Notes area to provide comments and/or recommendations.

Stephanie Case Study
Post-School Goal
(Result of Transition)
Susie will work full-time at a grocery or chain store.

Present Level of Academic Achievement & Functional Performance
Susie is very capable and does well in vocational activities. She can follow-through independently after being shown just one time the steps to complete a specific job or task. Susie is working toward adding this independence when she is given more than one job or task. Presently she can become confused if too many individual tasks are required. Susie has job shadowed at a local grocery store and the Dollar General and has shown great interest and exhibited her best traits when observed in these environments. Her parents state that she continues to bring up a future of working at a “store.” Susie has a history of struggling with being tardy to classes and frequently brings the wrong materials or doesn’t complete required activities. Prior attempts to work on reducing tardiness and effective use of schedules has met with only moderate success.

Annual Goal
Susie will learn to follow a schedule.

Annual Goal
Susie will accurately complete job applications and a resume with correct spelling and grammar.

Objectives
- Given a schedule of activities to complete during each instructional block of vocational activities, Susie will correctly complete the activity and check off as completed on her list without assistance for 5 consecutive days.

Objectives
- Given a self-management time schedule, Susie will correctly list all activities to be completed and write in the “clock face” time at which each activity needs to occur, without assistance, for 5 consecutive days.

Objectives
- Given a blank job application to complete, Susie will use a cue card which contains personal information, list of references, and previous experience to complete the application without errors.

Objectives
- Susie will use her job application cue card and a computer and its spell and grammar checking to create a resume with no errors.

Sue Walter, 2008
Objectives
- Using a computer typing program such as “Type to Learn” to learn keyboarding skills, John will type at a rate of at least 35 wpm with 4 or fewer errors.
- Using Microsoft Word, John will demonstrate that he can type an already prepared essay on the computer, name the file, and save it to a floppy disk or the hard disk of the computer.
-- Using Microsoft Word John will demonstrate that he can open a file which he had previously saved, edit the file, save the changes and print the file.

Post-School Goal
(Result of Transition)
John will attend community college full-time.

Present Level of Academic Achievement & Functional Performance
John is on target to graduate with his regular diploma. He has done average or just above on his core academic classes even though writing is a laborious process for him. In his first two years of high school he was not interested and resisted advice to take a computer class to refine his keyboarding skills and to learn to use basic word processing software on a computer. This year when reviewing his transition plan and goals he acknowledged that if he was going to do well at the community college it might be a good idea to be better at the computer.

Annual Goal
Using word processing software on a computer, John will compose a 5 paragraph essay, save it, retrieve and revise it, check for spelling and grammar errors, save the revised essay and print it.
Annual Goals
Employment Examples and Non-Examples

Annual goals are "statements that describe what a child with a disability can reasonably be expected to accomplish (e.g., master some skill or knowledge [not an activity]) within a twelve month period in the child’s special education program."


Measurable goals are defined as statements that contain four critical elements: timeframe, conditions, behavior and criterion.

Examples

- PS Goal: John will work in an on-campus part-time job while in college.
  - **Annual Goal:** John will be able to report 3 possible occupations for part-time employment, based on the results of career assessments through career counseling with the guidance counselor.

- PS Goal: Immediately after graduation, Rolanda will receive job development services from Voc Rehab or a community rehab program and will participate in technologically supported self-employment within one year of graduation.
  - **Annual Goal:** Given a micro-switch properly secured to the headrest of her chair, Rolanda will select three activities that she prefers from the school’s work-based curriculum with 90% accuracy by 10/15/2010.

- PS Goal: After completion of high school, Alex will increase his work hours in the business department of a local office supply store, contacting UCP Land of Lincoln for employment support services.
  - **Annual Goal:** Given a list of possible scenarios at work, Alex will learn to distinguish those that require a meeting with his supervisor with 90% accuracy on 1 trial/week for the duration of the IEP.

- PS Goal: After graduation, Paulo will get a job at a grocery store, where he enjoyed a job-shadowing experience during school.
  - **Annual Goal:** Given a task analysis for bagging groceries, Paulo will practice the task semi-weekly and complete it without (a) breaking items or (b) ripping bags on 90% of occasions by April 6, 2010.

Non-Examples

- PS Goal: John will work in an on-campus part-time job while in college.
  - **Annual Goal:** John will attend the annual job fair and participate in mock interviews with prospective employers. (Goal is appropriate but not relevant for John’s post-school goal. Goal does not indicate what knowledge or skill will be developed).

- PS Goal: Immediately after graduation, Rolanda will receive job development services from Voc Rehab or a community rehab program and will participate in technologically supported self-employment within one year of graduation.
  - **Annual Goal:** Given a Dynovox, Rolanda will use the device to speak in sentences to her teachers and family members by 10/15/2010. (behavior cannot logically be demonstrated during the coming year)

- PS Goal: After completion of high school, Alex will increase his work hours in the business department of a local office supply store, contacting UCP Land of Lincoln for employment support services.
  - **Annual Goal:** Given a work schedule, Alex will practice calculating the hours that he has been assigned to work each week. (statement suggests an activity, rather than a learned skill)

- PS Goal: After graduation, Paulo will get a job at a grocery store, where he enjoyed a job-shadowing experience during school.
  - **Annual Goal:** Given a list of recreational activities, Paulo will choose the activity that interests him most 3 out of 4 times by April 6, 2010. (choosing a recreational activity is not an annual goal that will help Paulo obtain a job after high school…this goal might be appropriate for an independent living post-school goal)
### Item 7 Requirement

Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?

**Prompts:**
- For the current year, there is documentation in the IEP or cumulative folder that the student was invited to attend the IEP meeting, and
- The student invitation is signed (by the LEA) and dated prior to the date of the IEP meeting.

<table>
<thead>
<tr>
<th>Item 7 Requirement</th>
<th>YES/NO</th>
<th>NOTES</th>
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- Locate the documentation of the invitation to the IEP conference for the student.
- Was the student invitation signed (by the LEA) and dated prior to the date of the IEP conference. Indicate Yes, No or NA.
- Use the Notes section to provide feedback and/or recommendations.
- **NOTE:** If the district uses a notice form addressed to the parent that indicates the purposes of the meeting and also includes a list of persons who are invited and the student is on that list, then the **minimum requirement** can be considered as met.

**John Case Study**
Find where persons responsible and/or agencies are listed on the IEP.

Are there transition services listed on the IEP that are likely to be provided or paid for by an outside agency? If yes, continue to next question. If no, indicate NA.

Was parent consent or student consent (once student has reached the age of majority) to invite an outside agency obtained? If yes, continue to next question. If no, indicate No.

Is there evidence that one or more of the outside agencies/services that the family/student gave consent to invite were invited to the IEP meeting? If yes, indicate Yes. If no, indicate No.

Use the Notes area to provide feedback and/or recommendations.

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### Item 8 Requirement

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 the age of majority?

Prompts:
- Are there transition services listed that are likely to be provided or paid for by an outside agency?
- If there are such services, is there documentation that the parent/guardian and/or student who has reached the age of majority has provided consent to invite the relevant outside agencies?
- If consent is obtained, is there evidence that one or more of the outside agencies/services were invited to the IEP meeting to discuss transition?
- If it is too early to determine if the student will need outside agency involvement, an “N/A” may be documented.

<table>
<thead>
<tr>
<th>YES/NO/NA</th>
<th>NOTES</th>
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**Paulo Case Study**
Coordination with Post-School Service Providers

- Is it too early to determine if this student will need outside agency involvement?

- Are there transition services listed on the IEP that are likely to be provided or paid for by an outside agency?

- Was parent consent (or child consent once the age of majority is reached) obtained to invite any outside agency?

- Is there evidence in the IEP or the student’s file that any of the following agencies/services were invited to participate in IEP development: postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation?

- For those invited post-school service providers who declined and/or were unable to attend the IEP meeting, is there evidence that alternate forms of communication and information gathering were used to support networking/access for the IEP team and specifically the family and/or student?
Evidence of Coordination between the LEA and Post-school Services
Examples and Non-Examples

IDEA 2004 requires that, “to the extent appropriate, with the consent of the parents or a child who has reached the age of majority, in implementing the requirements of paragraph (b)(1) of this section, the public agency must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services” (300.321 [b][3]).

**Examples**

<table>
<thead>
<tr>
<th>PS Goal: Upon completion of HS, John will enroll in courses at the Southwestern IL Community College.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordination Evidence: A consent form signed John’s father, indicating that the LEA may contact the disability services office at Southwestern IL Community College.</td>
</tr>
<tr>
<td>Coordination Evidence: An invitation in the conference file and mailed to the staff at the disability services office of Southwestern IL Community College.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>PS Goal: Upon graduation from high school, Lissette will successfully utilize public transportation, including the public bus and uptown trolley by August 2011.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordination Evidence: A consent form signed by Lissette’s mother, indicating that the LEA may contact the VR office and the Down Syndrome Association.</td>
</tr>
<tr>
<td>Coordination Evidence: An invitation to conference in the file for a DRS counselor and a representative from DSA.</td>
</tr>
<tr>
<td>Coordination Evidence: A detailed note by the case manager articulating how additional contacts were made and how the family was able to obtain information about DSA because they (DSA) were not able to send a representative to the IEP meeting.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>After graduation, Rolanda will participate in an in-home or center-based program designed to provide habilitative and vocational training with medical and therapeutic supports.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coordination Evidence: A consent form signed by Rolanda’s mother, indicating that the LEA may contact SSA to schedule a meeting with the family regarding Rolanda’s benefits.</td>
</tr>
<tr>
<td>Coordination Evidence: A consent form signed by Rolanda’s mother indicating that the LEA may contact Medicaid to coordinate referrals to outside agencies for therapy.</td>
</tr>
<tr>
<td>Notes on file from conversation between LEA PT and private practice PT.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PS Goal: After high school, Alex will take a business math class at the XYZ Technical School.</th>
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<tbody>
<tr>
<td>Coordination Evidence: A signed consent by Alex (who is 18) for the LEA to communicate with the DRS office.</td>
</tr>
<tr>
<td>Coordination Evidence: Summary of evaluation completed by a DRS counselor with recommendations for the IEP team.</td>
</tr>
</tbody>
</table>

**Non-Examples**

<table>
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<tr>
<th>PS Goal: Upon completion of HS, John will enroll in courses at the Southwestern IL Community College.</th>
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<tbody>
<tr>
<td>John verbally states that he will attend the local college fair. (not appropriate)</td>
</tr>
<tr>
<td>A statement from John that he will contact the Community College disability services office by October 2010. (Not appropriate)</td>
</tr>
</tbody>
</table>

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<tr>
<th>PS Goal: Upon graduation from high school, Lissette will successfully utilize public transportation, including the public bus and uptown trolley by August 2011.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting notes from a meeting between the transition teacher and DRS counselor documenting the routes and destinations in the community that meet ADA guidelines. (Non-example)</td>
</tr>
<tr>
<td>A bus schedule from the transit authority attached to the IEP. (Non-example)</td>
</tr>
</tbody>
</table>

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<tr>
<th>After graduation, Rolanda will participate in an in-home or center-based program designed to provide habilitative and vocational training with medical and therapeutic supports.</th>
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<tbody>
<tr>
<td>An invitation to conference to DRS representative (with no signed consent)</td>
</tr>
<tr>
<td>Notes from a phone call with outside PT provider by the LEA PT (without consent on file).</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>PS Goal: After high school, Alex will take a business math class at the XYZ Technical School.</th>
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</thead>
<tbody>
<tr>
<td>The career interest evaluation report from DRS in the student’s folder (this alone does not meet the requirements of evidence of coordination).</td>
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</tbody>
</table>
Questions?

Sue Walter, swalter@isbe.net,
Phone: 618-651-9028