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# **INDICATOR 13**

## **SECONDARY TRANSITION**

## **Indicator 13 (Revised March 2009)**

**Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student's transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.[20 U.S.C. 1416(a)(3)(B)]**

# #1 Invite the Student

- Best practice is to have a separate invitation letter given to the student
- May write student's name at the top of the Parent Notice of Meeting
- Be sure to keep documentation
  - Copy of invitation in student file

## # 2 Measurable Post Secondary Goals (MPSGs)

- Must have addressed at least two
  - Employment
  - Education/Training
  
- Optional by IEP Team Decision
  - Independent/Supported Living
  - Community Involvement

## # 2 Measurable Post Secondary Goals

- Must be measurable
- Must be written for *after* high school
- Must be based upon age-appropriate transition assessment
- Must be updated annually

## # 2 Measurable Post Secondary Goals

EasyIEP:

Drop down menu has MPSGs for each area.

Example: *Will work in full-time employment*

Text box underneath the goal is for writing specifics

Example: *Interested in retail sales related to the automotive field*

## # 2 Measurable Post Secondary Goals

EasyIEP:

Drop down menu has MPSGs for each area.

Example: *Will enroll in vocational technical school*

Text box underneath the goal is for writing specifics

Example: *Training in an area related to the automotive field*

## # 3 Age Appropriate Transition Assessment

- Must be related to MPSGs
- Are done over time
- Minimum assessment of student's strengths, preferences and interests
- Must be individualized
- Need a "Toolkit"

# #3 Age Appropriate Transition Assessment

- Identify student interests which affect motivation
- Identify factors which may affect choice of realistic career
- Identify ways to help student be more successful in class
- Identify reasons student is having problems that may lead to dropping out

# Age Appropriate Transition Assessment

- Assess level of self-determination
- Assess career awareness
- Assess skills relative to MPSGs
- Assess behaviors that may impact employment and/or further education
- Assess vocational skills
- Assess learning styles, etc.


## #4 Course of Study

- Four or Six Year Plan attached OR
- Indicate overall path OR
- List all the courses planned for 4 years+
- Indicate any specialized courses related to MPSG



## #4 Course of Study

**Designed to reasonably enable the student to meet his/her measurable postsecondary goals.**



## #5 Transition Services in the IEP

- Reasonably enable the student to meet his or her postsecondary goals
- In the areas of:
  - Instruction Yes or No
  - Related Services Yes or No
  - Community Experiences Yes or No
  - Employment and other post school adult living objectives Yes or No
  - Acquisition of Daily Living Skills Yes/No/NA
  - Functional Vocational Evaluation Yes/No/NA

# #5 Transition Services in the IEP

- Instruction
  - Broad curricular areas of coursework, educational experiences and skills
  - Activities/strategies necessary to prepare for and take part in post school outcomes
  - Is not general academics but specialized instruction

# #5 Transition Services Instruction

- Sample Activities/Strategies
  - Explore admission requirements...
  - Visit college campuses and meet with student support services
  - Learn about accessing apartments for rent
  - Learn about the ADA
  - Learn about time management
  - Obtain, complete and submit applications

# #5 Transition Services

## Community Experiences

- Investigate recreation/social events at church/temple
- Learn about shopping for food, clothes
- Investigate youth volunteer programs
- Join rec center or YMCA
- Observe courtroom or jury duty process
- Investigate participation in civic organizations

# #5 Transition Services Community Experiences

- Identify different living/housing options
- Obtain a state ID card or drivers license
- Register to vote
- Visit mall, food court, identify stores and meals of choice
- Register with selective service
- Join Rescue Squad or volunteer fire department

# #5 Transition Services Employment

- Meet with military recruiter
- Memorize social security number
- Attend career fair
- Participate in Work Based Learning
- Participate in job shadowing
- Draft resume, cover letters, and thank you notes for after interviews

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# #5 Transition Services Employment

- Meet with VR counselor/case manager
- Write a PASS plan
- Take the ASVAB, EXPLORE/PLAN/ACT, SAT, etc.
- Participate in Work Based Learning
- Explore summer employment through WIA
- Learn more about the Ticket to Work voucher
- Practice job application and interview skills

# #5 Transition Services

## Post School Adult Living

- Collect information re students desired living arrangement
- Explore guardianship issues
- Explore insurance needs
- Manage finances
- Apply for housing assistance

# #5 Transition Services

## Post School Adult Living

- Visit adult service providers
- Obtain information about personal health and fitness
- Take a class at Home Depot on home repairs or other area of interest
- Learn about signing contracts, credit card debt, costs of housing, cars, etc.
- Contact the SSA benefits advisor

# #5 Transition Services

## Functional Vocational Evaluation

- Develop a vocational profile based on functional information
- Conduct situational assessment for home, school and community
- Meet with school counselor to affirm vocational interests and graduation plan
- Collect information on vocational interests and abilities

# #5 Transition Services

## Functional Vocational Evaluation

- Refer for a vocational evaluation in the community – VR?
- Conduct formal aptitude tests.
- Have parent or caregiver complete interview or survey forms
- PAES Lab
- Structured observations

## #6 Agency Invitation

- If appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority

## #7 Annual Goals in IEP

- Is (are) there annual IEP goal(s) related to the student's transition services needs?


# I-13 Questions

- 1.) Is there evidence the student was invited to the IEP meeting where transition services will be discussed?
- 2.) Is there an appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living?



# I-13 Questions


3.) Is there evidence the measurable post secondary goals were based on **age-appropriate transition assessments?**





# I-13 Questions

4.) Do the transition services include **courses of study** that will reasonably enable the student to meet his or her postsecondary goal(s)?



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

# I-13 Questions

6.) If appropriate, is there evidence that a representative of any participating agency was invited to the IEP meeting with the prior consent of the parent or student who has reached the age of majority?



# I-13 Questions

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7.) Is there at least one annual goal related to the student's transition services needs?






# I-13 Questions

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8.) Overall, does the IEP meet the requirements of Indicator 13?





**THANK YOU!**