



Susan Walter
Statewide Transition Consultant
swalter@isbe.net
618-651-9028

Secondary Transition and SPP Indicator 13 Requirements

Planning for Post Secondary Success Is Embedded in IDEA



- The purpose of IDEA is to ensure that all children with disabilities have available to them a free and appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for **further education, employment and independent living.**

(34CFR §300.1(a))



Federal Transition Requirements



- Beginning not later than the first IEP to be in effect when the child turns 16 ... and updated annually, thereafter, the IEP must include –
 - Appropriate **measurable postsecondary goals** based upon **age appropriate transition assessments** related to training, education, employment, and, where appropriate, independent living , and... 34CFR §300.320(b)(1)
 - The **transition services** (including **course of study**) needed to assist the child in reaching those goals. 34CFR §300.320(b)(2)

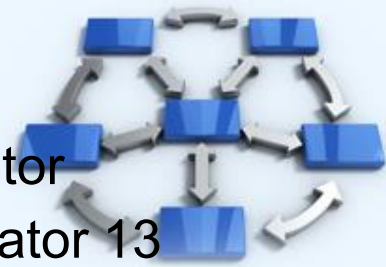
Definition of Transition Services

<http://www.isbe.net/spec-ed/pdfs/comparison.pdf>



- a) Transition services means a **coordinated set of activities** for a child with a disability that:
1. is designed within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate movement from school to post school activities, including post-secondary education, vocational education, integrated employment, continuing and adult education, adult services, independent living or community participation...
 2. is based on the individual child's needs, taking into account the child's strengths, preferences and interests; and

34CFR §300.43(a)



- States must report their level of compliance for SPP Indicator 13 in the Annual Performance Report. States submit Indicator 13 data based on all students who are age 16 and above and have an IEP.
 - “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)]
- The Data Verification Rubric reflects the current definition and data collection requirements for SPP IND 13 as announced by OSEP in July, 2009.
- **All districts are expected to enter SPP IND 13 data for students aged 14 ½ and up who have an IEP (Illinois regulation) and also comply with the Federal requirement of 100% compliance for each and every student aged 16 and up who has an IEP.**

Important to know...



- The SPP Indicator 13 Data Verification Audit will continue across the state. 34 CFR §300.640 outlines the SEA's responsibility to submit data required by section 618 of IDEA. The State Performance Plan details the required improvement activities for each indicator.
 - In July/August ~30 districts are randomly chosen and receive a letter indicating their selection; outlining the process, timeline and requirements; and, indicating a random sample of up to 15 students, age 16 and above.
 - Districts submit the documentation for the list of students and ISBE uses the Indicator 13 Data Verification Rubric to score the IEP's. Districts receive a copy of the scored rubrics and a letter indicating whether or not the sample of IEP's "meet" requirements.
 - Participating districts who do not "meet" are provided with instructions for corrective action including correcting individual IEP's that "do not meet", completing the TPSA, adding goals and activities to the District Improvement Plan and providing a second sample (Prong 2) to demonstrate systemic change.
- The Indicator 13 Data Verification Rubric, a companion training for the Rubric, and other valuable tools and resources for transition planning are located on ISBE's webpage: <http://www.isbe.state.il.us/spec-ed/html/indicator13.htm>
- ISBE's Secondary Transition webpage provides a wealth of information and resources: <http://www.isbe.net/spec-ed/html/total.htm>



SPP Indicator 13 Data Verification Rubric

Understanding and implementing the basic components of transition plans fits within the template of evidenced-based, best practices for transition and puts us on the right path!

Note: The first slide for each Indicator 13 item includes a hyperlink to a student case study from the National Secondary Transition Technical Assistance Center (NSTTAC)

34 CFR 300.320(b) <u>Item 1 Requirement</u>	YES/NO/NA	NOTES
<p>Does the IEP include a measurable post-secondary goal for:</p> <ul style="list-style-type: none"> • Education and/or training • Employment • If appropriate, independent living <p>Prompts:</p> <ul style="list-style-type: none"> ● Each postsecondary goal occurs <u>after</u> high school graduation/aging out. ● Each postsecondary goal is measurable (e.g., can be counted). 	<hr/> <hr/> <hr/>	

- Find the measurable post-secondary goals.
- 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?
- A measurable post-secondary goal is required for *Education and/or Training* and for *Employment*. *Independent Living* is “if applicable” to the individual student.

“If it’s stated as a measurable goal that occurs after students have left the LEA, I’m concerned about liability issues when students don’t meet those stated goals after school.”

IDEA 2004 discusses the purpose of transition services as “is designed to be within a results-oriented process, that is 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” (IDEA 2004, Part B, 614, [d][1][A][VIII]; §300.43[a][1]).

The Regulations, released August 14, 2006, also clarify the purpose of transition services as being “designed to meet (students’) unique needs and prepare them for further education, employment, and independent living” (§300.1[a]).

IDEA 2004 does not require that LEAs are held accountable for the attainment of postsecondary goals. The stated measurable postsecondary goals are required components of transition planning. There are numerous mediating factors that positively or negatively affect an adult’s acquisition of goals, for which a school could not be held accountable. The purpose of the legislation and this indicator is that a student’s education program support their goals beyond secondary school.

Measurable Post-Secondary Goals



- A measurable post-secondary goal must be developed and written for the following areas for transition-aged students:
 - Education and/or training
 - Education
 - community college, university, technical/trade/vocational school
 - Training
 - vocational or career field training, independent living skill training, apprenticeship, OJT, job corp, etc.
 - Employment
 - paid employment (competitive, supported, sheltered)
 - non-paid employment (volunteer, in a training capacity)
 - military
 - Adult Living (if needed)
 - independent living skills, health/safety, financial/income, transportation/mobility, social relationships, recreation/leisure, self-advocacy/future planning

What Does a Measurable Post-Secondary Goal Look Like?



- A measurable post-school goal uses results oriented terms like...
 - “enrolled in,” “work,” “part-time,” “full-time”

Formula provided by National Secondary Transition Technical Assistance Center:

_____ will _____.
(After High School) (Student) (Behavior) (Where & How)

Let's Practice



Write a post secondary goal in education for the following case study.

Allison is the fourth of seven children. She says that her responsibilities at home include caring for her younger siblings and doing light chores around the house. Her older sister, Jessie, graduated from college and is finishing up her first year teaching first grade at an elementary school not far from their family home. Allison likes to go to her sister's classroom after school and on the weekends to help her sister make materials for lessons. Allison decided that she wants work with pre-schoolers or kindergarteners, but she is not sure if she wants to be classroom teacher.

(After high school)
(After graduation)
(Upon completion of high school)

(The Student)

will

(Behavior)

(Where and how)

Let's Practice Some More!



Write a post secondary goal in employment for the following case study.

Carlos is a 19 year old student identified with emotional and behavioral disabilities. Carlos' interpersonal skills and work ethic are strengths for him. He enjoys working with other young men, doing manual labor, and listening to loud music while working. He exhibits strengths in the area of mechanical work. Career assessments indicate that he is likely to be a serious, dedicated employee. At home, he fixes appliances around the house, which his mother appreciates.

_____	_____	will	_____	_____
(After high school)	(The Student)		(Behavior)	(Where and how)
(After graduation)				
(Upon completion of high school)				

<p>34 CFR 300.320(b) <u>Item 2 Requirement</u></p> <p>Is the postsecondary goal updated annually?</p> <ul style="list-style-type: none"> • Education and/or Training • Employment • If appropriate, Independent Living <p>Prompt:</p> <p>● Considering each postsecondary goal, was the goal addressed or /updated in conjunction with the development of the current IEP?</p>	<p>YES/NO/NA</p> 	<p>NOTES</p>
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- Is a measurable post-secondary goal for *Education and/or Training*, *Employment*, and (if applicable) *Independent Living* documented in the student's current IEP?
- Does the PLAAFP include references to progress “since last year”?

What does it mean to update the post-secondary goals annually?



- **Example:** Three postsecondary goals were included in the IEP and the IEP was updated within 12 months, as indicated in the documentation of “date of last review” and “signature dates on the current IEP”.
 - *The goals **meet I-13 standards for Item #2 for the following** reasons:*
 - a) *Postsecondary goals were identified in conjunction with developing the IEP and the IEP was reviewed with 12 months of the previous IEP.*
- **Example:** The statement of Present Level of Academic and Functional Performance (**PLAAFP**) 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*

<div>34 CFR 300.320(b)</div> <div>Item 3 Requirement</div> <div>Is there evidence that the measurable postsecondary goals were based on age-appropriate transition assessments?</div> <div> <ul style="list-style-type: none"> • Education and/or Training • Employment • If appropriate, Independent Living </div> <div>Prompt:</div> <div> <ul style="list-style-type: none"> ● Did the transition assessments provide information on “the student’s needs, taking into account strengths, preferences, and interests” regarding postsecondary goals? </div>	YES/NO/NA	NOTES
	<div>_____</div> <div>_____</div> <div>_____</div>	

- 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?



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

Indicator 13: Item 3



- Guidance from the National Secondary Transition Technical Assistance Center (NSTTAC)
 - Become familiar with different types of transition assessments and their characteristics
 - Select methods that assist students by helping them answer
 - Who am I?
 - What do I want in life, now and in the future?
 - What are some of life's demands that I can meet now?
 - What are the main barriers to getting what I want from school and community?
 - What are my options in the school and community for preparing me for what I want, now and in the future?
 - NSTTAC Assessment Toolkit is located at:

Transition Assessments Can Be Formal and/or Informal



- Formal transition assessments
 - Adaptive behavior/daily living skills assessments
 - General and specific aptitude tests
 - Interest inventories
 - Intelligence tests
 - Temperament inventories/instruments
 - Career maturity or employability tests
- Informal transition assessments
 - Interviews (student and family)
 - Questionnaires
 - Direct observation
 - Curriculum-based assessments
 - Environmental analysis

Assessment Resources



- [HTTP://WWW.NCWD-YOUTH.INFO/ASSETS/GUIDES/ASSESSMENT/ASSESSGUIDECOMPLETE.PDF](http://www.ncwd-youth.info/assets/guides/assessment/assessguidecomplete.pdf)
- [HTTP://WWW.NSTTAC.ORG/PDF/TRANSITION GUIDE/NSTTAC TAG.PDF](http://www.nsttac.org/pdf/transition_guide/nsttac_tag.pdf)
- [HTTP://WWW.ISBE.NET/SPEC-ED/HTML/TRANSITION VIDEO.HTM](http://www.isbe.net/spec-ed/html/transition_video.htm)
- [HTTP://WWW.IDES.ILLINOIS.GOV/PAGE.ASPX?ITEM=28](http://www.ides.illinois.gov/page.aspx?item=28)
- [HTTP://WWW.ILLINOISWORKNET.COM/VOS PORTAL/RESIDENTS/EN/HOME/MYILLINOISWORKNET /MYSKILLSINTEREST.HTM](http://www.illinoisworknet.com/vos_portal/residents/en/home/myillinoisworknet/myskillsinterest.htm)
- [HTTP://WWW.ICSPS.ILSTU.EDU/ILLINOISNTC/INDEX.ASP](http://www.icsp ILSTU.EDU/illinoisntc/index.asp)
- [HTTP://WWW.HRTW.ORG/TOOLS/CHECK ASSESSMENT.HTML](http://www.hrtw.org/tools/check_assessment.html)
- [HTTP://TRANSITIONASSESSMENT.NORTHCENTRALRRC.ORG/](http://transitionassessment.northcentralrrc.org/)
- [HTTP://WWW.MYNEXTMOVE.ORG/](http://www.mynextmove.org/)

Age-Appropriate Transition Assessments - Evidence of Assessment



- **PS Goal: Upon completion of HS, John will enroll in courses at the Southwestern IL Community College.**
 - Evidence of assessment: 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.
- **PS Goal: Allison will obtain a four-year degree from a liberal arts college with a major in Child Development.**
 - Evidence of Assessment 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 5/23/2206. 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)

34 CFR 300.320(b) <u>Item 4 Requirement</u>	YES/NO/NA	NOTES
<p>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?</p> <ul style="list-style-type: none"> • Education and/or training • Employment • If appropriate, independent living <p>Prompts:</p> <ul style="list-style-type: none"> ● 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. 	<div>_____</div> <div>_____</div> <div>_____</div>	

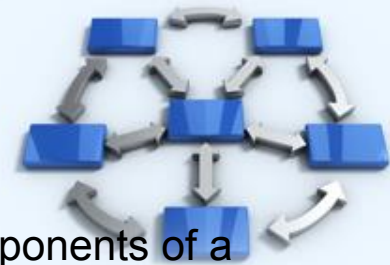
- Find where transition services are listed on the IEP.
- For each post-secondary goal, is there is a type of instruction, related service, community experience, or development of employment and other post-school adult living objectives, or if appropriate, acquisition of daily living skills, or provision of a functional vocational evaluation listed in association with meeting the post-secondary goal?

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

➤ Present Levels of Educational Performance states that “Jason has had excellent attendance throughout middle school and into high school”. He has successfully passed all the necessary academic classes, End of Course (EOC) Exams, and should earn a regular diploma.

➤ His oral reading and reading comprehension are well below expected levels,

➤ the *Self-*

➤ *Directed Search Form R*, the *Career Interest Inventory – Level Two*, the *Work Adjustment Inventory* provided a score pattern of a preference for jobs that keep Jason active, working with co-workers who appreciate his empathy for others as well as having difficulty asserting himself

Education/training:

- Social skills training
- Instruction related to on the job safety
- Self-determination training
- Instruction related to safety in the workplace
- Instruction related to workplace social behavior

Employment:

- Community based instructional experiences related to construction work
- Work-based instruction with a local welder
- Referral to Medicaid for augmentative communication device coverage (i.e., hearing aid)

- Results of performance on state mandated assessments taken during high school indicate Lissette is performing below average in math, reading and written expression
- Results of an *adaptive behavior checklist* indicate she has acquired many age-appropriate behaviors necessary for her to live independently and to function safely and appropriately in daily life; however, she continues to need support in this area.
- Community Based Instruction: task analysis checks indicate ability to work independently

Education/training:

- Instruction on Community Safety skills
- Travel instruction
- Math instruction - money usage, telling time
- Literacy instruction related to sight word identification
- Instruction related to community safety at the YMCA

Employment:

- Purchase a monthly bus pass
- Safety skills in the community
- Learning to use the pull cord to identify her upcoming stop

- *Anecdotal records for an observation period of 10 days indicate that Lilly is awake for approximately six hours in a 24 hour period. She seems to enjoy receiving verbal and tactile attention from her family members and caregivers*
- *A portfolio assessment indicates that Lilly accesses the general education curriculum through extension activities*
- *Results of a physical therapy evaluation indicate Lilly relies on others to move her wheelchair and place her in a chair, a stander, or on a mat for all activities.*
- *Functional Independence Measure indicates she needs total assistance for self-care and mobility*

Education/training:

- Self-care skill instruction
- Instruction in use of augmentative devise

Independent living:

- Community-based independent and community living instruction
- Visits to recreational agencies/facilities in the community

Functional/vocational Evaluation:

- Refer to Vocational Rehabilitation for non-verbal, modified assessments of adaptive behavior, mobility, dexterity
- Ecological Assessment

For Transition Services consider...



- What services, supports or programs does this student...
 - currently need?
 - need in order to achieve his/her post-school goals?
 - need in order to ensure success as he/she enters the adult world?
- Is the student linked to the needed post-school services, supports or programs BEFORE he/she leaves the secondary school setting?

34 CFR 300.320(b) <u>Item 5 Requirement</u>	YES/NO	NOTES
<p>Does the IEP/transition plan include a course of study that will reasonably enable the student to meet his or her postsecondary goals?</p> <p>Prompts:</p> <ul style="list-style-type: none"> ● 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? 	<hr/>	

- 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?

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.

34 CFR 300.320(2)(i)	Item 6 Requirement	YES/NO/NA	NOTES
<p>Are there annual IEP goals that are related to the student's transition services needs?</p> <ul style="list-style-type: none"> • Education and/or training • Employment • If appropriate, independent <p>Prompt:</p> <p>● 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?</p>		<div>_____</div> <div>_____</div> <div>_____</div>	

- 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?

Stephanie Case Study

Formula for writing an annual goal that supports the postsecondary goal (from NSTTAC):

Given / condition@ teaching strategies (e.g., direct instruction, modeling, peer tutoring) / ((student)) will ((behavior)).

Post-School Goal

(Result of Transition)

After graduation from high school, Jodi will participate in compensatory education courses at the community college focusing on life skills instruction, functional reading, functional math, productivity, and basic employability skills.

Present Level of Academic Achievement & Functional Performance

Jodi completed the Brigance Employability Skills Inventory which reported that she was functioning at grade 3 in reading and at grade 4 in math. Her intake assessment suggested that she has adequate verbal skills. The quick-screen indicated she lacked basic employment literacy skills in math and reading.

Annual Goal

Jodi will increase her reading comprehension scores by one grade level by May 1, 2012.

Note: *This goal is academic and transition.*

Objectives

- Given daily instruction and use of high-interest reading materials such as the newspaper, young adult magazines, school-approved web-sites, and short stories for adults, Jodi will increase her reading comprehension by .5 grade level by the end of the first semester in the 2011 – 2012 school year.
- Given daily instruction and use of high-interest reading materials such as the newspaper, young adult magazines, school-approved web-sites, and short stories for adults, Jodi will increase her reading comprehension by one grade level by the end of the 2011 – 2012 school year.

****Note that the annual goal & short term objectives include a condition, measurable behaviors, criteria and a time frame.**

<p>34 CFR 300.321(b) <u>Item 7 Requirement</u></p> <p>Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?</p> <p>Prompts:</p> <ul style="list-style-type: none"> ● 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. 	<p>YES/NO</p> <hr/>	<p>NOTES</p>
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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.
- **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.

Student Participation in the IEP/Transition Planning Process



- School districts must invite a student who has a disability to attend the IEP team meeting “if a purpose of the meeting will be the consideration of postsecondary goals for the child and the transition services needed to assist the child in reaching those goals under §300.320(b)”
- School districts “must take other steps to ensure that the child’s preferences and interests are considered” if the child is not able to attend [§300.321(b)].
- It’s there lives!
<http://nichcy.org/schoolage/transitionadult/students>

34 CFR 300.321(b)(3) <u>Item 8 Requirement</u>	YES/NO/NA	NOTES
<p>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?</p> <p>Prompts:</p> <ul style="list-style-type: none"> ● 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. 	<hr/>	

- 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.

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?
- Sample consent forms can be found on the Indicator 13 webpage:

Potential Consultants to the IEP Team



- **Adult Education Representative** | Provides information about lifelong education options
- **Advocacy Organization(s) Representative** | May offer self-advocacy training or support groups for young adults
- **Assistive Technology Representative** | Provides expertise on devices that can open doors to opportunities
- **At-Risk/Prevention Specialist** | Offers counseling and support on teen pregnancy, alcohol, and drugs
- **Business-Education Partnership Rep.** | Provides links between schools and local businesses and industry
- **Community Action Agency Representative** | May link team to resources for traditionally underrepresented groups
- **Correctional Education Staff** | Provides incarcerated youth with continued learning opportunities
- **Local Disability Representative (e.g., UCP)** | Provides information and training (often serves all disabilities, not just one)
- **Parent Training Information Center Rep.** | Provides training on transition planning and advocacy services to families
- **Residential Service Provider** | Can help access specialized housing
- **Employer** | Offers insight into expectations; promotes hiring of people with disabilities
- **Employment Specialist** | Provides job development, placement, coaching
- **Extension Service Agent** | Offers programs in parenting, homemaking, independent living
- **Special Olympics Representative** | Provides sports training, competition, and recreational opportunities for youth
- **Health Department/School Nurse** | Provides guidance on community health services and health care advice
- **Higher Education Representative** | Provides information on postsecondary services to students with disabilities
- **Housing Agency Representative** | Assists in developing housing options
- **Leisure Program Representative** | Knows available program options within the community
- **Literacy Council Representative** | Coordinates volunteers to teach basic reading and writing skills
- **Local Government Representative** | Funds many local services; can provide information on local services
- **Religious Community Member** | Can provide social support to young adults and their families

Where Can You Look?



- **Illinois Department of Human Services Office Locator:**
<http://www.dhs.state.il.us/page.aspx?item=27894>
- **The ARC Family Manual:** Transition to Employment and Adult Services for Youth with Developmental Disabilities in Illinois.
- **Illinois Community College System** (see Community College Locator link on right side of page) <http://www.iccb.org/thesystem.html>
- **Illinois JobLink.** Resources for People with Disabilities.
<http://www.illinoisjoblink.com/>
- **Transition Practices Alignment:** Evidenced-Based Practices, Tools and Resources, and Lesson Plans.
http://www.isbe.state.il.us/spec-ed/pdfs/transition_cross_ref.pdf
- **Work Incentive Planning Assistance (WIPA)** The purpose of the Work Incentive Planning Assistance program to help individuals who receive SSI or SSDI and are interested in getting a job understand how working will affect their benefits.
http://www.illinoisworknet.com/vos_portal/residents/en/DisabilityResources/FindLocation

Critical Interrelationships



Transition TIP



- Use the National Secondary Transition Technical Assistance Center (NSTTAC) case studies to peruse examples and non-examples for all Indicator 13 requirements . The students' in the case studies represent a wide range of ability to provide users with a wealth of examples. Students with:
 - Specific learning disabilities: [Allison](#), [Jason](#), & [John](#)
 - Autism: [Alex](#)
 - Emotional behavioral disorder: [Jamarreo](#)
 - Intellectual disabilities: [Jeremy](#), [Jodi](#), [Lisette](#), [Paulo](#) & [Stephanie](#)
 - Severe, complex disabilities: [David](#), [Kevin](#), [Lily](#), & [Rolanda](#)

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

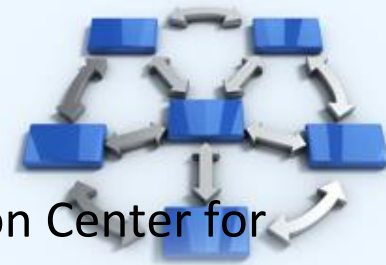
http://www.isbe.state.il.us/spec-ed/pdfs/transition_cross_ref.pdf

- Check out ISBE's Secondary Transition Webpage

<http://www.isbe.state.il.us/spec-ed/html/total.htm>



Resources



- ***Transition to Adulthood***. September 2010. National Dissemination Center for Children with Disabilities. <http://nichcy.org/schoolage/transitionadult>
- ***Teens on IEPs: Making My “Transition” Services Work for Me***. October 2011. Transition RTC.
<http://escholarship.umassmed.edu/cgi/viewcontent.cgi?article=1067&context=pib>
- Illinois State Board of Education, Special Education and Support Services **Parent Rights Guide. Chapter 8: Secondary Transition**.
http://www.isbe.state.il.us/spec-ed/pdfs/parent_guide/ch8-secondary_transition.pdf
- Illinois State Board of Education, Special Education and Support Services. ***Illinois Student Records Keeper for Parents of Students Who Receive Special Education Services***.
http://www.isbe.state.il.us/spec-ed/pdfs/student_records_keeper.pdf
- Illinois State Board of Education, Special Education and Support Services. **Secondary Transition Webpage**.
<http://www.isbe.state.il.us/spec-ed/html/total.htm>

More Resources



- ***Helping Youth Build Work Skills for Job Success: Tips for Parents and Families.*** February 2012. National Collaborative on Workforce and Disability for Youth (NCWD-Y).
<http://www.ncwd-youth.info/information-brief-34>
- ***Helping Youth Develop Soft Skills for Job Success: Tips for Parents and Families.*** May 2011. NCWD-Y.
<http://www.ncwd-youth.info/information-brief-28>
- **Tapping into the Power of Families: How Families of Youth with Disabilities Can Assist in Job Search and Retention.** April 2011. NCWD-Y.
<http://www.ncwd-youth.info/infobrief/tapping-into-the-power-of-families>
- **Youth on the Move**. Website designed to provide information, strategies, and resources to transition navigators – teachers, counselors, family members, and community members – to guide youth on the move. <http://www.youth-move.org/>
- ***Vocational Rehabilitation (VR): A Young Adults Guide.*** April 2012. Transition RTC.
<http://labs.umassmed.edu/transitionsRTC/Resources/publications/TipSheet6VR.pdf>

Questions?

Sue Walter

swalter@isbe.net or
smwalter@charter.net

Phone: 618-651-9028



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With credit and great thanks to the National Secondary Transition Technical Assistance Center for their examples and resources!