

**NSTTAC Indicator 13 Checklist Form A
(Meets Minimum SPP/APR Requirements)**

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. Is there an appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living?	
Example	Non Example
<p>(Education and Training 1) After graduation, David will participate in a center-based program designed to teach daily living skills along with community and social integration.</p> <p><i>This goal meets I-13 standards for Item #1 for the following reasons:</i></p> <ul style="list-style-type: none"> a) <i>Participation in training is the focus of the goal.</i> b) <i>“Participation” is an observable behavior.</i> <p>(Employment 1) Immediately after graduation, David will receive job development services from vocational rehabilitation staff at the Occupational Training Center.</p> <p><i>These goals meets I-13 standards for Item #1 for the following reasons:</i></p> <ul style="list-style-type: none"> a) <i>It is stated that the goal will occur after graduation from high school.</i> b) <i>Goal are stated measurably: “receive services” can be observed as occurring or not, within 1 year of graduation.</i> <p>(Independent Living 1) After graduation David will use an augmentative communication device at home and the center-based program to communicate his wants, needs, and desires and to interact with his environment more independently.</p> <p><i>The above goals meet I-13 standards for Item #1 for the following reasons:</i></p> <ul style="list-style-type: none"> a) <i>Goal are stated in a manner that can be observed (i.e., “will use”, “communicate”</i> b) <i>Goals are stated as outcomes for David after high school, not activities or processes toward outcomes.</i> 	<p>(Education and Training 1) After leaving high school, David plans enter an adult day care center.</p> <p><i>This goal does not meet I-13 standards for Item #1 for the following reason:</i></p> <ul style="list-style-type: none"> a) <i>“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.</i> <p>(Employment 1) Upon completion of high school, David will apply for services through vocational rehabilitation to support his participation in a vocational center program.</p> <p><i>These goals do not meet I-13 standards for Item #1 for the following reasons:</i></p> <ul style="list-style-type: none"> a) <i>Applying to vocational rehabilitative services is an activity not an outcome.</i> <p>(Independent Living 1) David will rely on family members and staff to communicate his needs and wants.</p> <p><i>These goals do not meet I-13 standards for Item #1 on for the following reasons:</i></p> <ul style="list-style-type: none"> a) <i>Relying on families is not an independent living skill</i> b) <i>It is not clear goals will be obtained after high school</i>

2 . Is (are) the postsecondary goal(s) updated annually?	
<p style="text-align: center;">Example</p> <p>(Education and Training 1; Employment 1; Independent Living 1) Three postsecondary goals were included in the IEP and the IEP was updated within 12 months, as indicated by comparing documentation of “date of last review” and “signature dates on the current IEP”.</p> <p><i>The goals meet I-13 standards for Item #2 for the following reasons:</i></p> <p style="margin-left: 20px;"><i>a) Postsecondary goals were identified in conjunction with developing the IEP and the IEP was reviewed with 12 months of the previous IEP.</i></p>	<p style="text-align: center;">Non Example</p> <p>No postsecondary goal was identified for Education or Training.</p> <p><i>These goals do not meet I-13 standards for Item #2 for the following reasons:</i></p> <p style="margin-left: 20px;"><i>a) Absence of a postsecondary goal in Education/ Training or Employment would indicate that the postsecondary goal was not considered with the development of the IEP.</i></p>

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3. Is there evidence that the measurable postsecondary goal(s) were based on age-appropriate transition assessment?

Example	Non Example
<p>(State assessment → state present level → link to postsecondary goals)</p> <p>Summarized on front page of IEP.</p> <p><i>“Strengths: Anecdotal records for an observation period of 10 days indicate that David has an inquisitive individual. He stays awake and alert throughout most of the school day and seems to always want to be apart of the conversations that take place around him. He enjoys receiving verbal and tactile attention from his peers and teachers. He is tolerant of position changes on a mat table and allows hand-over-hand assistance to participate in activities. He is also able to activate a variety of devices (i.e., radio, computer) using a switch with assistance.</i></p> <p><i>“Present Levels of Academic Achievement and Functional Abilities: A portfolio assessment indicates that David accesses the general education curriculum through extension activities. He benefits from sensory stimulating activities and activities to improve his independence and communication.</i></p> <p>A speech evaluation concludes that David uses facial gestures to communicate his likes and dislikes. He offers a smile to show content and a blank stare to indicate disinterest. He uses simple one-button communication devices with assistance when offered during class activities.</p> <p>A physical therapy evaluation and reports from the medical doctor indicate David uses a manual wheelchair dependently. He requires a 2-person lift or mechanical device for all transfers. He tolerates positioning on a mat table and a wedge. He is dependent on others for meeting all of his personal care needs.</p> <p>Signed examination summary from David’s pediatrician, dated during the current year indicated that He is: fed via G-tube, has a tracheotomy and uses a ventilator with oxygen to breathe, and needs 24 hour nursing care to monitor feeding, breathing, and seizure disorder.</p> <p><i>This example meets I-13 standards for Item #3 for the following reasons:</i></p> <ul style="list-style-type: none"> ○ <i>It includes information gathered over time.</i> ○ <i>It reflects student strengths, interests, and preferences.</i> ○ <i>The information is from multiple sources and places.</i> ○ <i>The data sources are age-appropriate.</i> 	<p>David has severe limitations in fine and gross motor skills.</p> <p><i>This information does not meet I-13 standards for Item #3 for the following reasons:</i></p> <ul style="list-style-type: none"> ○ <i>There is no indication of the source of information (i.e., name or type of assessment).</i> ○ <i>There is no link to postsecondary goals</i> ○ <i>It does not reflect assessment data gathered over time</i>

4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?	
Examples	Non Examples
<p>(Instruction)</p> <ul style="list-style-type: none"> • Participation in the adapted academic and functional curriculum • Self-care skill instruction • Instruction in use of augmentative device <p><i>These services meet the I-13 requirements for item #4 for the following reasons:</i></p> <ul style="list-style-type: none"> • <i>Instruction is related to postsecondary goals</i> • <i>Services can be provided by the school</i> <p>(Community Experience)</p> <ul style="list-style-type: none"> • Community-based vocational training • Community-based independent and community living instruction <p><i>These services meet the I-13 requirements for item #4 for the following reasons:</i></p> <ul style="list-style-type: none"> • <i>Instruction is related to postsecondary goals</i> • <i>Services can be provided by the school</i> <p>(Related Services)</p> <ul style="list-style-type: none"> • Speech therapy services for training in use of augmentative communication device • Speech therapy, occupational therapy for augmentative communication evaluation and selection of appropriate augmentative communication device for school and post school environments • Occupational therapy for use of assistive technology • Evaluation for determination of devices to increase independence in home and center-based environment • Physical therapy to maintain and improve strength and flexibility • Nursing services to increase David's ability access to community environments • Visits to recreational agencies/facilities in the community <p><i>These services meet the I-13 requirements for item #3 for the following reasons:</i></p> <ul style="list-style-type: none"> • <i>Instruction is related to postsecondary goals</i> • <i>David has documented deficits in the areas of speech and fine motor skills</i> • <i>David is medically fragile and requires nursing assistance</i> • <i>Due to the nature and severity of David's disability financial assistance may be needed</i> • <i>Services can be provided by the school</i> <p>(Functional Vocational Evaluation)</p> <ul style="list-style-type: none"> • Refer to Vocational Rehabilitation for non-verbal, 	<p>(Instruction)</p> <ul style="list-style-type: none"> • Instruction in word processing • Instruction in Anatomy and Physiology <p><i>These services do not meet the I-13 requirements for item #4 for the following reasons:</i></p> <ul style="list-style-type: none"> • <i>The severity of David's disability does not allow him the ability to take a traditional word processing course</i> • <i>Services do not match David's postsecondary goals</i> <p>(Community Experience)</p> <ul style="list-style-type: none"> • Class field trip to the mall to go Christmas shopping • Class trip to Disability Services at the local college <p><i>These services do not meet the I-13 requirements for item #4 for the following reasons:</i></p> <ul style="list-style-type: none"> • <i>Christmas shopping and going to community college is not related to David's postsecondary goals</i> <p>(Related Services)</p> <ul style="list-style-type: none"> • Speech therapy to improve David's verbal communication skills <p><i>These services do not meet the I-13 requirements for item #3 for the following reasons:</i></p> <ul style="list-style-type: none"> • <i>David is nonverbal</i> • <i>Services do not match David's postsecondary goals</i> <p>(Functional Vocational Evaluation)</p> <ul style="list-style-type: none"> • Apply for college disability support services

<p>modified assessments of adaptive behavior, career interest, and career skills</p> <ul style="list-style-type: none"> • Picture Career Interest Inventory • Ecological Assessment <p><i>These services meet the I-13 requirements for item #3 for the following reasons:</i></p> <ul style="list-style-type: none"> • <i>Instruction is related to postsecondary goals</i> • <i>Services can be provided by the school</i> <p>(Postschool living)</p> <ul style="list-style-type: none"> • Leisure and recreational interest survey through student response to different leisure opportunities in the community • Meeting with SSI representative to determine possible financial benefits <p><i>These services meet the I-13 requirements for item #3 for the following reasons:</i></p> <ul style="list-style-type: none"> • <i>Activities are related to postsecondary goals</i> • <i>Services can be provided by the school</i> 	<ul style="list-style-type: none"> • Complete application for job at local mall • Administration of assessments intended for verbal students • Administration of assessments for preschoolers, not related to employment or adult living skills <p><i>These services do not meet the I-13 requirements for item #3 for the following reasons:</i></p> <ul style="list-style-type: none"> • <i>Services are not aligned with David's postsecondary goals</i> • <i>Pre-school assessments are not age-appropriate</i> • <i>David is nonverbal, a verbal assessment would not be appropriate</i> <p>(Post school Living)</p> <ul style="list-style-type: none"> • Apartment hunting <p><i>These services do not meet the I-13 requirements for item #3 for the following reasons:</i></p> <ul style="list-style-type: none"> • <i>Services are not aligned with David's postsecondary goals</i>
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5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?

Example	Non Example
<ul style="list-style-type: none"> • Algebra I&II, using extended State content standards • Life Science, using extended State content standards • English Language Arts II & III, using extended State content standards • Art (2 credits) • Adapted PE (1 credit) <p>After completion of course requirements for a certificate of completion during the next two to three years, David's courses of study will include:</p> <ul style="list-style-type: none"> • Career/Technical (2 credits) • Life Skills (3 credits) • Math for Living (2 credits) • Adapted PE <p>during his final two years while receiving education in his LEA</p> <p><i>These courses of study meet I-13 standards for Item #5 for the following reasons:</i></p> <ul style="list-style-type: none"> ○ <i>The courses reflect David's plan to complete a general course of study and extended postsecondary courses, as his family plans for him to access education in the LEA until the year in which he turns 21</i> ○ <i>The extended course of study reflects David's postsecondary goals</i> 	<p>The box is checked on the IEP indicating that the student is completing the coursework for a standard diploma.</p> <p><i>This example does not meet I-13 standards for Item #5 for the following reason:</i></p> <ul style="list-style-type: none"> ○ <i>David's present levels of academic and functional performance do not indicate success in the general education environment</i> ○ <i>Coursework for standard diploma does not align with David's postsecondary goals</i>

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

Example	Non Example
<p>(Education and Training 1) Given a board displaying two choices of classroom and community topics (e.g., instructional activities, work-based instruction activities), David will use a switch associated with each item to select the activity or item in which he wants to engage with 80% accuracy by December of 2009.</p> <p><i>These goals meet I-13 standards for Item #6 for the following reasons:</i></p> <ul style="list-style-type: none"> a) <i>David is not able to use an augmentative communication device effectively and learning to do so is a skill that will prepare him to participate in a habilitative and vocational training program after high school.</i> a) <i>Goals include a condition, measurable behaviors, criteria, and a timeframe.</i> 	<p>(Education and Training 1) David will actively engage in daily activities.</p> <p><i>These goal statements do not meet I-13 standards for Item #6 for the following reasons:</i></p> <ul style="list-style-type: none"> a) <i>There are no criteria stated for the time by which David should engage in activities</i> b) <i>Goals do not include all components (condition, measurable behavior, criteria, and timeframe).</i>
<p>(Employment 1) Given multiple vocational tasks in the classroom, David will increase his productivity by 10% as measured by time on task during a 20-minute training session during one school semester.</p> <p><i>This annual goal meets standards for I-13 for Item #6 for the following reasons:</i></p> <ul style="list-style-type: none"> a) <i>Data from completion of the annual goal may provide David's IEP team with information regarding future employment options for him.</i> b) <i>Goals include a condition, measurable behaviors, criteria, and a timeframe.</i> 	<p>(Employment 1) David will complete a picture career interest inventory.</p> <p><i>This annual goal does not meet standards for I-13 for item #6 for the following reason:</i></p> <ul style="list-style-type: none"> a) <i>This is an activity or transition service rather than goal</i> b) <i>Goal does not include all components (condition, measurable behavior, criteria, and timeframe).</i>
<p>(Independent Living 1) Given daily opportunities for choice making, and a verbal prompt, David will use a switch to express his preference on 80% of occasions for the duration of the IEP.</p> <p><i>This annual goal statement meets I-13 standards for Item #6 for the following reasons:</i></p> <ul style="list-style-type: none"> a) <i>Developing the skills necessary to meet this goal will prepare David for his postsecondary goal communicating his wants and needs.</i> b) <i>Goals include a condition, measurable behaviors, criteria, and a timeframe</i> 	<p>(Independent Living 1) David will participate in adapted music.</p> <p><i>This goal statement does not meet I-13 standards for Item #6 for the following reasons:</i></p> <ul style="list-style-type: none"> a) <i>Goal statements do not indicate any skills that David will be gaining.</i> b) <i>Adapted Music is a related service, not a statement of an annual goal.</i>

7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?	
Example	Non Example
<p>Box checked on IEP indicating that the student was sent an invitation to the IEP conference</p> <p><i>This documentation meets I-13 standards for Item #7 for the following reasons:</i></p> <p style="margin-left: 20px;"><i>a) There is evidence that the student was invited to the IEP meeting where transition services would be discussed.</i></p>	<p>No invitation documented.</p> <p><i>This documentation does not meet I-13 standards for Item #7 for the following reasons:</i></p> <p style="margin-left: 20px;"><i>a) There is no evidence that the student was invited to the IEP meeting where transition services would be discussed.</i></p>

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8. 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?

Example	Non Example
<ul style="list-style-type: none"> • A consent form signed by David’s father indicating that the local education agency (LEA) may contact vocational rehabilitative (VR) services to invite them to the IEP meeting for the purpose of making a referral for services • A consent form signed by David’s father indicating that the LEA may contact Social Security Administration (SSA) inviting them to the IEP meeting to pursue a discussion regarding David’s benefits • A consent form signed by David’s father indicating that the LEA may contact Medicaid to invite them to the IEP meeting to pursue coordinating referrals to outside agencies for therapy services <p><i>These examples meet the I-13 requirement for item #8 for the following reasons:</i></p> <p style="padding-left: 40px;"><i>a) Parental consent is required in order to contact any adult agencies and release student information</i></p>	<ul style="list-style-type: none"> • An invitation to conference to the VR agency representative without consent on file • Notes from a phone call with outside PT provider by the LEA PT (without consent on file) <p><i>These examples do not meet the requirements for I-13 item #8 for the following reasons:</i></p> <p style="padding-left: 40px;"><i>a) Parental consent is required in order to contact any adult agencies and release student information</i></p>

This document was produced under U.S. Department of Education, Office of Special Education Programs Grant No. H326J050004. Marlene Simon-Burroughs served as the project officer. The views expressed herein do not necessarily represent the positions or policies of the Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service or enterprise mentioned in this publication is intended or should be inferred. This product is public domain. Authorization to reproduce it in whole or in part is granted. While permission to reprint this publication is not necessary, the citation should be: National Secondary Transition Technical Assistance Center (2009) Indicator 13 Training Materials, Charlotte, NC, NSTTAC.