

**Guidelines for
Best Practices**

Transition Services: IEP Checklist for Transition-Indicator 13

Excerpt Only

**Examples
And
Non-examples**

December 2012

Part 5: IEP Transition Checklist Guidance Examples and Non-examples

This section is organized by WV IEP Transition Checklist number in table format and includes:

- IEP Transition Checklist (SPP) number,
- Corresponding Transition File Review Checklist item number for monitoring purposes,
- Specific IEP Transition Checklist question,
- General discussion for the question,
- Examples and
- Non-examples.

The Discussion sections provide information that teams should consider and only assists to guide the discussion when planning for transition services. The Examples sections contain responses for components that are adequate and acceptable for monitoring or documentation purposes. The Non-examples section contains responses for components that are inadequate and not acceptable for monitoring or documentation purposes. Examples and Non-examples are specified for students with varying levels of instructional need, as per Chapter 6 Administration of Services of WVDE Policy 2419 Regulations. Level of need generally refers to the intensity of services and supports necessary in an instructional setting. This term is used to describe needs per instructional period and is indicated as Level I, II and III.

Transition IEP Checklist-Indicator 13 (updated 12/2012)

Question # 1 a): Postsecondary Goals	Are there appropriate measurable postsecondary goals that address a) education or training, b) employment, and, where appropriate, c) independent living?
Transition File Review Checklist # TR3	
Discussion for 1 a, b and c:	
<ul style="list-style-type: none"> ➤ All students of transition age must identify postsecondary goals for education or training, employment and, if appropriate, independent living. Postsecondary goals are not the IEP goals or transition activities, but the specific measureable/observable goals the student has for the future <i>after</i> leaving public school, goals for the future. ➤ Postsecondary goals allow the student, staff and IEP team members to guide the student's thinking and to link with IEP goals. ➤ All students should define postsecondary goals for independent living after high school, but only some require direct instruction while in the school setting (a goal or objective in the IEP) to gain skills that move the student toward independent living. A goal for self determination or self advocacy might be a part of the IEP for a student with independent living goals. ➤ Many individuals support the student in identifying postsecondary goals, but the IEP coordinator/case manager records the information on the IEP document. ➤ Responses for each of the postsecondary goals must be specific so transition services identified in the IEP assist the school-age student in reaching postsecondary goals. 	
Non-examples	Examples
Level I Need (See WVDE Policy 2419, Chapter 6)	
Education (or training): (Section is left blank); Undecided; Don't Know; Nothing; Graduate from high school; School; Attend college; 4 year college; 2 year college; Trade school; Career Center; Technical Training; Farming; Military; Improve reading skills; Play football	Education (or training): 4 year college-Major in <i>Business</i> or <i>Business</i> degree; 2 year degree- <i>Agriculture Sciences</i> ; Earn certificate for automotive technician at career technical education (CTE) center; Adult Basic Education for basic <i>reading</i> skills for college prep; On the job training for <i>retail sales</i> ; Apprenticeship program for <i>Masonry</i> ; Military-Army (<i>Communications specialist</i>)
Level II/III Need (See WVDE Policy 2419, Chapter 6)	
Education (or training): (Section is left blank); Undecided; Don't Know; Nothing; School; None needed; Farming; Greenhouse work; Attend sheltered workshop; Graduate from high school with a modified diploma; Improve reading skills for everyday living; Play football	Education (or training): Day habilitation program to gain general job and independent living skills; Supported work in food service; Functional work skills training for various jobs; Living skills training at the local independent living center; Community work experiences (job coach) for stocking and horticulture; Get training to use industrial cleaning machines with Rehabilitation Services

Transition IEP Checklist-Indicator 13 (updated 12/2012)

Question # 1 b): Postsecondary Goals	Are there appropriate measurable postsecondary goals that address a) education or training, b) employment , and, where appropriate, c) independent living?	
Transition File Review Checklist # TR4		
Non-examples		Examples
Level I Need (See WVDE Policy 2419, Chapter 6)		Level I Need (See WVDE Policy 2419, Chapter 6)
<p>Employment: (Section is left blank); Undecided; Get a job; Work; Disabled and cannot work; Full/Part Time Employment; Have a good job with benefits; Gainful Employment; To work a part time job; To be a professional <u>sports player</u>; To have an entry level job</p>		<p>Employment: Work at <u>local greenhouse planting</u>; <u>Stock Broker</u>; Work part time <u>in a department store (retail) to help family</u>; Volunteer <u>at the local hospital</u></p>
Level II/III Need (See WVDE Policy 2419, Chapter 6)		Level II/III Need (See WVDE Policy 2419, Chapter 6)
<p>Employment: (Section is left blank); Undecided; Get a job; Work; Disabled and cannot work; Full/Part Time Employment; Have a good job with benefits; Gainful Employment; To work a part time job; To be a professional <u>sports player</u>; To have an entry level job</p>		<p>Employment: Work at local greenhouse planting; Work part time in a restaurant; Work full time stocking shelves and pricing items in building products store; Volunteer at local daycare; Supported employment-delivering internal mail at a local business</p>

Transition IEP Checklist-Indicator 13 (updated 12/2012)

Question # 1 c): Postsecondary Goals	Are there appropriate measurable postsecondary goals that address a) education or training, b) employment, and, where appropriate, c) independent living ?	
Transition File Review Checklist # TR5		
Non-examples		Examples
Level I Need (See WVDE Policy 2419, Chapter 6)		Level I Need (See WVDE Policy 2419, Chapter 6)
<p>Independent Living: Only required if appropriate</p>		<p>Independent Living: Only required if appropriate; Live with family while in college; Shared apartment; My own home or apartment; Manage a budget and bank account; Demonstrate acceptable social skills and independent work habits on the job</p>
Level II/III Need (See WVDE Policy 2419, Chapter 6)		Level II/III Need (See WVDE Policy 2419, Chapter 6)
<p>Independent Living: Only required if appropriate-IEP team determines if this component is noted for those students who need support to gain independent living skills; Housing support; Getting bus transportation to/from work</p>		<p>Independent Living: Only required if appropriate; Live independently, Live at home, Live in a group home; Live in a shared apartment; Live independently after working for one year; Live independently in my own apartment; Live in a group home; Live in a supervised apartment; Use a communication device at home and in the community to communicate with non-familiar people; Demonstrate self determination skills to get around the community without close supervision; Manage a budget and bank account accurately; Manage a budget and bank account; Demonstrate acceptable social skills and independent work habits on the job</p>

Transition IEP Checklist-Indicator 13 (*updated 12/2012*)

Question #2: Annually Update of Post Secondary Goals	Are the postsecondary goals updated annually?
Transition File Review Checklist # IEP1	

Discussion:

- Verify that the IEP is held within one year of the previous IEP and that measurable post secondary goals were examined and adjusted, if needed, as part of the annual update.

Non-examples	Examples
-The dates of the previous IEP and the current IEP are outside the one year timeline requirement. -Post secondary goals are not reviewed annually as part of the IEP.	-The current date of the IEP is held within one year of the previous IEP. -Post secondary goals are reviewed as part of the annual IEP process like all parts of the IEP.

Transition IEP Checklist-Indicator 13 (updated 12/2012)

Question #3:	Is there evidence that the measurable postsecondary goals were based on age-appropriate transition assessment(s)?
Transition Assessments	
Transition File Review Checklist # TR6	

Discussion:

- Transition assessment is the ongoing process of collecting data on the individual’s needs, preferences, and interests as it relates to the demands of current and future working, education or training, living and personal/social environments. Assessment data are considered to be the common thread in the transition process and form the basis for defining goals and services to be included in the IEP (adapted from the DCDT definition by *Sitlington, Neubert, and Leconte, Career Development for Exceptional Individuals, 1997, p. 70-71*).
- Student preferences and interests must be considered during IEP development for Transition Planning.
- Various methods are used to obtain information from students whose communication skills and cognitive functioning present a significant challenge including informal and formal interviews or surveys, commercial or created; however, a functional vocational evaluation may be needed to obtain information regarding a student’s preferences and interests.
- Functional vocational evaluation involves providing the student with experiences that simulate specific occupations and work skills then documenting results. Observations during situational work experiences might also be part of this evaluation.
- Special educators must facilitate development of background knowledge regarding careers and occupations for students in order for them to make informed choices regarding their preferences and interests.
- The IEP coordinator/case manager guides the transition process for students with disabilities, particular for students who require more intensive instruction or activities in this area than what is provided to all students. The school counselor is a great resource. Both the ACT EXPLORE (8th grade) and ACT PLAN (10th grade) have career interest sections for the student working toward a standard diploma to identify preferences and interests. If the interest inventory on ACT PLAN/EXPLORE does not result in identification of specific interests and preferences, the IEP coordinator must find other methods for obtaining this information.
- Assessments administered to all students should be the first consideration, including WESTEST2, ACT assessments (EXPLORE, PLAN, WorkKeys), and assessments administered by career technical education.
- **Informal Assessments for Transition Planning** from ProEd is a resource to assist with identifying transition needs of all levels.
- Vocational aptitude is often the most challenging area for assessment. Consider consulting with career technical education, Workforce, and Rehabilitation Services to identify sources for aptitude assessments.
- Work readiness assessments include “soft skills.” Refer to the ACT website for work readiness certificate requirements.
- Most students with disabilities develop independent living skills similar to their peers and do not require specific assessment or goals on the IEP; however, staff who provide services for students with significant developmental disabilities who do need independent living skills instruction at school must determine appropriate formal/informal assessments for this area and identify annual IEP goals/objectives for independent living. Parent/family input is vital. Often students will demonstrate a skill in one (school or home) setting and not in the other setting.

Non-examples	Examples
Any non-specific description of an assessment, such as: Interview (listed as the only interest inventory every year) or achievement test. The assessment should be connected to the present levels section of the IEP and be specifically listed. Evidence should be a part of the student file.	Scales of Independent Behavior Student Interview (Student file should include a narrative summary and evidence of other interest measures through high school.) Work Experience evaluation report ACT EXPLORE, ACT PLAN, or ACT WorkKeys Vineland Transition Planning Inventory Online Interest Inventory McCarron-Dial

*See <http://wvde.state.wv.us/osp/Transition/wvguidancedocuments.html>-Transition assessments for other examples

Transition IEP Checklist-Indicator 13 (updated 12/2012)

Question #4:	Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goals?
Transition Services	
Transition File Review Checklist # TR10	

Discussion: (Note: There are two IEP sections where transition services are identified, Transition Services and Activities/Linkages.)

- **Transition services** and **Activities/Linkages** sections of IEP **Part VI: TRANSITION PLANNING** must link to the postsecondary goals. **Activities/Linkages** should vary yearly, and every line may not be completed yearly. Some activities apply to more than one sub-area, but only need to be recorded in one section. The IEP team should ask, “What are the activities/linkages needed for the next year to support acquisition of the post-secondary goals.”
- The **Transition Services** section of **Part VI** identifies specific IEP goals and/or services documented in the IEP directly linked to postsecondary goals. IEP goals for all students of transition age identify skills needed by the student to move to the next academic level **and** clearly support those skills needed to support movement toward the post school goals for living, learning, and work. At least one area (box) should be marked. See examples below.
- The **Activities/Linkages** section of **Part VI** describes annual activities that clearly link to post-secondary goals (beyond activities provided to all students) in sub-areas listed that will occur during the course of the current IEP. At least one area must be completed, but as many as necessary should be described. These activities and/or linkages might be one time activities or multiple experiences that support postsecondary goals and IEP goals. The Lead Party/Agency is identified and allows the IEP coordinator to verify when the activity occurs and to monitor progress. NOTE: If the agency fails to deliver transition activities outlined in the IEP, the IEP team must reconvene to identify alternative strategies to meet the transition needs of the child. Identify a specific service(s) which can be documented when they occur so discussion is prompted at the next IEP meeting.
- Level II and III students will most likely need support to complete the activities identified in the **Activities/Linkages** section. (see WVDE Policy 2419, Chapter 6 Administration of Services)

Non-examples	Examples
<p>Transition Services: No areas indicated (blank) on the Transition services section where a clear link to post school goals is identified.</p>	<p>This section of the IEP requires that at least one box per year is identified for each student. Verification of the link to IEP Annual Goals reasoning may be as follows:</p> <p>Instruction: An IEP goal for written language to gain skills in editing/proofing is directly related to the postsecondary goal of obtaining a business education certificate for the student who will enter workforce in sales</p> <p>Employment and other adult living objectives: 1) An IEP goal that addresses managing personal reactions in difficult situations, problem solving, and/or decision making is directly related to the postsecondary goal of working as a clerk at the local Motor Vehicles Office; 2) Weekly community work experience to support development of “soft skills” for work and to provide the student with real world experiences to identify occupational interests.</p> <p>Related Services: Orientation and Mobility for 120 minutes per month on Part VI: SERVICES Parts C. and D;</p> <p>Daily living skills: IEP goal and objectives for personal care/hygiene skills to maximize independent living</p> <p>Functional vocational evaluation: Simulated work stations in the classroom and school identified as an activity in the Activities/Linkages section of the IEP.</p>

<p>Activities/ Linkages: No areas indicated on the Activities/ Linkages section Part III B) of the IEP where a clear link to post school goals is identified (section is blank).</p>	<p>Instruction/education: Discuss entrance requirements and options for disability services with local community college representative; Meet with local ABE (Adult Basic Education) representative to schedule adult courses for literacy and math; Partial participation in chorus for reading and following directions (Level III); Make purchases independently; Take the ACT; Apply for CTE (Career Technical Education) training program; Meet with CTE counselor to shadow and apply for training program; Attend college fair; Visit XXX college campus</p> <p>Vocational aptitude/interest assessment: Complete XXX aptitude (or interest) assessment; Complete simulated work experiences to identify interest and aptitude (Level II and III); Use checklist to practice specific work-related job skills; Complete/discuss 3 interest inventories; Use PATH to develop long term plan; XXX Functional Skills Inventory</p> <p>Career awareness/work-based learning: Complete XXX training modules for specific work skills development (Level II and III); Use internet to explore specific occupational areas and present results; Volunteer 2 times per month at the animal shelter; Work exploration in the community (2 sites per year) (Level II and III); Meet with XXX staff; Explore services for XXX through using the Internet or agency activities</p> <p>Employment: Work exploration in the community (2 sites per year) (Level II and III); Complete 2 simulated interviews for jobs of interest; Attend job fair; Visit local Workforce office and complete application</p> <p>Independent living/mobility: Pick up recycling from specified classrooms following a weekly schedule; Navigate around the school independently (Level II and III); Access associations specific to disability or need</p> <p>Agency referral/application: Interview with Rehabilitation Services representative; Meet with local CIL (Center for Independent Living) to discuss training needs; Apply for Waiver eligibility; Meet with local ABE representative to schedule adult courses for literacy and math; Discuss options for disability services with local college representative; Visit local Workforce office and complete application; Register with Selective Service (males age 18) www.ss.gov</p>
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Transition IEP Checklist-Indicator 13 (updated 12/2012)

Question #5:	Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goals?
Course of Study	
Transition File Review Checklist # TR7	

Discussion:

- Prior to exiting 8th grade, all students in WV must develop an Individual Student Transition Plan (ISTP) as described in WVDE Policy 2510. This plan outlines the student’s course of study through graduation and one year beyond. Even students with disabilities who may require more than the typical 4 years of high school or who will earn a modified diploma develop this long term plan. The ISTP assists the IEP Team to focus on specific IEP goals/objectives for post school success.
- The IEP team should examine a copy of the student’s ISTP and complete the Part VI: Career Pathway/Cluster/ Concentration section and the Present Levels section on the IEP. Verify that the course of study (pathway, cluster, concentration) aligns with the student’s identified postsecondary goals. See Policy 2510 for more information.
- Students who plan to volunteer after high school will most likely select the Human Services cluster.
- The courses of study required for each pathway, cluster and concentration designate what courses the student needs both to graduate and to achieve his/her post school goals. Courses of study clearly link to all Transition Planning components.
- Most 8th graders take the ACT EXPLORE assessment which provides information relating to careers of interest as well as academic achievement. This assists the student in selecting his/her pathway and cluster. The interest part of the ACT EXPLORE can be administered orally to assure all students carefully consider their responses and get results that can be discussed at the first IEP that addresses transition services. This is a natural opportunity to begin documenting transition information on the IEP.
- In grade 10 the student identifies a concentration and takes the ACT PLAN.
- The Transition Planning page of the IEP provides a location for Policy 2510 required information at 8th grade to be recorded; however, the Transition Planning page is not monitored for compliance until the IEP for the student who is 16.

Non-examples	Examples
No sections completed in the Career/Pathway/Cluster/Concentration sections of the IEP document.	Specific areas marked in the Career/Pathway/Cluster/ Concentration sections of the IEP document. Even students with significant disabilities must have an identified area. Though their career plan does not involve a standard diploma, they should have goals for work and education or training, even if it is volunteer work in Human Services or development of skills necessary to volunteer or work. The student working toward a modified diploma has IEP goals/objectives that help the student move toward attaining their post school goals.

Transition IEP Checklist-Indicator 13 (updated 12/2012)

Question #6:	Is/are there annual IEP goal(s) related to the student’s transition services needs?
Annual IEP Goals	
Transition File Review Checklist # TR9	

Discussion:

- Annual IEP goals focus on the skills not only needed for progressing from one grade to the next, but on those skills that will support success in post school settings for learning, living and work. The student who is planning to attend a 2 or 4 year college program or continuing with education through CTE (or other adult education program), then the IEP should reflect academic and work related skills that are needed for success in the post school academic setting. Students who plan to go to work directly from high school should also have annual IEP goals for academic (i.e. literacy, communication, math) and specific work related (i.e. self responsibility, interpersonal, problem solving) skills areas. These “soft skills” for the workplace are considered goals for employment at all levels and are the 21st century skills sought by employers. Self responsibility is important for all post school settings.
- Clear link exists between the annual IEP goals (and objectives) and post secondary goals (listed on the transition page of the IEP). A separate annual IEP goal for each postsecondary goal is not required.
- All students of transition age must identify postsecondary goals for education or training and employment. Postsecondary goals are not the IEP goals, but goals the student has for the future after leaving public school. These goals must be specific enough to provide guidance for the IEP team to determine transition activities that support acquisition of the goal (i.e. welder, four year college program for teaching, bank clerk, CTE program for bricklaying, retail sales-clothing store). The specific postsecondary goal for employment should name, at the very least an occupational field moving toward identification of a specific job in that occupational field as the student nears graduation. Many students with disabilities require more in-depth career awareness and planning activities than are provided all students, so special education staff must facilitate the process.
- Some students with more significant developmental delays may participate in supervised activities in the school or community after graduation and need annual IEP goals (and objectives) that support development of skills for all areas of transition, possibly including daily living skills and a functional vocational evaluation.
- IEP coordinators, teachers and case managers must be able to articulate how the IEP goals reflect development of skills to support student progress toward postsecondary goals making that clear linkage for other IEP team members.
- Present levels statements should clearly link to the transition planning section of the IEP and to the annual IEP goals (and objectives). *Connecting WV Content Standards and Objectives to Specially Designed Instruction* is a document that assists IEP teams to develop clear present levels of academic achievement and functional performance.
- 21st Century learning skills and technology tools are crucial to preparing students for life after high school. More information about the Content Standards and Objectives (CSO) and 21st Century skills can be found on the Teach 21 section of the WVDE website.
- Determine if there is a *coordinated set of activities* (definition of transition). Examine each IEP beginning at age 16 (or younger if appropriate) and determine if the activities and services from year to year support movement toward postsecondary goals for the post school setting.

Non-examples	Examples
No areas indicated on the Transition services section, Part III B) of the IEP where a link to goals is identified (section is blank).	At least one area indicated by checking the appropriate box. Example-Education box is checked and an IEP goal for organization and study skills links to the postsecondary goal to be an Accountant-earning a 4 year degree.

Transition IEP Checklist-Indicator 13 *(updated 12/2012)*

Question #7: Student Participation	Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?
Transition File Review Checklist # TR8	
Discussion:	
<ul style="list-style-type: none"> ➤ Verify that the student was invited to the IEP meeting using the Notice of Eligibility Committee and/or Individualized Education Program Team Meeting form. ➤ Verify that the student responded to the IEP Notice that he/she would or would not attend the meeting. ➤ Verify student signature on the IEP form, Part II: Documentation of Attendance, if he or she attended or participated in the IEP team meeting 	
Non-examples	Examples
-Student was not invited to the IEP. -Student does not sign or indicate attendance	-Student signature on the IEP Notice -Student signature on Part II: Documentation of Attendance on IEP form -Notation regarding student participation for students unable to sign name

Transition IEP Checklist-Indicator 13 (*updated 12/2012*)

Question #8:	If appropriate, is there evidence that a representative of any participating agency(s) was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority?
Agency Involvement	
Transition File Review Checklist # TR1, TR2	

Discussion:

- Evidence that the parent (or adult child) provided consent (before disclosure) and documentation of the invitation extended to the agency is required. The period of time the consent is provided for is assumed for one year. If permission is to be extended, the parent (or adult student) should indicate in Part III A of the IEP. Consent forms from other agencies are also acceptable evidence (if requirements are met). Consent requirements include: permission is signed and dated before disclosure occurs, specifies which records are to be disclosed, states the purpose of the disclosure (i.e. to invite the other agency’s representative to participate in the IEP meeting for the purpose of providing or paying for transition services), identifies person or agency to whom the disclosure may be made, makes clear that the granting of the request is voluntary and may be revoked at any time.
- Policy 2419 and the IEP document clearly indicate that if the agency does not provide the service indicated, the IEP team must reconvene to determine other options for implementation. Policy 2419 requires agency participation “to the extent appropriate” *and* with “parent or adult student consent” for IEPs for students beginning at age 16, or younger if appropriate. Even though the discussion of who (agency) to invite occurs yearly, the same agency may be designated for multiple years in this part of the IEP and simply initialed by the parent (adult student) yearly.
- Find evidence in the IEP or the meeting notice that the identified agency was actually invited to the IEP meeting to discuss transition. Potential agency participants: postsecondary education, vocational education, integrated or supported employment, continuing and adult education, adult services, and independent living or community agencies. If it is too early to determine if this student will need outside agency involvement, write a notation on the considerations section of the IEP; however, this is not acceptable for all subsequent years.
- This is the only Transition IEP Checklist (Indicator 13) question that can have a score of NA (Does not apply). If the student will be continuing his/her education through age 21, agency linkages are likely already in place. If they are not, supports may be identified within 2-3 years of the projected exit date. Also, it is possible that agencies are not required for some transition services such as a case where an independent living goal is to live in a “shared apartment” and the family is facilitating this independently or to work in a family business where the family facilitates this transition without outside agency support.

Non-examples	Examples
Part III A is blank, and IEP Notice does not invite any agency. No notation is made that it is not appropriate to invite an agency. The same agency is invited for every student in a district or school.	Agencies that might be invited can be found in the resources section of the Transition web pages (Web Resources-Agency Links) of the WVDE OSP website at http://wvde.state.wv.us/osp/Transition/agencylinks.html .

