

# Secondary Transition Indicator 13

## Guidance in Meeting Compliance

### Additional Examples



**- Examples -  
Postsecondary Goals**

<b>POSTSECONDARY EDUCATION</b>
Within one year of graduation, Mark <b>will be serving</b> on a mission.
After exiting from 18-21 services, Carrie <b>will participate</b> with support in educational experiences to communicate in her home.
After exiting from 18-21 services, Tommy <b>will participate</b> in learning experiences to help make meals at home.
Within one year of graduation, with support Lisa <b>will attend</b> a course at the local library.
Within one year of graduation, Finn <b>will be</b> training in the Army.
<b>POSTSECONDARY CAREER/EMPLOYMENT</b>
Within one year of graduation, Jack <b>will be working</b> as a missionary for his church.
Within one year of graduation, Ann <b>will be employed</b> as a full-time student.
Within one year of completing her postsecondary education, Paula <b>will be a teacher.</b>
Within one year of completing the auto mechanics program, Steve <b>will be an auto mechanic.</b>
Within one year of completing his 18-21 services, Andy <b>will have a job</b> helping to complete a weekly task in his home.
Within one year of graduation and with support of his community-based support staff, Tom <b>will volunteer to work</b> to assist his elderly neighbor complete a home task (e.g. get his mail, sweep his steps, bring in his newspaper, etc.)
Within one year of graduation, Finn <b>will be employed</b> by the U.S Army.
<b>POSTSECONDARY INDEPENDENT LIVING SKILLS</b>
Within one year of graduation, Bill <b>will live</b> in the dorms with a roommate.
Within one year of completion of the 18-21 year old program, Jackie <b>will live</b> at home where she will communicate her preferences through eye gaze.
Within one year of graduation, Julia <b>will live</b> at home and participate in her community to the maximum extent possible.



**- Examples -  
Transition Assessment**

<b>Transition Assessment Tool:</b>	<b>Date:</b>	<b>Summary of Results:</b>	<b>Administered By:</b>
Choose and Take Action	9/13/10	This is a vocational assessment that helps determine vocational interests. The clip explains the job, setting and characteristics of the job. Kyle viewed 16 pairs of jobs and he identified his interest through eye gaze. He identified a job with animals as his final preference.	Special education teacher
Assessment for Persons Profoundly or Severely Impaired	4/1/11	Kyle identified that he likes visual stimuli and for others to verbally communicate to him with visual stimuli. He communicates using eye gaze and prefers that to smiling.	Special education teacher
Finding the Right Job	9/6/11	Kyle watched 24 videos and through eye gaze he identified working on a farm as his preference in jobs.	Special education teacher
Casey Life Skills Caregiver 1	1/14/12	The results indicated strengths in communicating preferences and significant needs in daily living, home life and self-care. Kyle's parents are concerned about daily living needs and really would like to see him to be able to manage more of his own hygiene.	Special education teacher and parents
On-the-job inventory (spring 2012)	2/4, 2/18, 3/5, 3/19	Kyle participated in work experience at a local farm, where he was required to hold the hose to fill water troughs for the animals without assistance. Over 4 sessions Kyle was able complete 4 of the 8 items on the job inventory without assistance 100% of the time and 1 more task 75% of the time. He needed on average 2 verbal prompts to complete the remaining 3 tasks.	Para-educator
Life skills task assessment (spring 2012)	2/5, 2/21, 3/9, 3/23	Kyle participated in life skills hygiene assessment. Over 4 sessions Kyle was able complete 6 of the 15 items on the life skills assessment without assistance 100% of the time and 3 more tasks 50% of the time. He needed on average 2 verbal prompts to complete the 3 additional tasks and 1 physical prompt to complete the remaining 3 tasks.	Special education teacher



**- Examples -  
Transition Activities**

<b>TRANSITION SERVICE: INSTRUCTION (EDUCATION AND TRAINING)</b>
<b>The special education teacher will</b> assist Brian and his family in researching a personal care assistant who will provide in home instruction in eating independently. <b>Brian's parents will</b> complete the paperwork for a personal care assistant. <b>The special education teacher will</b> provide instruction in how to eat independently.
<b>The special education teacher will</b> provide instruction in learning to read safety signs. <b>The speech/language pathologist will</b> provide Mark with instruction in communicating with others using his DynaVox in his supported living environment. <b>The special education teacher will</b> provide direct instruction, identifying preference, to learn the skills for an art appreciation class at the library.
<b>TRANSITION SERVICE: EMPLOYMENT/CAREER</b>
<b>Stacy and the special education teacher will</b> create a task analysis of the skills needed to complete a job of her choice in her home. <b>Stacy with help from a para-educator will</b> participate in on-the-job training in the Consumer Studies Classroom in assisting to set a kitchen table.
<b>The special education teacher will</b> provide Nate with activities to explore different career videos and the tasks associated with each video. <b>The occupational therapist will</b> work with Chris to match his abilities to specific tasks associated with the career videos that he has identified as preferred employment. The <b>speech pathologist will</b> provide practice using his DynaVox to respond to an employer in a volunteer setting.
<b>TRANSITION SERVICE: COMMUNITY PARTICIPATION</b>
<b>The special education teacher will</b> provide information to Julie and her family about services that can provide Julie with transportation to places in her community. <b>The physical therapist will</b> provide instructions in assisting in making transfer to different seating in the community.
<b>The transition specialist will</b> provide James instruction and modeling in crossing the street safely. The <b>para-educator will</b> provide instruction in handing James' card that contains his personal information to appropriate people in the community.
<b>TRANSITION SERVICE: INDEPENDENT LIVING</b>
<b>The special education teacher will work with the family</b> to create a system in the home where Cecile practices a chosen chore one time a day. The special education teacher will provide direct instruction in completing that same chore.
<b>The occupational therapist will</b> provide modeling and/or direct instruction in following a hygiene routine (brushing teeth, hair, washing hands, etc.) and table manners (using utensils, a napkin, etc) to learn the skills to live in an assisted living environment.
<b>TRANSITION SERVICE: ADULT SERVICES</b>
<b>The special education teacher will</b> work with John and his family to research Targeted Service Coordination and the Self-Direction Waiver.
<b>The transition teacher will</b> work with Jane to gather information regarding how to apply for public assistance: SSI.



**- Examples -  
Courses of Study**

Grade 9- Life Skills English, Life Skills Social Studies, Life Skills Science, Life Skills Math, Physical Education, and Home Economics to work toward the postsecondary goal of helping with a chore at home.
Grade 10- Life Skills English, Life Skills Social Studies, Life Skills Science, Life Skills Math, Health, and Living Experience to work toward the postsecondary goal of living at home and assisting with managing his hygiene.
Grade 11- Life Skills English, Life Skills U.S. History, Art, Life Skills Speech, Life Skills Math, Living Skills to work toward the postsecondary goal of living at home and assisting with managing his hygiene.
Grade 12- Life Skills English, Life Skills Government, Life Skills Science, Life Skills Math, Drama, and Work Class to work toward the postsecondary goal of helping to complete jobs at home.
18-21 Services- Community Transition Program and Independent Living Instruction.



**- Examples -  
IEP Goals**

<p><b>1. (Idaho State Standards) H.S. N-G.2. Define appropriate quantities for the purpose of descriptive modeling.</b> During life skills math instruction, Rebecca will complete the 15 tasks to prepare a meal in the microwave with 90% accuracy, with at most 2 verbal prompts and 5 physical prompts over 2 consecutive trials.</p>
<p><b>2. (Work Place Competencies) 2.5.5 Overcome communication barriers.</b> During life skills instruction, Beau will follow directions “put in” (e.g. put the paper in the basket), “take out” (take the paper out of the mailbox) and “hand me” (e.g. hand me the mail) during his work experience, 75% of the time over 2 consecutive trials.</p>
<p><b>3. (Work Place Competencies) 2.11 Build interpersonal relationships 2.11.4 Communicate personal feelings, needs, and ideas constructively.</b> Samantha will respond to questions and make choices using alternative communication methods. When given a choice between two activities or objects, Samantha will indicate her preference using eye gaze 90% of the time on 3 consecutive trails as measured by teacher developed progress monitoring.</p>
<p><b>4. (Idaho State Standards) 9-12.PE.2.1.2 Utilize complex movement concepts and principles to independently refine skills and apply them to the learning of new skills.</b> When assisting in managing his own hygiene, Mike will increase his strength by standing in his gait trainer for 15 minutes and reach and grab an item (tooth brush, comb, etc.) placed within 1 foot of the end of his arm rest with a gestural prompt 2 out 2 times over 3 consecutive trials.</p>



## - Examples - Student Invitation

Dear Emma Smith  
(Student)

We would like to meet with you regarding your educational program. The meeting is about planning your future. You are the key person in this planning, so it is important that you attend.

The meeting is scheduled for:	<u>December 6, 2012</u>		
Time of the meeting:	<u>11:00 am</u>		
The meeting will take place at:	<u>Student Services Office</u>		
The following people have been invited to your meeting:	<u>Janet Smith</u>	<u>Lisa Cooper</u>	<u>Karl Johnson</u>
	<u>Mark Smith</u>	<u>Health Davis</u>	<u>Delia Waters</u>

You may bring a friend or other person(s) with knowledge or specific expertise about you.

### **How to Get Ready for Your IEP Meeting**

Your IEP meeting is important because it involves you and your future. These are things that you can do to prepare for this meeting.

What can you do before you IEP meeting?

- Plan to attend your meeting.
- Invite those with appropriate educational/career information to attend your meeting.
- Know your strengths and needs in education, career, and independent living.
- Know your interests and preferences about your education and adult life.
- Think about your classes the past year. What went well for you? What did not work?
- Ask teachers about what will happen at your IEP meeting.
- Develop a plan and discuss it with an adult who will attend the meeting to support you.

What can you do during your IEP meeting?

- Tell the IEP team what your interests are, where you would like to work, live, and continue your education.
- Listen to others at the meeting.
- Ask questions of you don't understand something.
- Take ownership if your meeting. State different views if you feel uncomfortable about the meeting.

What can you do after the meeting?

- Thank the other people who attended your meeting.
- Follow through on what you said you would do.
- Check to make sure that others are following through.

As a student you have both rights and responsibilities. The key to using your rights is to take charge of your responsibilities.

If you require an accommodation in accordance with the Americans with Disability Act (ADA), or if you are unable to attend and want to reschedule the meeting, please contact me at 208-456-2133.



**- Examples -  
Question 8**

<b>Agency Participation</b>	
<p style="text-align: center;">Were any outside agencies invited to attend the IEP Team meeting?</p> <p><input checked="" type="checkbox"/> Yes, with documentation of written consent dated prior to agency invitation</p> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="text-align: center;"> Date of written/verbal consent    <u>11/12/2012</u>  (Prior to Invitation) </div> <div style="text-align: center;"> Date of outside agency invitation    <u>11/13/2012</u>  (Following consent) </div> </div> <p><input type="checkbox"/> No</p> <p>If "No" specify reason: _____</p> <p style="text-align: center; margin-top: 20px;">(If verbal consent is given and documented in Parent Contact Log, IEP Team must obtain written consent by/on the date of the IEP Team Meeting.)</p>	

**An IEP that is compliant in the area of agency invitation will meet the following criteria:**

- Parental consent to invite an agency is in the file.
- There is dated evidence to invite the agency.
- and*
- The parental consent is dated prior to the agency invitation.

