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**North Dakota Department of Public Instruction/Office of Special Education
Guidance Document**

This guidance document was adapted from the NSTTAC (National Secondary Transition Technical Assistance Center) *Examples and Nonexamples for Web-Based Indicator 13 (2-1-07)*

The following definitions are intended to provide guidance to personnel as they make decisions about components of the IEP that adequately meet the requirements of Indicator 13: “*percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the child to meet the postsecondary goals*” [20 U.S.C. 1416 (a)(3)(B)].

Each of the following components is accompanied by the Item number it is listed as on the North Dakota Internal Monitoring Transition Requirement Checklist: Indicator 13

#1. POSTSECONDARY GOALS

A postsecondary goal is defined as an observable *outcome* that occurs after the person has exited high school or is no longer eligible for services.

A postsecondary goal is not the *process* of pursuing or moving toward a desired outcome.

- **Education/Training** is defined as enrollment in (a) community or technical college (2-year program), (b) college/university (4-year program), (c) compensatory education program, (d) a high school completion document or certificate class (e.g., Adult Basic Education, General Education Development [GED]), (e) short-term education or employment training program (e.g., Workforce Investment Act [WIA], Job Corps, Vocational Rehabilitation), or (f) vocational technical school, which is less than a two year program
- **Employment** is defined as (a) competitive, (b) supported, or (c) sheltered.

Competitive employment is work (a) in the competitive labor market that is performed on a full or part-time basis in an integrated setting and (b) is compensated at or above the minimum wage, but not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by individuals who are not disabled.

“Supported employment is competitive work in integrated work settings, or employment in integrated work settings in which individuals are working toward competitive work, consistent with the strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed

choice of the individuals, for individuals with the most significant disabilities for whom competitive employment has not traditionally occurred; or for whom competitive employment has been interrupted or intermittent as a result of a significant disability; and who, because of the nature and severity of their disability, need intensive supported employment services”.

Sheltered employment refers to “an accredited occupationally-oriented facility, including a work activities center, operated by a private nonprofit agency, which, except for its administrative and support staff, employs disabled persons certified under special provisions of federal minimum wage laws.

- **Independent Living** or life skills are defined as “those skills or tasks that contribute to the successful independent functioning of an individual in adulthood” (Cronin, 1996) in the following domains: leisure / recreation, maintain home and personal care, community participation.

#2. ANNUAL IEP GOALS

Annual goals are "statements that describe what a child with a disability can reasonably be expected to accomplish (e.g., master some skill or knowledge [not an activity]) within a twelve month period in the child's special education program.”

Measurable goals are defined as statements that contain four critical elements: timeframe, conditions, behavior and criterion.

A **measurable goal** includes the behavior or skill that can be measured at periodic intervals against some criterion of success.

- Timeframe** identifies the amount of time in the goal period and is usually specified in the number of weeks or a certain date for completion
- Conditions** specify the manner in which progress toward the goal is measured. Conditions are dependent on the behavior being measured and involve the application of skills or knowledge and describe the materials and environment necessary for the goal to be completed.
- Behavior** clearly identifies the performance that is being monitored. It represents an action that can be directly observed and measured.
- Criterion** identifies how much, how often, or to what standards the behavior must occur in order to demonstrate that the goal has been achieved. The goal criterion specifies an amount of growth.

#3. TRANSITION SERVICES

The term **transition services** is defined as a coordinated set of activities for a student with a disability that:

- Is designed to be within a results-oriented process, 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, including postsecondary education; vocational education; integrated employment (including supported employment); continuing and adult education; adult services; independent living or community participation;
- Is based on the individual child's needs, taking into account their strengths, preferences, and interests;
- Includes *instruction, related services, community experiences*, the development of *employment and other post-school adult living objectives* and, when appropriate, acquisition of *daily living skills* and *functional vocational evaluation*.

INSTRUCTION

Instruction is one component of a transition program that “the student needs to receive in specific areas to complete needed courses, succeed in the general curriculum, and gain needed skills”.

RELATED SERVICE

Related services 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, school nurse services designed to enable a child with a disability to receive a free appropriate public education as described in the individualized education program of the child, 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, and includes the early identification and assessment of disabling conditions in children. However, the term does not include a medical device that is surgically implanted or the replacement of such device”.

COMMUNITY EXPERIENCE

Community experiences is one component of a transition program “that are provided outside the school building or in community settings. Examples include community-based work experiences and/ or exploration, job site training, banking, shopping, transportation, counseling and recreation activities”.

EMPLOYMENT and OTHER POST-SCHOOL ADULT LIVING OBJECTIVES

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 adult services such as Social Security Income (SSI)”.

DAILY LIVING SKILLS

Acquisition of Daily living skills is one component of a transition program that is included “if appropriate” to supports student ability to do those activities that “adults do every day (e. g., preparing meals, budgeting, maintaining a home, paying bills, caring for clothes, grooming)”.

FUNCTIONAL VOCATIONAL EVALUATION

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”.

#4. SERVICE COORDINATION

“The term **service coordination** reflects current concepts of family and person-centered philosophies, and emphasizes the central role the individual/family plays in identifying needed services. Service coordination will assist individuals and families in working with complex systems across agency lines, and will enhance their ability to live full lives in the community and school.”

In the Regulations for IDEA 2004 addresses agency coordination as, “to the extent appropriate, with the consent of the parents or a child who has reached the age of majority, in implementing the requirements of paragraph (b)(1) of this section, the public agency must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services” (300.321 [b][3]).

#5. AGE APPROPRIATE TRANSITION ASSESSMENT

Age appropriate: activities, assessments, content, environments, instruction, and/ or materials that reflect a student’s chronological age (Snell, 1987; Wehmeyer, 2002; Ysseldyke & Algozzine, 1995). Age appropriate assessments may necessitate adaptations to the administration for some students, so that meaningful data are obtained.

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).

All students who have been on a general education track and plan on enrolling in post-secondary education (2 or 4-year college) should have the following information in their files:

1. State mandated test scores gathered during high school
2. Quarterly or semester grades throughout high school
3. Current psychological assessment data indicating areas of strength and weakness, while documenting the presence of a diagnosed disability
4. College entrance exam scores if applying to 4-year colleges

This information would include (a) data gathered over time that can (b) be associated with current and future environments. Additional information may include informal interviews with students, student completion of interest inventories or questionnaires to establish student interests and preferences in transition planning to meet the basic requirements of **age appropriate transition assessment**.

Best practices would also include assessment information (a) provided by multiple people, (b) regarding student performance in multiple environments, (c) based on naturally occurring experiences, (c) that is understandable, and (d) that was gathered through instruments and methods sensitive to cultural diversity.

10.2.2: All students have the following data sources on file:

1. State mandated test scores (standardized or alternate)
2. Current psychological evaluation data
3. Quarterly grades, semester grades, or progress notes
4. Career Interest Inventory, Adaptive Behavior Scale, and/or Career Skill Inventory

An adaptive behavior scale (with a student self-assessment component included), interest inventory, and interview with the student should provide information to document student strengths, interests, and preferences. Presence of the above information in the student’s file and a clear link of such information to the student’s postsecondary goal(s) would meet the requirements of **age appropriate transition assessment**. Additional data may include teacher/ employer observations of school or community based work experiences, teacher/ transition coordinator completion of ecological assessments, or various student self-assessments.

All students with independent living postsecondary goal(s) on their IEPs should have the following data sources on file:

1. State mandated test scores from high school (alternate or standardized)
2. Psychological evaluation data indicating areas of strengths and weaknesses
3. Adaptive behavior scale
4. Quarterly grades, semester grades, or progress notes

These sources of data combined with a source of student interests and preferences (family interview, student interview, preference assessment data, observation of student choices in

activities, formal self-report measure of interests) and a connection of this information to the postsecondary goal(s) would satisfy the inclusion of **age appropriate transition assessment**.

#6. COURSES OF STUDY

Courses of study are defined as a multi-year description of coursework to achieve the student's desired post-school goals, from the student's current to anticipated exit year.

Sources:

National Post-School Outcomes Center at: <http://psocenter.org/Docs/DataCollstage1final.doc> on January 26, 2007, p. 6

Cronin, M. E. (1996). Life skills curricula for students with learning disabilities: A review of the literature. *Journal of Learning Disabilities*, 29, 53-68.

http://www.calstat.org/iep/6_reading.shtml on June 15, 2006

Individuals with Disabilities Education Improvement Act of 2004, Individuals with Disabilities Education Improvement Act of 2004, Public Law No. 108-446, 20 U. S. C. 1400, H. R. 1350.

<http://www.ed.gov/policy/speced/guid/idea/tb-second-trans.pdf> on June 7, 2006.

<http://www.ed.gov/policy/speced/guid/idea/tb-second-trans.pdf> on June 27, 2006.

<http://wvde.state.wv.us/ose/StandardsBasedIEPs.pdf> on January 25, 2006. pp 24-25

Rehabilitation Act, Section 7(35) (a), retrieved from the Office of Special Education and Rehabilitation Services website: <http://www.ed.gov/policy/speced/reg/narrative.html> on February 2, 2007.

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.

Minnesota System of Interagency Coordination. (2001, Spring). *Service coordination for children and youth with disabilities ages 3-21*. Minneapolis, MN: Author.

