

Name: _____

Date: _____

Indicator 13 Module: Interactive Notes

Directions: While viewing the video module, follow along and fill in each blank with the appropriate answers.

I. What is Transition?

- a. Transition is _____ for life.
- b. Transition planning involves:
 - i. Assessing.
 - ii. Setting _____.
 - iii. Developing a transition plan.
 - iv. Transition that includes the course of study.
 - v. Discussing exit options.
 - vi. Addressing _____.
- c. In SC, the IEP team begins planning for transition at age _____.

II. Indicator 13 Regulation and Transition IEPs

- a. The section of the IDEA that requires Part B Indicator 13 reporting is _____.
- b. This section of the IDEA outlines the requirements that are the basis for compliance with Indicator _____.

III. Indicator 13 Required Components

- a. Transition assessments
- b. Targeted PLAAFP statements
- c. _____ goals
- d. Transition Services
- e. _____ of study
- f. Annual goals

IV. Transition Assessments

- a. Can happen _____ and _____.
- c. Best practice is to administer at least _____ annually.
- b. Are _____; they are not a suggestion.
- d. Types of Transition Assessments
 - i. _____
 - ii. _____
- e. An interest _____ alone does not provide sufficient information to write a measurable transition annual goal.
- f. Transition assessments and the student's interests and preferences must _____ with the student's post-secondary goals.

V. Post-secondary Goals

- a. Education/training and _____ post-secondary goals are required.

- b. Independent living skills post-secondary goal should be developed, if _____
 - i. Not about _____, it is about skills.
 - ii. A good rule of thumb: If a student has _____ skills annual goals, then it would be appropriate for the student to have an independent living skills post-secondary goal.
- c. Tips for writing post-secondary goals
 - i. Use _____-oriented terms such as “enrolled”.
 - ii. Use _____ such as “full-time” and “part-time”.
 - iii. Write goals in _____ person.
- d. If a student’s post-secondary goals are not aligned with his/her interests and assessments and/or they are unrealistic, more _____ will need to be conducted to help determine the direction for the student.

VI. Outside Agency Involvement

- a. Steps
 - i. Get parent/guardian/adult student _____
 - iii. Send an _____ to the outside agency

VII. Transition Services

- a. _____
- b. Related services
- c. _____ experiences
- d. Employment activities
- e. Acquisition to daily living skills
- f. Functional _____ evaluation
- g. Transition services found in the post-secondary section should _____ with the services delineated in the services section of the IEP.
- h. If a student is receiving specially designed instruction, then the student should have _____ listed as a transition service in the post-secondary consideration section.

VIII. Course of Study

- a. Standard _____ school
- b. Standard course of study towards a state high school _____
- c. Standard course of study towards a _____
- d. Functional academic and _____

IX. Annual goals

- a. Required components
 - i. Condition
 - ii. Target _____ or behavior
 - iii. _____ from the transition assessment findings
 - iv. Proficiency level
 - v. Measurement _____
- b. At least _____ annual goal must be identified as a _____ annual goal.
- c. A transition IEP _____ require an annual goal be written for transition only.

- d. The annual goal linkage to the post-secondary goals must be _____.
- X. Age of Majority**
- a. The IEP must contain a statement that explains Age of Majority on or before the student's _____ birthday.
- b. The statement explains that the student and _____ have been informed that when the student reaches age of majority, all educational rights under _____ transfer to the student.
- c. In SC, age of majority is at age _____.

XI. Resources/Handouts

- a. List at least 3 resources and/or handouts that were referenced during the video module.
- i. _____
- ii. _____
- iii. _____