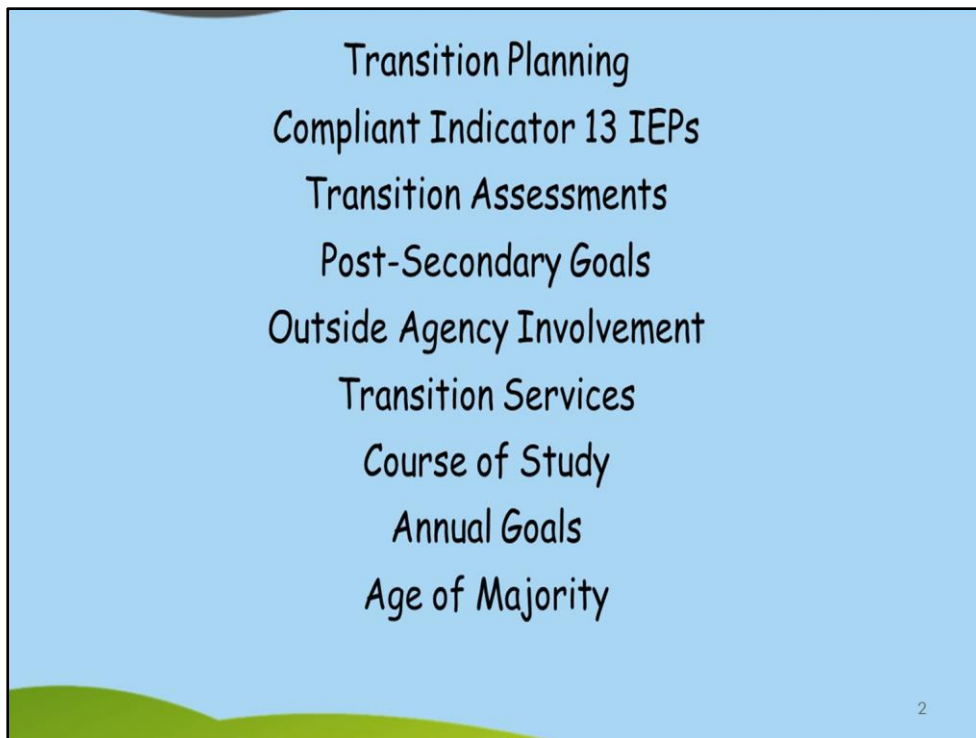


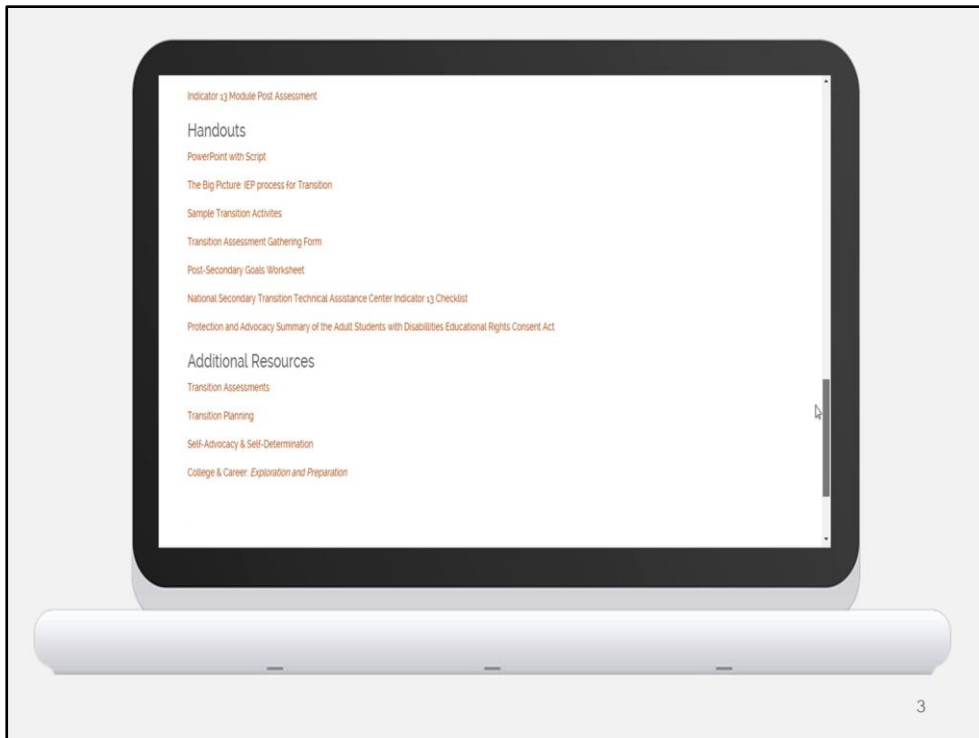
The South Carolina Department of Education's Office of Special Education Services presents a video module on Indicator 13. The training will cover how to write a transition IEP that meets all the Indicator 13 requirements.



This module will cover:

- When transition planning should start and why we should plan
- Characteristics of a compliant Indicator 13 IEP
- Present levels of academic achievement and functional performance that includes transition assessments
- Post-secondary goals
- Outside agency involvement
- Transition services and course of study
- Annual goals that address transition and
- Consideration of a student who reaches age of majority

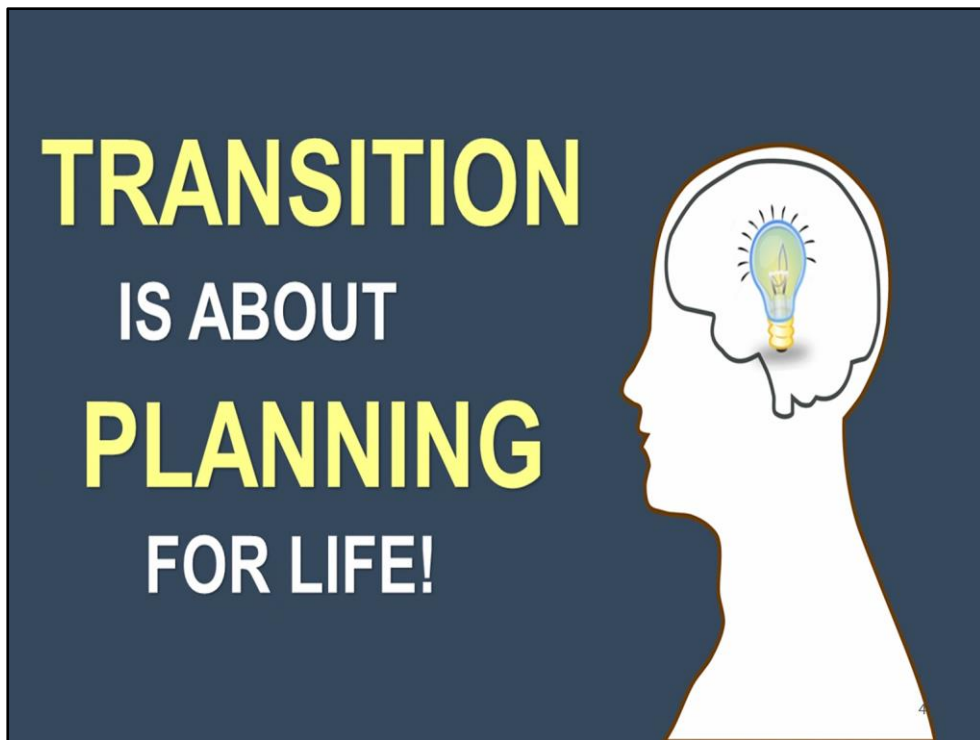
If you have not done so already, you may wish to print the handouts available on the Indicator 13 Module webpage.



This webpage includes:

- The PowerPoint of the video to include a script
- A picture representation of the IEP process for transition
- A list of sample transition activities per grade level
- A transition assessment gathering form
- A post-secondary goal worksheet
- An Indicator 13 checklist that was created by the National Secondary Transition Technical Assistance Center
- A reference document that was created by Protection and Advocacy that summarizes the Adult Students with Disabilities Educational Rights Consent Act and you will also find
- A variety of web links that can assist with transition assessments and planning

What is transition?



Transition is about planning for life! This would be a great time to refer to “The Big Picture: IEP process for transition” handout.

In South Carolina, transition planning must begin when the student turns 13 within the lifetime of the IEP.

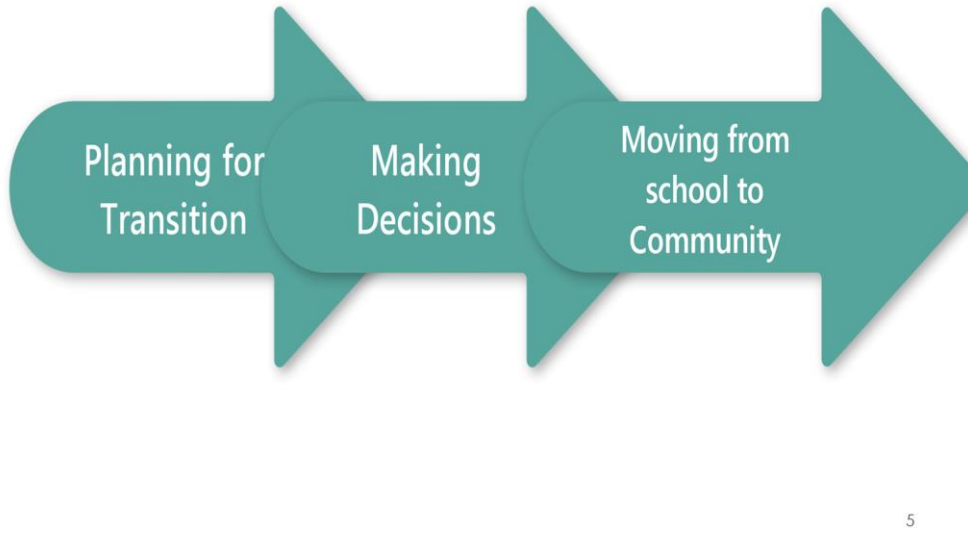
The planning includes:

- Assessing the student’s present levels
- Setting post-secondary goals based on those assessments and
- Developing a plan that includes annual goals and if appropriate accommodations and modifications so that the student can work towards reaching those post-secondary goals

Transition services, which include the course of study, that will enable the student to exit high school and achieve his or her goals are part of this plan. While developing the transition plan and working with the student on its implementation, the IEP team should address self-advocacy.


Starting no later than when a meeting to address services that will be in effect when the child turns 13 is held, the student must be invited to be a member of the IEP team and discussions of all exit options must be included.

# What Do We Plan for Transition?




Planning for transition involves making decisions about how a student moves from school into the community.

## Guiding Questions



**Ask yourself?**

- Does the student have the skills necessary to obtain employment?
- Is the student a candidate for post-secondary education (e.g., college, vocational training, military)?
- Does the student have special needs for transportation?
- Does the student have the social skills to behave appropriately on the job? In the community?
- Where will the student live? With parents? In an apartment? In his or her own home? With a roommate? In a group home? In adult foster care?

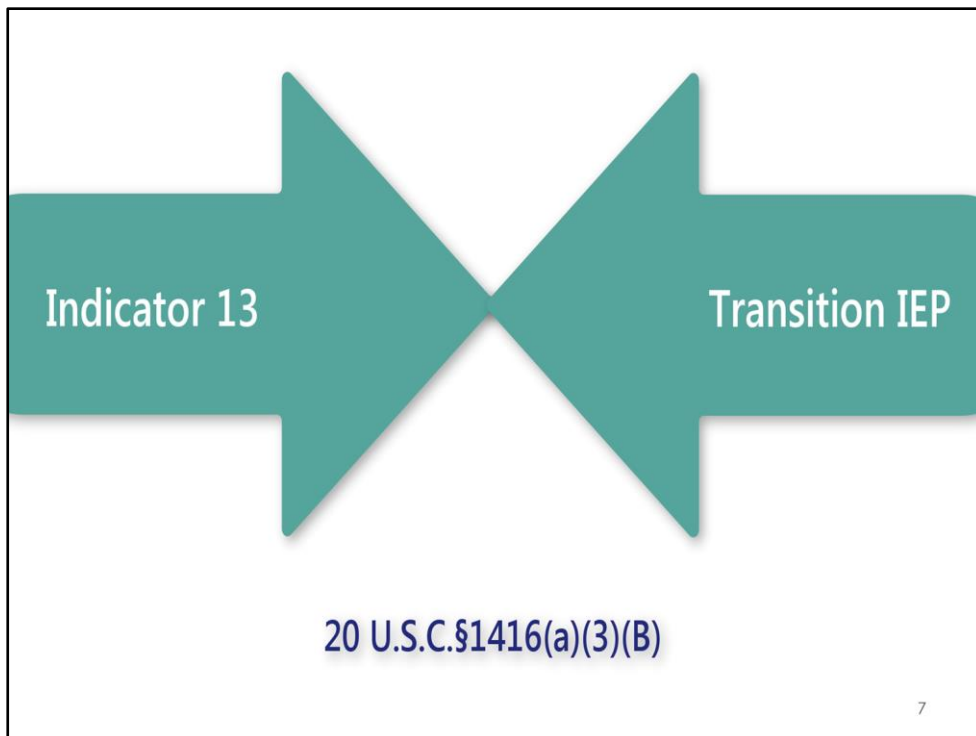


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Such planning requires asking important questions:

- Does the student have the skills necessary to obtain employment?
- Is the student a candidate for post-secondary education or training?
- Does the student have special needs for transportation?
- Does the student have the social skills to behave appropriately on the job? In the community?
- Where will the student live and what skills will be needed to live there?

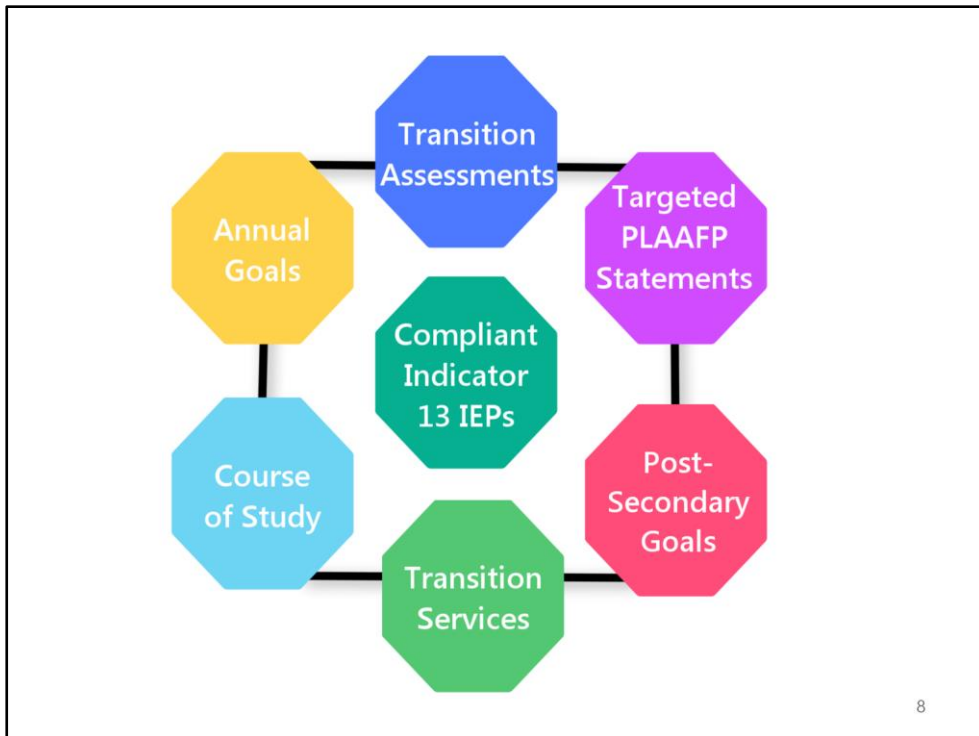
Whatever questions you ask, the goal is that the IEP is a transition plan that will prepare the student for life after high school and that it is compliant.



Let's talk about what Indicator 13 means and why we sometimes use the term interchangeably with transition IEP.

The section of the Individuals with Disabilities Education Act referenced on the screen states that Indicator 13 is about the percentage of youth with disabilities aged 16 and above who have IEPs that include appropriate measurable post-secondary goals that are annually updated and based upon age appropriate transition assessments, transition services including course of study, that will reasonably enable the student to meet those post-secondary 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.

In short, if you have written a compliant IEP that meets all the requirements of Indicator 13, then you have written a transition IEP. Let's discuss the requirements of an IEP that is compliant with Indicator 13.

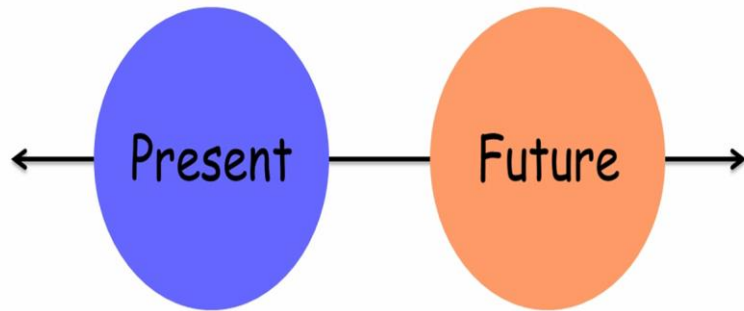


The characteristics of a compliant IEP that meets the Indicator 13 requirements include:

- Appropriate transition assessments that lead to...
- Present levels of academic achievement and functional performance statements that address transition and have sufficient information to write...
- Post-secondary goals that are measurable.
- Transition services that enable the student to make progress in skill development that will increase the likelihood of achieving the post-secondary goals.
- A course of study that is aligned with the student's post-secondary goals
- And a skill-based annual goal that addresses transition.

Remember that within the handout section of the module's webpage there is an Indicator 13 checklist that is available.

"Planning is bringing the future into the present so that you can do something about it now."  
Alan Lakein



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A wise man once said, "Planning is bringing the future into the present so that you can do something about it now." This is exactly what we do for our students of transition age. We have to start with the end in mind.

It starts with assessments.

# Transition Assessments

Anytime and anywhere

Continually collect data on skills

~~Required, not suggested~~

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Transition assessments can happen anytime and anywhere. As a service provider to the students who are of transition age, you should be continually collecting data on the skills the student needs in order to accomplish the post-secondary goals. It is best practice to conduct at least two transition assessments each year.

Because appropriate transition assessments are an integral part of the transition process, it is a requirement, not a suggestion and can sometimes, depending on the student's post-secondary goals, be the academic and/or functional assessments used to develop the findings within the IEP.



For example, if a student's post-secondary goal is to attend a 4 year university in order to study Marine Science, then part of the student's transition plan would be to get a high school diploma. Let's say the student has a disability in reading and receives specialized instruction in reading. In this example, this student's reading assessments could be considered the transition assessments because the student will need to know how to read in order to attain his or her high school diploma and attend a 4 year university. If this is the case, make sure to identify in the transition findings section of the IEP that transition needs have been established in the assessment results of the academic findings.

## Types of Transition Assessments



Formal

Informal

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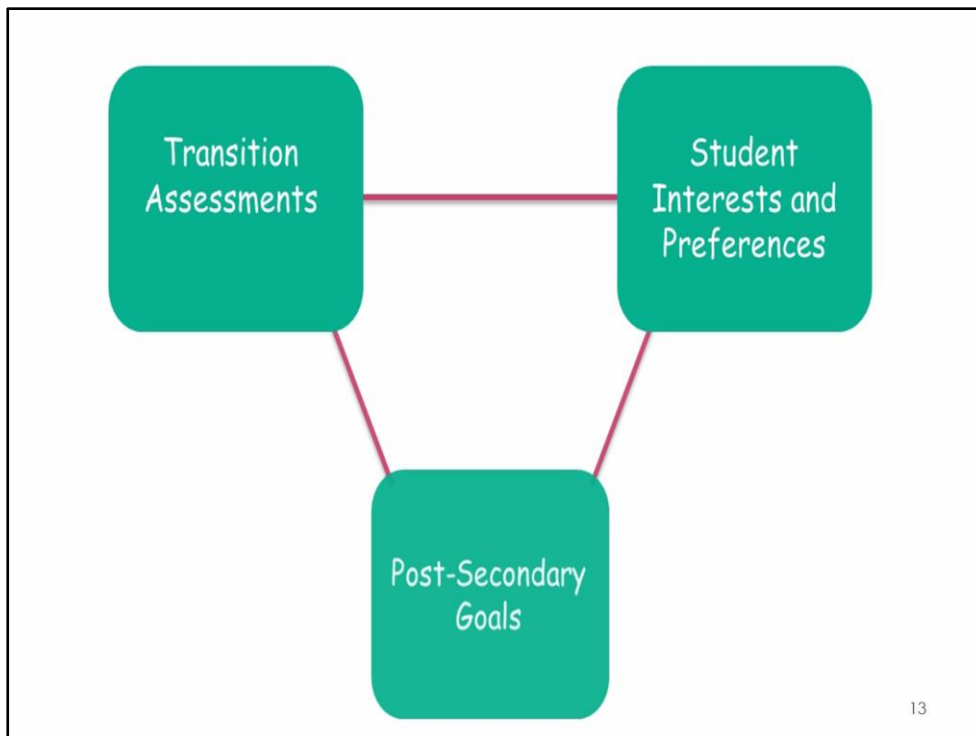
Transition assessments can be formal or informal.

Some informal types of assessments include: observations, student interview, monitoring field experiences;

Whereas, some formal assessments include: interest inventories, self-determination assessments, skill assessments, achievement tests, adaptive behavior scales, employability assessments, and task analysis checklists.

Whatever assessment is used, it must provide sufficient information or data you can use to write a measurable annual goal that will help the student work towards the student's post-secondary goals during the lifetime of the IEP. An interest inventory alone will not provide sufficient information to write a measurable annual goal because an interest inventory establishes interests, not needs.

There is no magic transition assessment kit. You must consider the individual student when determining what type of transition assessments should be given. It's worth noting that the transition assessments you choose will change over time as the student moves through the high school years. For example, in conjunction with another assessment, it would be appropriate to administer an interest inventory for a 9th grader who is still exploring options for what the student wants to do after high school. However, once the student has reached the career development phase of transition planning, administration of an interest inventory would not be appropriate.



As part of the transition plan and in combination with the transition assessment results, the IEP team must consider the student's interests and preferences. This information must be used as part of the plan to help the student attain the desired yet realistic post-secondary goals. A student's interests and preferences should be considered along with the transition assessment findings and should align with the post-secondary goals. If they do not, then steps must be taken to help guide students toward more appropriate post-secondary goals so that the goals are aligned with the transition assessment results as well as interests and preferences. If there is a discrepancy, then be sure to document in the IEP why there is one and what steps are being taken to bring the transition plan back into alignment.

For more resources on transition assessments, be sure to visit the resource section of the Indicator 13 webpage.

# LET'S REVIEW



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Let's take a moment to review what we've discussed so far. Transition is planning for life and in South Carolina, this starts at age 13. In order to write a compliant transition IEP, it must meet all the required components of Indicator 13. This includes transition assessments, present levels of academic achievement and functional performance that include transition findings, post-secondary goals, transition services, course of study, and annual goals that address transition. Transition assessments must be the starting point of developing a transition plan; these can be informal or formal and must occur annually. Appropriate transition assessments will lead to appropriate post-secondary goals.

# Post-Secondary Goals



Based on the student's interests and the transition assessments administered, the IEP team, to include the student, must develop post-secondary goals (PSGs).

# PSGs

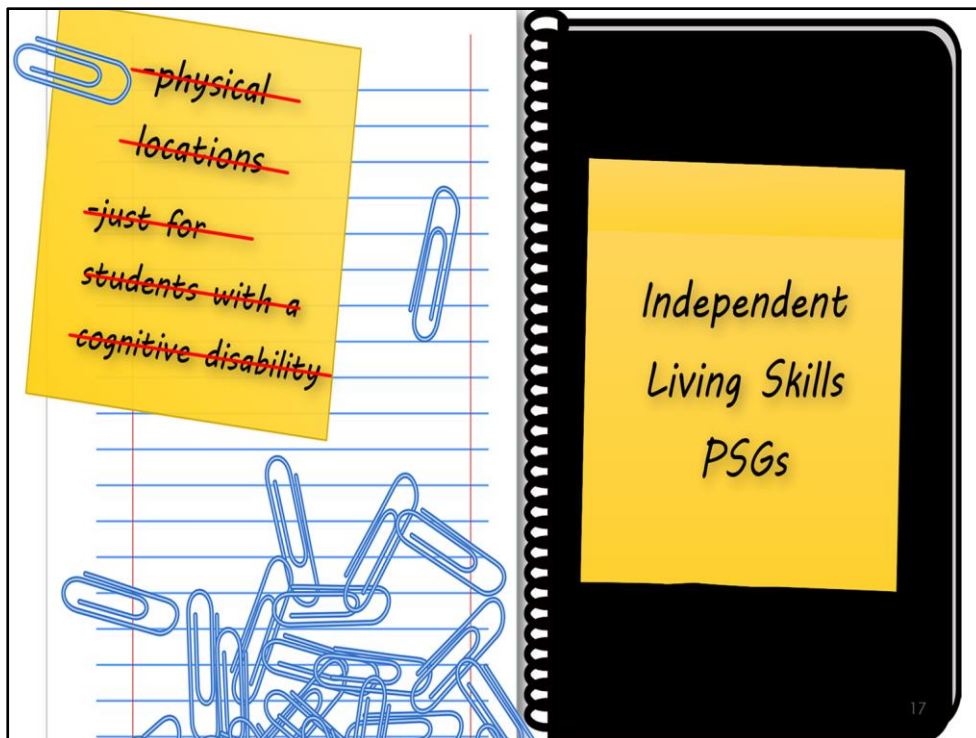
★ Education/Training

★ Career/Employment

★ Required for all

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Education/training and career/employment post-secondary goals are required for all students who are of transition age; whereas, the independent living skills post-secondary goal is not required and is developed if appropriate.

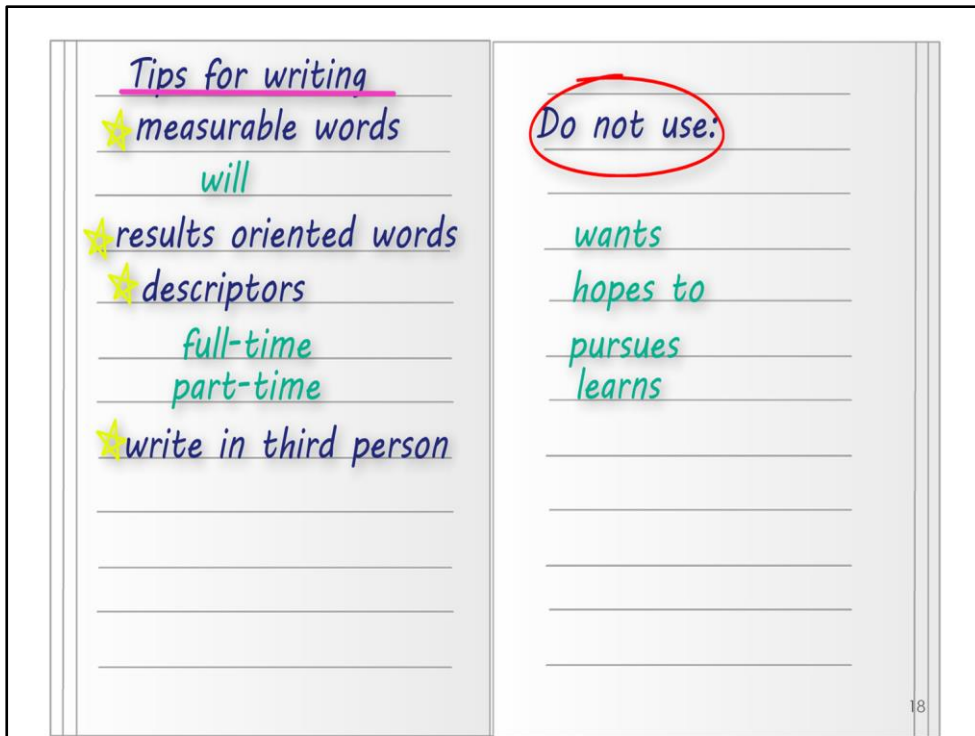


Let's talk a minute about the independent living skills goal. The key word here is "skills."

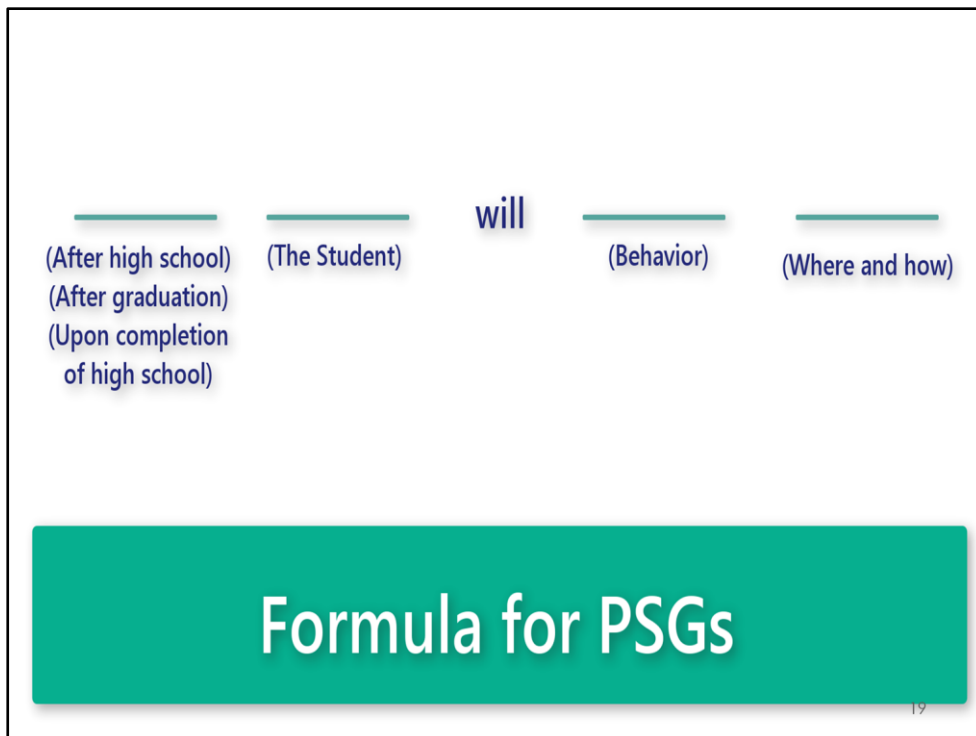
This goal is not about a location, but rather what skill or skills the student will need after high school in order to be successful. Furthermore, just because a student has a cognitive disability or is receiving intensive services, that student may not always need an independent living skills goal. On the other hand, just because a student needs an independent living skills goal, the student may not be cognitively impaired or require intensive services;

Think about this...do you have a student who lacks a skill needed to live independently? What about social skills? What about use of leisure time? What about getting a driver's license?

If the student has a daily living skills annual goal, then it may be appropriate for that student to have an independent living skills post-secondary goal.



Post-secondary goals must be measurable and written so that they occur after high school. Use the word “will” instead of words such as “wants”, “hopes to”, “pursues”, and “learns”. Select words that are results-oriented, specific, and use descriptors such as full-time or part-time. Finally, be sure to write the goals in third-person.



When developing post-secondary goals, this is a formula to use.

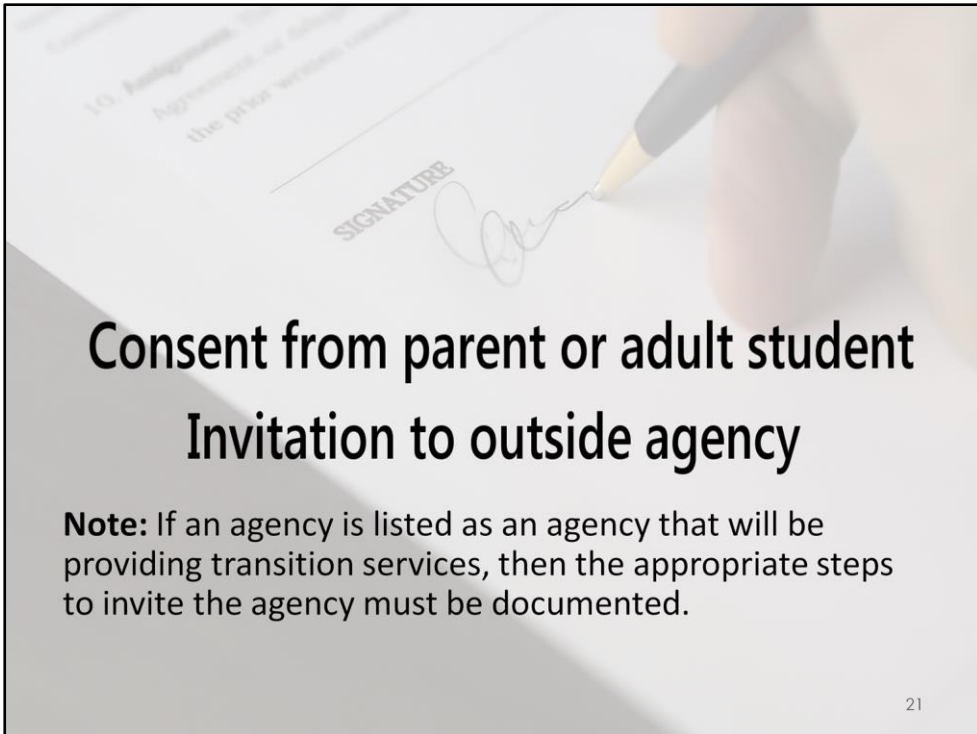
Using the scenario we gave earlier and this formula, an example of an education/training post-secondary goal could be: After high school, Beth will attend the University of South Carolina full time in order to study Marine Science.

To try one on your own, go to the handout section on the webpage and click on the Post-Secondary Goals Worksheet.



What do you do if the student wants to change the post-secondary goals?

It is not uncommon for a student to change the goals because barriers arise or outside influences cause shifts in thinking. This is not uncommon and you would handle it much like you would if there is a discrepancy between interests and goals. Administer more assessments in order to help determine the new direction for the student. The IEP team must provide guidance and services that prepare the student, in the time they have left before exiting, to meet post-secondary goals. Be sure to make connections with adult service agencies, as appropriate.



**Consent from parent or adult student**  
**Invitation to outside agency**

**Note:** If an agency is listed as an agency that will be providing transition services, then the appropriate steps to invite the agency must be documented.

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What if the student needs an outside agency's help in meeting or reaching their post-secondary goals?

Then the LEA must get consent from the parent/guardian or adult student before inviting the outside agency to any meeting. It is also important to note that if the IEP team determines that services of an outside agency are necessary in order for the student to work towards the student's post-secondary goals, then appropriate steps must be taken so that the representative from the agency can attend the IEP meeting.

# Transition Service Questions

**What experiences?**

**What services and specific instruction?**

**Student's vocational skills?**

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Once the IEP team has evaluated the assessment results, considered the student's interests, and developed the post-secondary goals, the team must determine which services will be provided during the lifetime of the IEP to help the student move towards attaining the student's post-secondary goals.

Some guiding questions for the team would include:

- What experiences should the student have this academic year that are necessary for achieving the post-secondary goals?
- What services and specific instruction are essential this year for the student to develop skills and knowledge to attain the student's post-secondary goals?
- Do we know enough about the student's vocational skills to identify an appropriate post-secondary employment goal or design activities to support the identified goal?



Transition services that may be considered are:

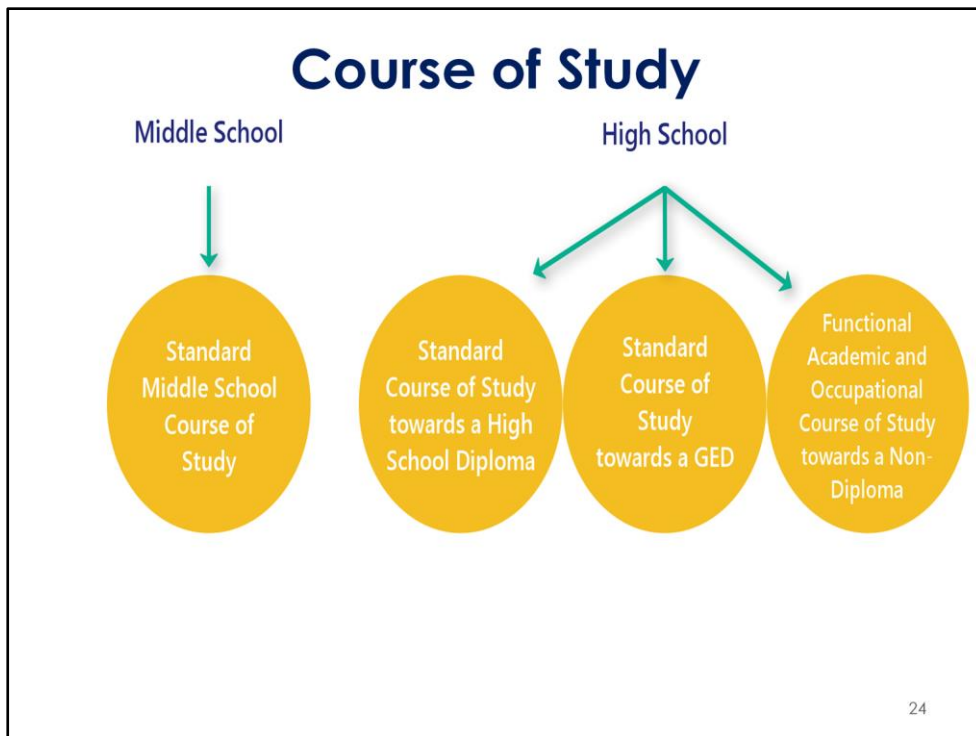
- Instruction such as providing specialized instruction in the area of math in order to improve budgeting skills
- Related services such as physical therapy to improve independent ambulation
- Community experiences such as touring three university campuses, including admissions and disability services offices to address self-advocacy skills
- Employment activities such as job shadowing in a food services environment to identify specific soft skills

Other services to consider are:

- Acquisition of daily living skills and
- Functional vocational evaluation.

Remember, transition services found in the post-secondary considerations section of the IEP should align with the services delineated in the services section of the IEP.

Therefore, if you have community experiences listed as a transition service in the post-secondary section of the IEP, then the goals and/or services' section should reflect activities in the community. Another thing to keep in mind is if the student is receiving specially designed instruction, then the student would almost always have "instruction" listed as a transition service in the post-secondary considerations section.



In addition to the transition services, the IEP team must discuss and determine the student’s course of study. If a student is of transition age, but will still be attending middle school through the lifetime of the IEP; the course of study should be:

- Standard middle school course of study

However, if the student will be attending high school, then the course of study decision on the IEP must be either:

- Standard course of study towards a state high school diploma
- Standard course of study towards a GED or the
- Functional academic and occupational course of study towards a non-diploma, district credential; if this is determined appropriate, the IEP team must ensure that the parents and the student understand that this is not a state high school diploma.

It is always best practice to document this decision in the Prior Written Notice.

As with all other items found in the post-secondary considerations’ section, you must make sure the course of study aligns with the post-secondary goals. For example, a student whose post-secondary goal is to attend a four year college and study Marine Science, should not have a course of study that will lead to a non-diploma district credential.

## LET'S REVIEW



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Before going into the final component of a compliant transition IEP, let's recap what's been covered. Post-secondary goals are written to occur after the student exits high school. The education/training and career/employment goals are required whereas the independent living skills goal is only written when it is appropriate. If a student's post-secondary goals are not aligned with the student's interests, preferences, or assessments, then more assessments should be conducted. If the student's transition plan requires outside agency involvement, such as Vocational Rehabilitation, be sure to get consent before inviting the agency representative. Additionally, transition services including the student's course of study must be determined by the IEP team annually once the student is transition age.

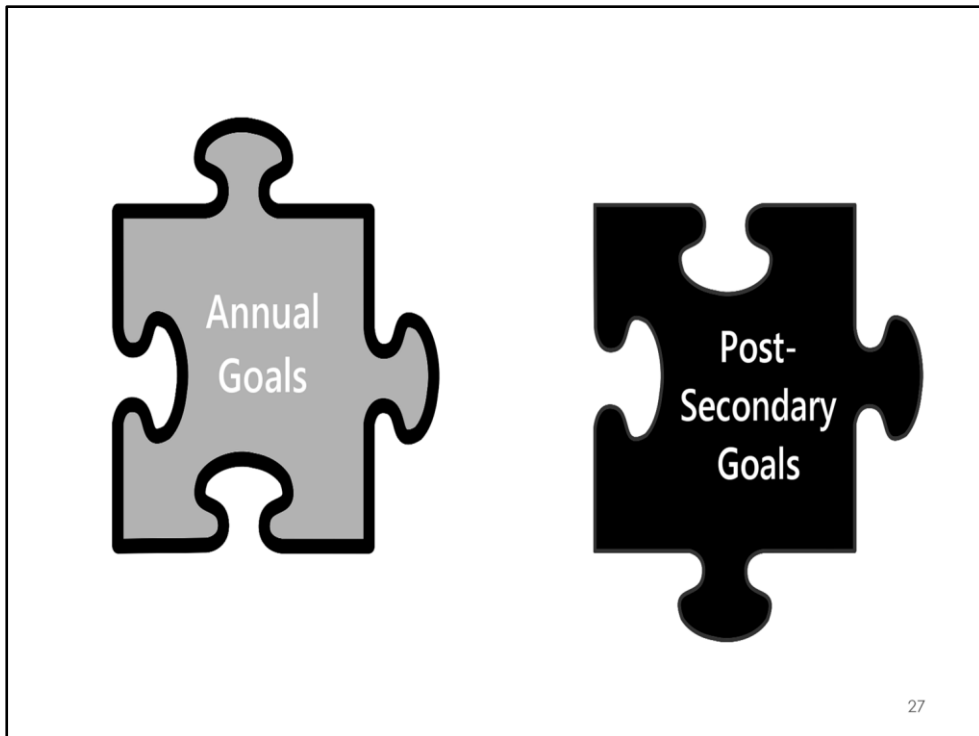


The final component of a compliant transition IEP that meets all the requirements of Indicator 13, is to write at least one measurable annual goal that is identified as transition that will enable the student to access and progress in the general curriculum while moving closer to achieving the student’s post-secondary goals. The annual goal must have all the components of a compliant annual goal and be identified as a transition goal.

The goal must have the following:

- condition
- Target skill or behavior
- Baseline that should have been established in the assessment results whether this data is located in the academic, functional, or transition assessment findings
- Proficiency level
- And measurement device

It is important to note that the students may have academic and functional goals, academic goals alone, or functional goals alone; But, at least one goal must be identified as a transition goal. It is not required that a transition IEP have an annual goal written only for transition.

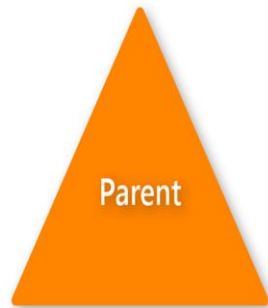


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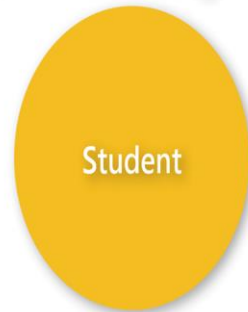
The annual goal linkage to the post-secondary goals must be genuine. The skill deficit that is being targeted in a transition annual goal must link to the post-secondary goals. If an academic goal is identified as a transition goal, then it must link to the post-secondary goals and the skill deficit that is being targeted should align with an academic need. Transition annual goals must be skill based and annual. A transition annual goal is not a transition activity, such as researching and listing possible colleges that have Marine Science programs. For some of our students, this can be accomplished in one sitting.

For a list of sample activities, print the Sample Transition Activities document located in the handout section of the webpage.

# Age of Majority



educational rights



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Finally, on or before the student's 17th birthday, the IEP of the student must contain a statement that the student and the parent have been informed that at age 18, the student will reach the age of majority in South Carolina and all educational rights under IDEA transfer to the student. Thus, at age 18, a student becomes the educational decision maker.

This can be documented in the Prior Written Notice under "other factors considered."

# Age of Majority

**Not** entitled to attend

Could be invited

Limited guardianship

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Can you still invite the parents or guardians to the meetings?

Parents are not entitled to attend, but the LEA or the student could invite them as persons who are knowledgeable about the student. If parents believe that their child may not be able to make educational decisions, they may wish to find out about obtaining a limited guardianship or some other legal means to support the student upon reaching the age of majority. It is important for the LEA to provide information and resources to the student and parents early in the IEP process to assist them in understanding the implications of the transfer of these rights under the IDEA.

Be sure to visit the handout section of the webpage to review a summary of the Adult Students with Disabilities Educational Rights Consent Act.

# LET'S REVIEW



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Let's take a final moment before the end of this video to review what we have discussed about annual goals and the age of majority. A transition IEP must have at least one annual goal that is identified as transition. Just as with all annual goals, this goal must have all the required components of an annual goal. This includes condition, target skill or behavior, baseline, proficiency level, and measurement device. It is not required that there be an annual goal written solely for transition. In some cases, an academic goal could meet the Indicator 13 annual goal component if the goal has been identified as a transition goal. Finally, age of majority in South Carolina starts at age 18 and the student and parent or guardian must be informed that the educational rights under the IDEA will transfer to the student when the student reaches age of majority.

Thank you for watching.



Office of Special Education Services

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Now that you have viewed this module, the Office of Special Education Services hopes you have a better understanding of how to write a transition IEP that meets all the Indicator 13 requirements.

To show what you know, go back to the Indicator 13 webpage and complete the post-assessment.

And don't forget to review the resources and handouts available.

Thank you for watching.