

Indicator 13 Quick Tips Checklist



1. Age-Appropriate Transition Assessments:

The **FIRST** step in the transition process is an age-appropriate transition assessment. This is the basis for the Measurable Post-Secondary Goals (MPSGs) and should be initiated before age 16 (and at re-evaluation times thereafter). Transition assessment can utilize formal, informal, or situational tools. It is an ongoing process based on individual student needs.

- Should **help students and the IEP Team develop and refine** plans for the future (MPSGs) and **help students understand** where they are currently functioning (present levels) in relationship to their MPSGs. From this, transition activities and/or annual goals can be developed.
- Strengths, needs, preferences, and interests from these assessments need to be summarized in a report form (frequently with other skill-based assessments) and brought into the Present Levels section of the IEP. *The lack of transition assessment and poorly written transition present levels typically results in weak transition plans.*

2. Appropriate Measurable Post-Secondary Goals (MPSGs):

These are long-range post-school targets for employment, education and/or training to reach the employment goal, and independent living. It is OK for the team to be optimistic and to look at what is potentially achievable.

- **Every student must have both an Employment and an Education or Training MPSG. Independent Living MPSGs are written “where appropriate”** and depend on the strengths/needs of each student. Students with Adaptive Behavior concerns may benefit from an Independent Living Goal. Discuss Independent Living (IL) transition assessments or PLAAFP page concerns at the meeting. If IL needs are minimal and comparable to peers without disabilities an Independent Living MPSG may not be needed.
- MPSGs must be based on age-appropriate transition assessment and take into account the student’s interests, preferences, and strengths – this should help the team to identify potentially achievable (“appropriate”) post-secondary goals. If the student cannot complete the course of study to reach an MPSG, then the MPSG may not be **appropriate**.
- Use terms such as - **“will work”, “will attend”, “will live”, etc.** to make Post-Secondary Goals **measurable**. It’s ok to use “OR” if more than one goal is being pursued in employment, training, etc. This could help balance an overly optimistic MPSG.
- Post-Secondary means **after high school** or **after aging out**. If it helps you, you can begin wording these goals (MPSGs) with “After graduation” or “After aging out”. Remember that students who are receiving special education services at an agency or through an 18–21 Year Old Program are not considered “post-secondary” because they haven’t exited from special education. An MPSG is not an activity that the student will do while they are in high school.
- It is acceptable to start the goal with “I”, the student’s name, or “the student”.
- Goals should become more focused and specific each year. Ideally, the senior year post-secondary goals will reflect what actually happened after the student leaves school.

3. Post-Secondary Goals Updated Annually:

A current IEP with MPSGs should cover this requirement. As a best practice, the present levels could include a line about why the goals changed or stayed the same as last year (new assessment data, interviews, experiences, etc.).

4. Courses of Study:

Based on the student’s Measurable Post-Secondary Goals (MPSGs), identify the matching coursework and experiences required to attain these goals. If the student’s MPSGs change, the courses of study may need to be changed/updated as well.

- **Courses must be listed from the current year through the time of graduation or until the student ages out.** For students accessing FAPE/age-out, use functional course names (community employment, IL - basic cooking, budgeting

math, social skills, etc.). Even if the student is being served outside the school district during this time, a course of study must be listed.

- Think of courses of study as a ‘map’ of what courses/experiences that the student will need to take while in high school to facilitate the movement to what they want to do following high school. This ‘map’ can assist those students whose MPSGs may seem unrealistic. For example, if a student wants to be a doctor, and if the required courses (all the math & science needed, etc.) are discussed for inclusion in the courses of study, the student and/or parents may come to realize that the goal may not be appropriate.
- Specify elective classes (don’t just write the word ‘electives’). Based on the school’s graduation requirements and other course offerings, help students select courses related to their career interest areas. This may allow the student to see if they are truly interested in these fields.
- If a MPSG states that the student will attend college, make certain to discuss and list all the courses they will need to take in high school to meet admissions and readiness requirements for the college identified (especially higher-level math).

5. Service/Activity Recommendations:

For each MPSG written, at least one transition service “which will reasonably enable the student to meet that MPSG” **MUST** be listed. Therefore, all IEPs **MUST** include at least one service/activity for EMPLOYMENT and one for EDUCATION/TRAINING. If you write an MPSG for Independent Living, then you **MUST** also include a related transition service/activity.

- One service/activity for each measurable post-secondary goal is the minimum. However, multiple activities for each goal are typically required to facilitate meaningful movement towards the post-secondary goals. Services/activities should be based on needs identified through transition assessment process.

6. Annual Goals Related to Students Transition Service Needs:

Generally, most annual goals will be related to the student’s transition service needs and attainment of MPSGs. Annual goals that link may be related to the student’s disability (reading comprehension, math application, written expression, etc) or be specific to a transition need (completing a job application form, self-advocacy with general education teachers, greet individuals while on the work site, etc).

- In the transition section of the IEP, for each measurable post-secondary goal that is identified, indicate which annual goal(s) support that MPSG. If a prompt isn’t provided on your IEP form, then write in “linked to annual goal # (___).”

7. Student Invitation to IEP Meeting:

Students must be invited to IEP meetings whenever transition will be discussed (by age 16). Student attendance at the transition IEP should be expected. In rare situations when a student doesn’t attend a transition IEP, documentation of the invitation and how the student’s preferences and interests are considered should be made (PLAAFP page or PPWN).

- Evidence of student invitation is found on the meeting notice, or better yet, in a personal student invitation to the meeting.

8. Adult Agency Involvement:

If any agency is going to be paying for or providing transition services during the current IEP timeframe, that agency should be invited to the IEP meeting. Please be considerate of agency staffs’ schedules and send invitations as early as possible.

- **Prior** to inviting the agency to the IEP meeting, written parent consent must be received from parent (or student who has reached the age of majority). Releases may be signed at the current IEP to invite agencies to the next IEP, as the consent form is valid for one year or until the next IEP meeting where that agency is in attendance (whichever comes first). It is NOT appropriate to have the consent signed at the meeting when the agency is already present. See IEP Technical Assistance Guide at [ConsenttoInvite.docx \(live.com\)](#) for the consent form.