

# Using the NSTTAC I-13 Checklist to Develop IEPs that are Student Centered

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# Indicator 13

## (IEPs and Postsecondary Goals)

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)]

# NSTTAC Indicator 13 Checklist

1. Is there a measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living?
2. Is (are) there annual IEP goal(s) that will reasonably enable the child to meet the postsecondary goal(s)?
3. Are there transition services in the IEP that focus on improving the academic and functional achievement of the child to facilitate their movement from school to post-school?
4. For transition services that are likely to be provided or paid for by other agencies with parent (or child once the age of majority is reached) consent, is there evidence that representatives of the agency(ies) were invited to the IEP meeting?
5. Is there evidence that the measurable postsecondary goal(s) were based on age-appropriate transition assessment(s)?
6. Do the transition services include courses of study that focus on improving the academic and functional achievement of the child to facilitate their movement from school to post-school?

**Does the IEP meet the requirements of Indicator 13?** (Circle one)

- **Yes** (all Ys or NAs are circled)
- **No** (one or more Ns circled)



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# NSTTAC I-13 Checklists

(Checklists approved by OSEP on 9/8/06. States may use either form or develop their own)

## Form A

- This single column form is designed to meet the minimum requirements for collecting and reporting data on Indicator 13 of the Part B State Performance Plan and Annual Performance Report. It allows a school, district, or state to review the data for each item simultaneously across all postsecondary goal areas.

## Form B

- This multiple column form meets the requirements for collecting and reporting data on Indicator 13 and allows a school, district, or state to more deeply analyze professional development and program change needs by providing data on each item for each postsecondary goal area.

# Item #1: Postsecondary Goal or Goals

- Measurable = Countable
- An outcome, not a process
- Education or Training (required)
- Employment (required)
- Independent Living (when appropriate)
- Can be combined into one all-inclusive goal or two or three separate goals

# Example Postsecondary Goal or Goals

- Upon completion of high school, John will enroll in the general Associates Degree program at Ocean County Community College in August of 2009. (separate, education or training)
- Jason will get his undergraduate degree in history and education, to become a high school social studies teacher. (combo, education or training and employment)



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## Item #2: Annual IEP Goal(s)

- For each postsecondary goal there must be an annual goal(s) included in the IEP that will help the student make progress towards the stated postsecondary goal(s)

# Examples of Annual IEP Goals

- Given Ocean County Community College information, John will demonstrate knowledge of the college's admission requirements by verbally describing these requirements and identifying admission deadlines with 90% accuracy by November, 2006.
- Given a bus schedule adapted with pictures, Stephanie will select the correct time and stop for five scenarios of activities presented to her with 80% accuracy.



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# Item #3: Transition Services

For each postsecondary goal, is there at least one of the following listed?

- Instruction
- Related Service(s)
- Community Experience(s)
- Development of Employment and Post-School Objectives
- Acquisition of Daily Living Skills (if appropriate)
- Functional Vocational Evaluation (if appropriate)

# Examples of Transition Services

- Instructional support of guided notes for lessons
- Audio-taped texts for English 12
- Instruction related to social skills in a work setting
- Assistive technology services to increase use of voice output device
- Physical therapy to improve independent ambulation
- Touring three university campuses, including admissions and disability services office
- Job shadowing in a food services environment

# Item #4: Evidence of Coordination

Are there transition services listed on the IEP that are likely to be provided or paid for by an outside agency? If so, look for:

- Agency(ies) identified that would provide or pay for postsecondary services
- Evidence of parent consent (student when age of majority) to invite agency(ies)
- Evidence that agency(ies) were invited to the IEP meeting



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# Examples of Coordination

- A consent form signed by John's father, indicating that the LEA may contact the disability services office at Ocean County Community College
- An invitation to conference in the file, mailed to an individual in the disability services office of Ocean County Community College
- Invitation to conference of the occupational therapist (assigned by Vocational Rehabilitation) in the file with corresponding parental consent

# Item #5: Age-Appropriate Transition Assessment

- 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.

(From: Sitlington, Neubert, & Leconte, *Career Development for Exceptional Individuals*, 1997, p. 70-71)

# Item #5: Age-Appropriate Transition Assessment (continued)

- Age-appropriate: activities, assessments, content, environments, instruction, and/ or materials that reflect a student's chronological age
  - Transition Assessment can be Informal or Formal
    - Task analysis
    - Observations
    - Meetings with student
    - Self-determination assessments ([www.uncc.edu/sdsp/](http://www.uncc.edu/sdsp/))
    - Interest inventories
  - Documenting use of age-appropriate transition assessment
    - Present Level of Performance
    - Postsecondary Goals in 1<sup>st</sup> Person
    - List assessments in IEP
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# Examples of Age-Appropriate Transition Assessment

- Record of student grades
- End of grade test scores
- Results of the ARC Self-Determination Scale (Wehmeyer & Lawrence, 1995)
- The Supports Intensity Scale (AAMR, 2004) from the past two years
- Postsecondary goal and annual goals written in first person indicating the student's input on stated interests, strengths, and needs.



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## Item #6: Courses of Study Aligned with Postsecondary Goal(s)

- A multi-year description of coursework to achieve the student's desired post-school goals, from the student's current to anticipated exit year

(From: Storms, O'Leary, & Williams[2000] *Transition requirements: A guide for states, districts, schools, universities, and families*. Minneapolis, MN: Western Regional Resource Center)



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# Examples of Courses of Study Aligned with Postsecondary Goal(s)

- For John's upcoming 12th grade year the courses listed include Psychology (semester), English 12 (year), Algebra II (year), Band (year), Phys Ed. (semester), Cooperative Work Experience (semester), Advanced Biology (year), Child Development (semester), Resource Room (year)
- Stephanie will follow the Occupational Course of Study



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# Making the IEP Student Centered

Students can be involved in their IEP process in four ways:

## **Planning, Drafting, Meeting, and/or Implementing**

- **Planning:** Starting with the student, gather transition assessment information using multiple strategies from multiple individuals
- **Planning:** Involve students in selecting meeting participants (including what outside agencies to invite)
- **Drafting:** Write postsecondary goals and annual IEP goals in 1<sup>st</sup> person
- **Meeting:** Involve students in leading the meeting (use PowerPoints, notes,...)
- **Implementing:** Students set and monitor goals and activities



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