

Transition IEP Components EXAMPLE:
The following information and examples are intended to complement the Training Packet for the *North Dakota Internal Monitoring Transition Requirement Checklist*. These examples are not complete IEP examples, but examples of the six items on the Checklist.

Measurable Post Secondary Goals

| | |
|---|---|
| Education/Training | After graduation, Paul will participate in training to improve his work skills in his job at Wegman's. |
| Employment | After graduation, Paul will get a job at Wegman's grocery store, where he enjoyed a job shadowing experience while in high school. |
| Independent Living Skills, when appropriate | Upon completion of high school, Paul will play soccer in a recreational soccer league at the YMCA. |

[The following information supports the IDEA requirement that postsecondary goals be based on age appropriate transition assessments related to education or training, employment, and where appropriate independent living skills.]

Paul's IEP's Present Level of Academic Achievement and Functional Performance (PLAAFP) statement regarding the annual goal of learning to complete an application for the soccer league, references the task analysis used to document his performance of these skills in the past: *"Paul is unable to complete all of the steps for writing his name in the appropriate spaces on an application, given several trials, recorded on a teacher-developed task analysis. He wants to be able to apply to participate in the soccer league at the YMCA," is the PLAAFP statement for the related annual goal on the IEP.*

"Paul's response to a recreation activity questionnaire, from the county's Parks and Recreation department, indicates that he is most interested in soccer. During a meeting in the family's home with school staff and an adult service agency about Paul's interests and desires after school, his mother and brother agree that he has very much enjoyed participating in soccer activities in their neighborhood YMCA and is familiar with the environment and procedures there. Paul wants to be able to participate with other young adults in a soccer league at the YMCA, but is not yet able to accurately complete the application, according to previous trials, using a teacher-developed task analysis, based on the application."

[This above information

- **Includes information that was gathered on more than one occasion.**
- **Reflects Paul's interests.**
- **Reflects current performance in the context of future environments.**
- **Includes no indication that the sources of information are not age appropriate.**
- **Indicates that there are multiple sources (people, documents, times) of data.**
- **Reflects family input.**
- **Is understandable.]**

COURSE OF STUDY

| School Year | Grade Level | List Courses and Educational Experiences to be taken each year | Credits Earned |
|--------------------|--------------------|--|-----------------------|
| | Grade 8 | | |
| 2005-2006 | Grade 9 | Applied Topics in Math I, Applied Topics in English/Language Arts I, Applied Topics in Social Studies I, Applied Topics in Science I, Diversified Occupations (2 credits) | 6 |
| 2006-2007 | Grade 10 | Applied Topics in Math II, Applied Topics in English/Language Arts II, Applied Topics in Social Studies II, Applied Topics in Science II, Physical Education, Occupational Skills I | 6 |
| 2007-2008 | Grade 11 | Applied Topics in Math III, Applied Topics in English/Language Arts III, Applied Topics in Recreation Leisure I & II, Foods, Occupational Skills II | 6 |
| 2008-2009 | Grade 12 | Applied Topics in Math IV, Applied Topics in English IV, Occupational Skills III, Accessing the Community, Applied Topics in Recreation Leisure III & IV, Communication at the Workplace | 6 |

[The course of study listed above is appropriate for Paul to meet his postsecondary goals because it allows him to take recreation/leisure courses and also to take functional courses that will help him meet his IEP objectives.]

Strategies and Activities Needed to Assist the Student in Reaching Post-Secondary Goals

| Transition Services | Needs & Activities | Agency(ies) & Responsibilities | Timelines for Delivery of Services |
|--|---|-------------------------------------|--|
| Instruction: | Social Skills Training Travel Training Instruction related to preparation for sport activities Soccer skills training in adaptive physical education | School School School | 09/07-05/08 09/07-/05/08 09/07-05/08 |
| Employment: | Job shadowing Work Experience with a Job Coach | School School | 09/07-05/08 09/08-05/09 |
| Related Services: | Physical therapy services to improve dribbling the ball. Therapeutic recreation services to improve sportsmanship | School School | 09/07-05/08 09/07-05/08 |
| Adult Living & Post School: | Job development services from Vocational Rehabilitation | Vocational Rehabilitation Counselor | 09/08-05/09 |

| Transition Services | Needs & Activities | Agency(ies) & Responsibilities | Timelines for Delivery of Services |
|-------------------------------------|--|--------------------------------|------------------------------------|
| Daily Living Skills, if appropriate | Laundry instruction to wash uniform after games | Parent, student & school | 09/07-05/09 |
| | Learn proper care of equipment (cleats, knee guards, ball) | School | 09/07-05/09 |

[The above **EXAMPLES** of instruction support the Postsecondary independent living goal “upon completion of high school, Paul will play soccer in a recreational soccer league.”

The above **EXAMPLES** of Employment support the postsecondary education/training and employment goals of “after graduation Paul will participate in training to improve his work skills” and “Paul will get a job at Wegman’s grocery store.

The above **EXAMPLES** of related service support the postsecondary independent living goal of “upon completion of high school, Paul will play soccer in a recreational soccer league at the YMCA”.

The above **EXAMPLE** of Adult Living & Post School support the postsecondary employment goal of “after graduation Paul will get a job at Wegman’s grocery store.

The above **EXAMPLES** of Daily Living Skills support the postsecondary independent living goal of “upon completion of high school, Paul will play soccer in a recreational soccer league at the YMCA”.

Annual Goals, Short-Term Objectives, and Characteristics of Services

Annual Goal I

Given a list of Paul's strengths and needs, Paul will identify the work skills in which he needs to improve upon by circling his work-related needs 2 out of 3 times by January 2008.

Annual Goal II

Given a task analysis for bagging groceries, Paul will practice the task semi-weekly and complete it without (a) breaking items, (b) ripping bags on 90% of occasions by April 6, 2008.

Annual Goal III

Given the phone number for the YMCA and a YMCA application, Paul will call to request an application and complete the application by writing his personal information in the spaces provided with 90% accuracy by January 2008.

**[Annual Goal I is a step that will be completed during high school to help Paul prepare for his training to improve his work skills at Wegman's.
Annual Goal II includes learning a task that will help Paul meet his postsecondary employment goal of getting a job at Weman's.
Annual Goal II is a step that Paul will take in achieving his post-secondary goal of playing in a soccer league.]**

The following EXAMPLES of evidence of coordination between agencies support Paul's postsecondary education/training, employment, and independent living goals.

Examples:

- **A consent form signed by Paul's guardian, indicating that the LEA may contact the YMCA.**
- **A consent form signed by Paul's guardian, indicating that the LEA may contact the state and local Vocational Rehabilitation Offices.**
- **An invitation to the IEP Meeting in the file for a rehabilitation counselor.**

This document is provided by the North Dakota Department of Public Instruction/Office of Special Education to serve as an information/guidance example for the transition related components of an IEP. The National Secondary Transition Technical Assistance Center *Examples & Nonexamples for Web-based Indicator 13* was used as a resource.