

## Indiana Transition IEP Rubric

### Purpose

- Assist teachers in creating quality Transition IEPs that 1) meet the students' needs, 2) outline an implementation plan to address those needs, 3) result in improved academic outcomes which will prepare students to achieve their postsecondary goals.
- Assist teachers during the creation and revision of Transition IEPs to self-monitor for Indicator 13 compliance.

### Difference between Quality verses Compliance

- **Quality:** Exceeds the minimum requirements of Indiana Article 7 and provides a more in-depth focus on the student's unique needs and the skills to obtain his/her postsecondary goals.
- **Compliance:** Meets the minimum requirements of Indiana Article 7.

### Definitions of Postsecondary Goals

- **Education:** Community or technical colleges (2 year); College/University (4-year); Compensatory or continuing education
- **Training:** A program leading to a high school completion document or certificate (e.g., Adult Basic Education, GED); a short-term employment training program (apprenticeship, vocational technical school that is less than 2 years, on-the-job training, job corps, workforce development)
- **Employment:** Full-time or Part-time paid employment (competitive, supported); Military
- If needed, **Independent Living Skills:** Those "skills or tasks that contribute to the successful independent functioning of an individual in adulthood" in the following domains: daily living skills, leisure/recreation, transportation, maintain home and personal care, and community participation.

*Indiana Secondary Transition Resource Center (INSTRC) is part of the Indiana Resource Network funded by the Indiana Department of Education*

**2. Are there appropriate measurable postsecondary goals in all the required areas? (IEP Outcome Section)**

Guiding Questions	Post-secondary Goal Area	Quality Transition IEP	Compliant	Non-Compliant
<p><i>Are the goals measurable?</i></p> <ul style="list-style-type: none"> <li>o Can you answer yes or no to the "I will" statements that the goal occurred 1 year after high school?</li> <li>o Does the goal take place after the student exits high school?</li> </ul>	Employment	<ul style="list-style-type: none"> <li>• When I graduate I will work full-time at an auto garage as a mechanic.</li> <li>• I will work as an interior designer after completing the required Associate's Degree.</li> <li>• I will complete my degree and work full-time in the nursing field.</li> <li>• After high school, I will obtain a job in the retail industry with supports from an adult employment provider.</li> </ul>	<ul style="list-style-type: none"> <li>• I will be employed full or part-time working with cars.</li> <li>• I will work full time while attending college.</li> <li>• I will get a job.</li> <li>• I will work part-time.</li> </ul>	<ul style="list-style-type: none"> <li>• I will <i>look for a job</i> working with cars.</li> <li>• I <i>don't know</i> what I want to do.</li> <li>• I will <i>seek</i> a job in the medical field.</li> <li>• I will <i>possibly</i> work part-time with supports.</li> <li>• Shane <i>is interested</i> in working. He <i>is considering</i> being a mechanic.</li> </ul>
<p><i>Are the goals appropriate for the student?</i></p> <ul style="list-style-type: none"> <li>o Are the goals based on the student's present levels of academic and functional performance?</li> <li>o Did you take into consideration the student's needs, strengths, interests and preferences?</li> <li>o Did you align the postsecondary goals with the transition assessment summary?</li> <li>o If there is no Independent Living postsecondary goal, is there specific evidence as to why one is not needed (found in summary of transition assessments)?</li> </ul>	Education & Training	<ul style="list-style-type: none"> <li>• After high school I will enroll at Ivy Tech to study early childhood education.</li> <li>• I will obtain an Associate's Degree in interior design.</li> <li>• I will obtain a degree in the nursing field.</li> <li>• I will obtain on-the-job training from my employer and supports from the supported-employment provider.</li> <li>• After high school, I will participate in rehabilitative education and training to obtain a job with supports.</li> </ul>	<ul style="list-style-type: none"> <li>• I will enroll in a college.</li> <li>• I will complete a 2-year degree in the area of my chosen career path.</li> <li>• I will receive on-the-job training.</li> </ul>	<ul style="list-style-type: none"> <li>• Jasmine <i>is considering</i> college.</li> <li>• I will <i>maybe</i> go to a trade school or Ivy Tech.</li> <li>• I <i>may want</i> to go to college.</li> <li>• I will <i>hopefully</i> get on-the-job training.</li> <li>• I will <i>seek</i> training in the retail industry.</li> <li>• I will <i>pursue</i> a degree in nursing.</li> </ul>
	Independent Living	<ul style="list-style-type: none"> <li>• I will use a visual checklist to purchase needed items.</li> <li>• I will independently prepare for work each day, including dressing myself, making my lunch, and accessing transportation.</li> <li>• I will participate, to the maximum extent possible, in my daily personal care routine.</li> <li>• I will access the Community Mental Health Center to receive counseling services.</li> <li>• After high school, I will participate to the maximum extent possible in my daily routine and environment.</li> </ul>	<ul style="list-style-type: none"> <li>• I will dress myself independently.</li> <li>• I will obtain an apartment.</li> <li>• I will live independently with no support.</li> <li>• I will access community resources.</li> </ul>	<ul style="list-style-type: none"> <li>• I <i>cannot live</i> independently.</li> <li>• I will <i>continue</i> to learn academic and life skills throughout high school and beyond.</li> <li>• I <i>need to learn</i> how to manage money and take care of myself.</li> <li>• I <i>may want</i> to live in my own place or maybe with a roommate.</li> <li>• I will <i>need continual support</i> and supervision for adult living.</li> <li>• Daniel <i>is capable</i> of living on his own (see page 8 of rubric).</li> </ul>
<p>Additional Resources: See <a href="http://www.instrc.indiana.edu/">http://www.instrc.indiana.edu/</a> - Click <i>Student-Focused Planning</i> and click on <i>Understanding Measurable Postsecondary Goals or More Goal Examples or Examples of Postsecondary Goals for Students with High Support Needs (Severe and Multiple Disabilities)</i></p>				

Postsecondary Goal Area	Quality Transition IEP	Compliant	Non-Compliant
<p style="text-align: center;">Education/Training Transition Assessment Summary Examples</p>	<ul style="list-style-type: none"> <li>This year Shaq has updated his 4 year plan, attended a Resume/College application workshop, FAFSA workshop, &amp; Making Choices convocation. Shaq is taking Precision Machines at the Career Center. He helps change oil and brakes on our cars at home. ASVAB tests showed that he was tech superior. Shaq has received many college pamphlets. He has met with a representative from 21st Century Scholar and is enrolled at Ivy Tech for next year. The counselor from Vocational Rehabilitation spoke with Shaq and his mother about services that could possibly be of benefit to him after graduation. Shaq may need to ask for accommodations on the Compass test at Ivy Tech.</li> <li>Sally completed the <i>Work Personality Profile in August 2012</i>. According to the profile, the following are strengths for Sally: accepting change, being friendly, showing pride in her work, working in a routine, asking for help, and working well with others. She may need help with the following skills: working steadily, working without prompting, making changes in her work routine, and paying attention to detail.</li> </ul>	<ul style="list-style-type: none"> <li>Monique completed the <i>Student Styles Questionnaire</i> on February 5, 2012. She scored highest as being extraverted, practical, feeling and flexible. She expressed that she believes she is all of these things and is easy to get along with. In a follow-up conversation, Monique stated that she would like to join the National Guard and train to be either a nurse or an LPN.</li> <li>Antonio completed the <i>CITE Learning Styles Inventory</i> on 9/18/12. The inventory indicated that Antonio is an auditory learner and that he prefers to learn in a hands-on setting.</li> <li>Jack completed the <i>Student Transition Questionnaire</i> (found in his file). The questionnaire showed that he plans to attend art school. He wants to draw. He has completed 3 years of art classes in high school. He believes he can make a living after finishing his degree by being an artist.</li> <li>Kayla completed a Career Clusters and the Student/Parent Interview Form with the teacher of record. Kayla is a 21st Century Scholar. She is interested in being a surgery nurse. Kayla has viewed nursing options and various universities' nursing options. She has an interest in attending classes at the Career Center during high school, volunteering or working at a hospital, and job shadowing persons in the medical field.</li> </ul>	<ul style="list-style-type: none"> <li>George has been assessed on ISTAR and it has been determined that services in the areas of Independent living, education/training, and employment skills are needed.</li> <li>The Self-determination Skills and Study Skills assessment was given at the beginning of the year.</li> <li>LaShaun will take a transition assessment when she gets to high school.</li> <li>Damon is in the developing stage in his work and life skills as of 5/26/12. He has taken the Scans Skills Assessment which assesses the skills and talents that employers value. These skills are in reading, writing, speaking, and listening. Also creative thinking, decision making and problem solving, personal responsibility, and managing time and money. It also assesses interpreting and communication information.</li> </ul>

Postsecondary Goal Area	Quality Transition IEP	Compliant	Non-Compliant
<p>Independent Living Transition Assessment Summary</p>	<ul style="list-style-type: none"> <li>• Monique completed the <i>AIR Self-Determination Scale Student Form</i> on February 20, 2012. She gave examples of a current goal of 'focusing on school'. Monique has had some past problems with theft and truancy. She wants to graduate from high school and get training so she can support herself and not fall into old behaviors.</li> <li>• The <i>Able Model for Use with Youth with Significant Intellectual Disabilities</i> was completed on December 15, 2011. The following is a summary of her responses to this transition assessment: When Annie is feeling well, she smiles and turns her head. She frowns when she is unhappy or maybe not feeling well. She touches a cause/effect switch with short touches. She is able to keep pressing a cause/effect switch for music. Annie is able to shift her eyes. She is able to reach for an item and sometimes grasp. Annie is working on basic communication skills, basic motor skills, and basic sensory skills in conjunction with the ISTAR standards.</li> <li>• In community outings, Sally has shown the ability to pay for her purchases using the next dollar strategy 50% of the time. She struggles with money and independence in the community. She often needs prompts and support to complete tasks.</li> <li>• <b>Non Applicable:</b> Evan completed the <i>Adolescent Autonomy Checklist</i> with his Teacher of Record and parents. He is able to handle money, use appropriate social skills, use grooming and hygiene and other daily life skills. All of his skills are age appropriate at this time. His parents indicated they will provide the needed supports in the future.</li> </ul>	<ul style="list-style-type: none"> <li>• Doug has chores at home that include mowing the lawn, picking up sticks, and cleaning his room. Doug's mom completed a survey called <i>Life Skills Inventory</i>. According to the results, Doug needs to acquire basic skills in transportation and interpersonal skills. He needs some support and reminders with his grooming and hygiene.</li> <li>• <b>Non Applicable:</b> Based on the <i>Planning for Community Life Worksheet</i>, Sam is able to perform basic daily life skills including budget his money, grooming/hygiene, and social skills as compared to same-age typical peers. His parents will provide the needed support in the future.</li> <li>• <b>Non Applicable:</b> Keisha has had to perform many of independent living activities as her mother is frequently ill and hospitalized. She goes grocery shopping and can prepare and cook meals. She can clean the home she lives in. She can make appropriate choices for what to wear to school. She can perform basic money management skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Thomas has all the skills to be independent.</li> <li>• Carlos can be independent and gets around school fine. (See examples of independent living goal not applicable on this page under Compliant).</li> </ul>

6. Is/Are there measurable annual transition IEP goal(s) that are related to the student's postsecondary goals?			
Guiding Questions	Quality Transition IEP	Compliant	Non-Compliant
<ul style="list-style-type: none"> <li>○ Do the annual goals relate to the student's identified need?</li> <li>○ Are the annual goals based upon baseline data (present levels)?</li> <li>○ Are the annual goals related to the barriers the student is having in making progress in the general education curriculum?</li> <li>○ Are you able to determine when the student will meet his/her goal? (criteria/mastery and progress monitoring)</li> <li>○ Is there an annual goal which is supporting the student to acquire the skills necessary to attain each of his/her postsecondary goals?</li> <li>○ If you have an Independent Living postsecondary goal; do you have an annual goal to support it?</li> <li>○ If a student has a postsecondary goal in the area of Independent living, is/are there annual goals to support it?</li> </ul>	<ul style="list-style-type: none"> <li>● By September 2013, Jack will demonstrate comprehension skills (use context clues, his knowledge of prefix root words, and suffixes and other informational literature [headlines, captions, table of contents, index, and glossary]) by identifying answers in the text with 90 % accuracy on 8 of 10 consecutive trials as measured by student work samples. (Employment, Education/Training)</li> <li>● During her senior year in high school, Dakota will demonstrate good time management and organizational skills (e.g., use his planner, have all materials) by turning in his assignments on time as instructed 4 out of 5 observed times for all academic classes as evaluated by his class grades and a daily use of his planner. (Employment, Education/ Training)</li> <li>● Kerstin will apply 5 of the Six Traits of Writing to extended writing assignments on 4 out of 5 occasions, demonstrating mastery for each skill on the attached rubric. (Employment, Education/ Training)</li> <li>● Sam will independently identify the cost of an item, or the cumulative cost of multiple items (totaling no more than \$30), round it up to the next dollar, count out the correct number of one, five, and ten dollars to pay for the item(s), and purchase the item(s), in the community, with 100% accuracy in 4 out of 5 opportunities. (Employment, Education/Training, Independent Living)</li> <li>● When given text prompts, Jason will initiate required task responding with a conversational volume of under 90 dB 3 times per day 3 days per week across 6 weeks. (Employment, Independent Living)</li> <li>● Damon will self-monitor and clean himself and any mess he creates in the restroom thoroughly on 8 out of 8 targeted trials. (Independent Living)</li> </ul>	<ul style="list-style-type: none"> <li>● Tanika will utilize self-advocacy strategies in her general education classes by initiating and utilizing resources available throughout the school environments as measured by her participation and attendance in tutorial settings. (Employment, Education/Training)</li> <li>● Jason will improve his ability to handle frustration 80% of the time by using his coping techniques and focusing on what is required as measured by less than 2 office discipline referrals per semester. (Employment, Education/Training, Independent Living)</li> <li>● Chris will develop a multi-paragraph essay including an introduction with a thesis statement, supporting paragraphs which include quotes and/or paraphrasing, and a conclusion with 75% accuracy. (Employment, Education/Training)</li> <li>● Given a calculator and a list of formulas to follow, Monique will solve math problems using the correct steps 8 out of 10 times for six consecutive weeks. (Employment, Education/Training)</li> <li>● Brian will report to English and Math classes with all materials 5 out of 5 days per week. (Employment, Education/Training)</li> <li>● While on the job site, Juan will work on task 65% of the time (during a 45 minute period), with only 1 verbal prompt. (Employment)</li> </ul>	<ul style="list-style-type: none"> <li>● Tom will pass his classes with a C or better.</li> <li>● Jackie will meet the 9<sup>th</sup> grade Indiana Academic Standards in Language Arts at 80% or better.</li> <li>● Dakota will obtain a score of 28 (50<sup>th</sup> percentile) on the 8<sup>th</sup> grade level M-Comp by spring.</li> <li>● Scott will identify 4 career areas he is interested in exploring through using O'Net.</li> <li>● Austin will maintain a GPA of 2.0 or better by using the resources available to him.</li> <li>● Tray will improve his written application skills, Standard 5, from grade 4.5 to demonstrating 75% accuracy at grade 5.5 with the accommodation of extra time by 12/3/12.</li> <li>● I will achieve 80% in English skills.</li> <li>● Sheri will transition into either a community program or access the community with supports from home.</li> <li>● Jake will graduate with academic honors diploma.</li> <li>● Kyle will get 1400 on his SAT.</li> </ul>

**8. If appropriate, is there evidence that 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 age of majority?**

Guiding Questions	Postsecondary Goal Area	Quality Transition IEP	Compliant	Non-Compliant
<ul style="list-style-type: none"> <li>○ Have you invited agencies that are providing or paying for a service included in the IEP?</li> <li>○ Was parent consent or student consent (once student has reached the age of majority) to invite an outside agency(ies) obtained?</li> </ul>	Employment	<p><i>Possible Adult Service (non-school) Invitees:</i></p> <ul style="list-style-type: none"> <li>• Vocational Rehabilitation Counselor</li> <li>• Bureau of Developmental Disabilities Services' (BDDS) Service Coordinator</li> <li>• Employment Provider</li> <li>• Case Manager</li> <li>• Mental Health Representative</li> <li>• Self-Advocates.</li> <li>• Behavior Consultant</li> </ul>	<p><i>Possible Adult Service (non-school) Invitees:</i></p> <ul style="list-style-type: none"> <li>• Vocational Rehabilitation Counselor</li> <li>• Bureau of Developmental Disabilities Services' (BDDS) Service Coordinator</li> </ul> <p><i>If the IEP does not include an agency that will pay for or provide a service no one has to be invited.</i></p>	<ul style="list-style-type: none"> <li>• Transition services and activities are assigned to be implemented by agency(ies) that are not invited to the case conference</li> <li>• Services and activities are outside the life of the IEP</li> <li>• Student/parent consent has not been obtained</li> </ul>
<ul style="list-style-type: none"> <li>○ Have you invited attendees who will help support/promote good interagency collaboration and a seamless system of transition”?</li> <li>○ Are there any current service delivery providers (employment or residential) that should/need to be invited to participate at the IEP Team meeting?</li> </ul>	Education and Training	<p><i>Possible Adult Service (non-school) Invitees:</i></p> <ul style="list-style-type: none"> <li>• Vocational Rehabilitation Counselor</li> <li>• Disability Services Coordinator from College</li> <li>• Independent Living Center</li> <li>• Self-Advocates</li> <li>• Behavior Consultant</li> </ul>	<p><i>Possible Adult Service (non-school) Invitees:</i></p> <ul style="list-style-type: none"> <li>• Vocational Rehabilitation Counselor</li> <li>• Bureau of Developmental Disabilities Services' (BDDS) Service Coordinator</li> </ul> <p><i>If the IEP does not include an agency that will pay for or provide a service no one has to be invited.</i></p>	<ul style="list-style-type: none"> <li>• Transition services and activities are assigned to be implemented by agency(ies) but are not invited to the case conference.</li> <li>• Services and activities are outside the life of the IEP</li> <li>• Student/parent consent has not been obtained</li> </ul>
<ul style="list-style-type: none"> <li>○ Have you considered inviting individuals or agencies with a knowledge resource (e.g., behavior, Medicaid Waiver)?</li> <li>○ Have you considered inviting individuals who know the student well?</li> </ul>	Independent Living	<p><i>Possible Adult Service (non-school) Invitees:</i></p> <ul style="list-style-type: none"> <li>• Bureau of Developmental Disabilities Services (BDDS)</li> <li>• Case Manager</li> <li>• Residential Provider</li> <li>• Self-advocates</li> <li>• Behavior Consultant</li> </ul>	<p><i>Possible Adult Service (non-school) Invitees:</i></p> <ul style="list-style-type: none"> <li>• Vocational Rehabilitation Counselor</li> <li>• Bureau of Developmental Disabilities Services' (BDDS) Service Coordinator</li> <li>• Residential Service Provider</li> </ul> <p><i>If the IEP does not include an agency that will pay for or provide a service no one has to be invited.</i></p>	<ul style="list-style-type: none"> <li>• Transition services and activities are assigned to be implemented by agency(ies) but are not invited to the case conference</li> <li>• Services and activities are outside the life of the IEP</li> </ul>

District: \_\_\_\_\_  
 School: \_\_\_\_\_

Indiana Transition Requirements Checklist  
 School Year 2012-2013)

STN: \_\_\_\_\_  
 TOR: \_\_\_\_\_

Post-Secondary Goal Areas

	Education/Training	Employment	Independent Living
2) Are there measurable post-secondary goals in these areas?	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NA	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NA	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NA
3) Is there evidence that the measurable post-secondary goals were based upon an age-appropriate transition assessment?	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NA	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NA	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NA
6) Is (are) there measureable annual Transition IEP goal(s) that are related to the student's transition services needs?	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NA	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NA	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NA
7) Are there transition services in the Transition IEP that will enable the student to meet his or her postsecondary goals?	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NA	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NA	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NA
8) If appropriate, is there evidence that representatives of the agency(ies) were invited to the Transition IEP meeting with the prior consent of the parent or student who has reached the age of majority?	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NA	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NA	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NA
9) Do the transition services include a course of study that focuses on improving the academic and functional achievement of the student to facilitate their movement from school to post-school?	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NA	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NA	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NA
10) Does this Transition IEP meet the requirements of indicator 13?	<input type="checkbox"/> Y <input type="checkbox"/> N <input type="checkbox"/> NA		