Indicator 13 Reminders/Cheat Sheet

Question 1: Make sure all appropriate boxes are checked on the invitation, and the student's name is listed on the invitation. If the meeting is an annual IEP, the first box should be check. If the meeting is a revision, the second box should be check. The third box Transition Planning, must be checked. If any agencies are going to be involved in the meeting, the fourth box must be checked and the name(s) of the agencies must be listed. As a best practice, provide a separate invitation to both the parent and the student. ***If paraprofessionals are completing your invitations, please make sure they understand which boxes are to be checked.

Question 2: Use the sample agency statement that was provided in email I sent with sample present levels of performance (as well as below).

Questions 3 & 4: Refer to 3C on the checklist when interpreting data from transition assessments, pulling all the academic and transition data together to develop the three post-secondary goals that you will be stating first in the present levels (referring to 4A on the checklist) prior to stating on the transition grid (see below).

Please use this current information to draw a conclusion, much like we do with academic information (in paragraph form). Make sure to mention if the results are the same as in years past or if there has been a change

in the student's post-secondary goals.

This is an example of how you can pull everything together:

Post-Secondary Education and Training: Upon graduation from high school, John is planning on receiving training in his competitive place of employment. He is interested in a career that involves video games.

Employment: Upon graduation from high school, based on present levels of performance, John has a goal of seeking competitive employment, possibly working with video games.

Independent Living: Upon graduation, based on present levels of performance, including an independent living assessment given on 1/15/16 the IEP team has determined that John will be able to live independently without support.

Agencies: OVR was discussed at John's IEP meeting on 1/15/16. An application and informational packet was given to the parents at the meeting. John currently has an open case with York County MH/IDD; his case manager is Sally Green. John and his family is recommended to explore the Pennsylvania Secondary Transition Guide - www.secondarytransition.org. This website offers information on agencies and support, community living, employment, health, self-determination, recreation and leisure, financial supports and services, post secondary education and resources, and schools.

Summary of transition assessments: In 8th grade,

John was interested in attending college and pursing a career as a sportscaster on TV. He and his IEP team determined that he would be able to live independently as an adult without supports.   In 9th grade, John still wanted to attend college, but changed his career interest to being a video game designer. He and his IEP team determined that he would be able to live independently without supports as an adult.   In 10th grade, John enrolled in vo-tech to study Computer Networking and was interested in attending a trade/technical college after high school to video game design.   He and his IEP team determined that he would be able to live independently without supports as an adult.   John's continued this same career aspirations as a junior and senior and has applied for enrollment at Harrisburg University to study video game design after high school. He and his IEP team continue to believe that he is able to live independently, without supports, as an adult based on independent living assessments.

Here is another example of agency wording:
A list of agencies in the area will be given to Jordan and his family at the meeting. These agencies include OVR and Office of Disability services. It would be beneficial for him to utilize these services. Jordan may also want to explore the Pennsylvania Secondary Transition Guide - www.secondarytransition.org. This website offers information on agencies and support, community living, employment, health, self-determination, recreation and leisure, financial supports and services, post secondary

education and resources, and schools.

 *****Document dates that information was sent home or provided at meetings, if there has not been follow through from the previous years attempts.

Question 5: Make sure to list projected courses for the following school year. Please list specific course titles (Independent Living I, Functional Math II).

Question 6: Make sure the boxes are correctly checked either YES or NO. If NO, do not list any courses, services or activities in that section (e.g. Independent Living).

Question 7: Make sure to include D3 from the checklist in the grid (how often - biweekly, monthly, etc.).

***Also, please remember to reference the www.secondarytransition.org website in the transition present levels of performance.

<u>Reporting Services and Activities on the transition grid:</u>
- **<u>Service:</u>** Based on <u>s</u>kill deficits (why they are in special education). Anything that is Progress Monitored such as goals, including Related Service goals (Speech, OT, PT, etc.) You <u>REPEAT</u> services in each box in the grid that they apply to. (E.g. improving reading comprehension will probably be beneficial being placed in all grid boxes.)

- **Activity:** Can be done at <u>A</u>ny time, by <u>A</u>nyone, at <u>A</u>ny place. It is <u>NOT</u> progress monitored. Once an activity is listed once in the GRID, it does <u>not</u> need to be listed again in another grid box. (E.g. OVR referral would most likely go into the Employment Box)