



Indicator 13-Transition IEP GOALS

Article 7 511 IAC 7-43-4 Transition individualized education program

- (6) A transition IEP must contain the following:
- (A) A statement of measurable annual goals, including academic and functional goals designed to support and align with the student's postsecondary goals, that meet:
 - (i) the student's needs that result from the student's disability to enable the student to be involved in and make progress in the general education curriculum; and
 - (ii) each of the student's other educational needs that result from the student's disability.
 - (B) For students who participate in alternate assessments aligned to alternative academic achievement standards, a description of benchmarks or short-term objectives.

Article 7 (con't)

(7) A description of the following:

- (A) How the student's progress toward meeting the postsecondary and annual goals described in subdivision (6) will be measured.
- (B) When periodic reports on the progress the student is making toward meeting the postsecondary and annual goals (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards) will be provided.

Independent Living Goal

- Post-Secondary Goals - Independent Living
 - If an Independent Living goal is needed then you must have a post-secondary goal that addresses this:
 - **Regarding Independent Living after high school, I will:**
live at home with my family while receiving support from my family to be as independent as possible to care for my personal needs.

Independent Living Goal

- Post-Secondary Goals - Independent Living
 - If Independent Living goal is not needed, you need to provide evidence of why it is not needed:
 - **Cite evidence to support the decision that an Independent Living Skills goal is not applicable:** Independent Living Checklist: Kristan can follow a daily routine, purchase and prepare some foods, complete household chores, make and receive phone calls, understand basic laws, participate in leisure activities, know when it's appropriate to call 911, maintain relationships with family and friends, express strengths and needs, and resolve conflicts.

Non-Compliant Employment Goal

– Post Secondary Goals – Employment

- Non-Measurable terms such as:
 - hopes to, explore, would like to, wants to, will try
- **Regarding Employment after high school, I will:**
 - Hannah **wants to** own a daycare or work at the humane society.

Compliant Employment Goal

- Post-Secondary Goals – **Employment**
 - **Regarding Employment after high school, I will....**
 - Use measureable/action terms such as:
 - Get a job, obtain work in _____, will get a job as _____, will work in the _____ field
 - **Regarding Employment after high school, I will:**
own a daycare or work at the humane society.

Non-compliant Education and Training Goal

- Post-Secondary Goals - Education and Training
- What **NOT** to write:
 - hopes to, explore, would like to, wants to, will seek, will try to, wants to go to college
- **Regarding Education and Training after high school, I will:**
 - As of March 20,2012, Kristan **would like** to enroll at Indiana University or Vincennes University and earn a bachelor's degree in the field of computer science or construction.

Compliant Education and Training Goal

- Post-Secondary Goals - Education and Training
 - Use measureable/action terms such as:
 - Enroll, attend, go to college, obtain a degree in
 - **Regarding Education and Training after high school, I will...**
 - enroll at Indiana University or Vincennes University and earn a bachelor's degree in the field of computer science or construction

Annual Goals

- Must be measureable, meet the student's needs and address their transition "I will" statements
- Passing a class or a standardized test is not a goal. Address **WHY** the student is not passing the class or test. What is the student's barrier to the general education classroom/curriculum? What is the specific deficiency? Write a goal that occurs frequently throughout the IEP year that addresses the deficiency.

Annual Goals

- **SMART**

Specific: who or what?

Measurable: how?

Attainable: a reasonable goal is set and can be reached in a specific amount of time

Relevant: goals are within the availability of resources, knowledge, and time

Timely: when?

Compliant Annual Goals

- **SMART**
 - *Specific* – Kristan (Math Goal)
 - *Measurable* – In eight out of ten attempts . . .
 - *Attainable* – with 85% accuracy
 - *Relevant* – will complete linear equations at the tenth grade level
 - *Timely* – by August 2013
- *Kristan will complete linear equations at the tenth grade level with 85% accuracy in eight out of ten attempts by August 2013.*

Annual Goals

- **Not compliant**

- Kristan will earn 12 credits toward a high school diploma with grades of C or above.

- **Compliant**

- To develop skills that will support her post secondary goals, Kristan will solve linear, non-linear, and quadratic equations using mathematical skills and strategies to correctly solve mathematical problems on classroom assignments and quizzes 7 out of 10 times as reported by classroom teachers by 2/17/2013.

Annual Goals

- **Non-Compliant**

- Kristan will meet the 9th grade Indiana Academic Standards in Language Arts at 80% or better.

- **Compliant**

- Kristan will develop a multi-paragraph essay including an introduction, supporting paragraphs, and a conclusion with 75% accuracy by spring
- (from T. Grossi's Indiana Transition IEP Rubric)

Annual goals

- **Non-Compliant**-Kristan will obtain a score of 28 (50th percentile) on the 8th grade level M-Comp by spring.
- **Compliant**-Kristan will increase her reading level from a 50th percentile to a 75th percentile on the 8th grade level M-Comp by spring.
- (from T. Grossi's Indiana Transition IEP Rubric)

Non-Compliant

- Scott will identify 4 career areas he is interested in exploring through using O'Net.
- Sheri will transition into either a community program or access the community with supports from home.
- Jake will graduate with academic honors diploma.
- Kyle will get 1400 on his SAT.
- (from T. Grossi's Indiana Transition IEP Rubric)

Compliant

- In 8 of 10 attempts Kristan 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)
- Kristan will improve her ability to handle frustration 80% of the time by using her coping techniques and focusing on what is required as measured by less than 2 office discipline referrals per semester. (Employment, Education/Training, Independent Living)
- Given a calculator and a list of formulas to follow, Kristan will solve math problems using the correct steps 8 out of 10 times for six consecutive weeks. (Employment, Education/Training)
- Kristan will report to English and Math classes with all materials 5 out of 5 days per week. (Employment, Education/Training)
- While on the job site, Kristan will work on task 65% of the time (during a 45 minute period), with only 1 verbal prompt. (Employment) (from T. Grossi's Indiana Transition IEP Rubric)

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Indiana Secondary Transition Resource Center

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- Please sign up for Tuesday's Tips....in this week's tip you will receive the Indiana Transition IEP Rubric