

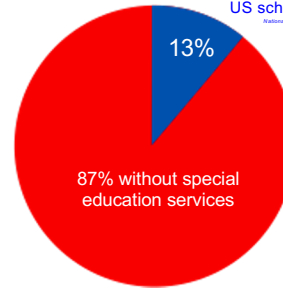
## Got AATAs? Can you justify your IEPs?

Lori Y. Peterson, Ph.D.  
University of Northern Colorado

Courage to Risk  
January 21, 2023

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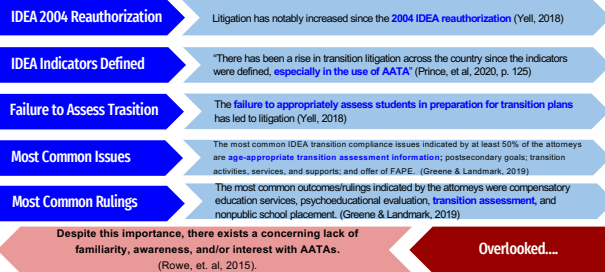
Students who receive special  
education services of the  
US school-age population  
National Center for Education Statistics, 2016



Yet, special education  
is the *most highly  
litigated* area in the field  
of education.  
Katepoulos, Coombs, Popayan, Ryan & Butler, 2016; Photos, et al, 2020, p. 120

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### Litigation Issues in Transition



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### TRANSITION ASSESSMENT CHECKLIST

Use this checklist to ensure assessments support a plan that is meaningful for the student's transition to adulthood and meets legal guidelines.

#### PLANNING FOR ASSESSMENT

- Assessments conducted and included in the IEP in the school year in which the student turns 15 or earlier if transition planning is deemed appropriate prior to age 15.
- Assessments must be "age appropriate" for the student's chronological age rather than developmental age.
- Assessments conducted for ALL students regardless of student's ability level. They may require adaptations to obtain meaningful data.
- Assessment data must include more than one measure.
- Assessment measures should take into consideration cultural and linguistic diversity.
- Assessment data must be comprehensive and address students' needs, strengths, preferences, and interests.
- Assessments must include more than observational data or a student interview.
- Assessments must include at least one formal in addition to informal measures.
- Assessments need to be conducted on an ongoing basis. Data is collected throughout the year.

#### ASSESSMENT IN THE IEP

- Assessment data collected over time is documented in the IEP.
- Assessment data should be written in a format that is jargon-free and easily understood by the student and their family.
- Assessment data must drive the plan beginning with postsecondary goals.
- A statement is included indicating the postsecondary goals were updated using current assessment data and provides a description of skill, knowledge, and behavior gaps.
- A clear link is present between assessment data, annual goals, course of study, and transition services.

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The Transition Assessment Checklist is based on legislation, litigation, NECTAC guidelines, and recommended practices extracted from these sources. Within IDEA 2004, Indicator 13 includes the need for age-appropriate transition assessments (AATAs). However, there has been an increase in litigation related transition litigation, including the use of AATA (Prince, et al, 2020). Despite their significance and increased federal focus, there exists a concerning lack of familiarity, awareness, and interest in age-appropriate transition assessment (Rumr, et al, 2019). The failure to appropriately assess students in preparation for transition plans led to litigation which has notably increased since the 2004 IDEA reauthorization (Yell, 2018).

Below is a description of the evidence to support each point on the checklist and recommendations for adjustments to personalize the checklist.

#### PLANNING FOR ASSESSMENT

- Assessments conducted and included in the IEP in the school year in which the student turns 15 or earlier if transition planning is deemed appropriate prior to age 15.
  - IDEA indicates that transition services to begin no later than the first IEP before a student's 16th birthday. However, the first IEP must be in place to begin a student's services earlier. 34 CFR 300.301 (b).
  - Transition planning, including assessment, may be based on age-appropriate assessment measures. If an IEP team needs to begin transition planning before it is required, the standards outlined in the IDEA still apply (OBER, 2013).
  - The age at which transition assessments need to be completed is dependent on IDEA guidelines. The checklist should be adjusted per IDEA guidelines.
- Assessments must be "age appropriate" for the student's chronological age rather than developmental age.
  - Although IDEA (2004) does not define what is meant by age-appropriate, an interpretation may be found in the NECTAC Indicator 13 FAQ, which was approved by OBER (NECTAC, 2016). Here, age-appropriate is defined as a student's chronological age and not their developmental age (Waltz, 2020).
- Assessments conducted for ALL students regardless of student's ability level. They may require adaptations to obtain meaningful data.
  - IDEA states that a transition-focused IEP must include appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills (IDEA, 2004). The requirements for postsecondary IEPs apply whether or not the student's skill levels related to training, education, and employment are age appropriate. In all cases, the IEP team must develop specific postsecondary goals for the student in light of the unique needs of the student as determined by

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## Planning for Assessment

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### Assessments Conducted and Included in the IEP in the School Year in which the Student Turns 15

- > IDEA indicates that transition services **to begin no later than the first IEP before a student's 16th birthday**; however, the act allows IEP teams to begin transition services earlier. 34 CFR 300.320 (b).
  - > Colorado ECEA rules exceed IDEA with an exception to 34 CFR § 300.320, the IEP content requirement for transition services begins with the first IEP developed **when the child is age 15, but no later than the end of 9th grade**, or earlier if deemed appropriate by the IEP Team, and updated annually, thereafter.
- > Transition planning including services must be based on age-appropriate transition assessment. If an IEP team elects to **begin transition planning before it is required**, the standards outlined in the IDEA still apply (OSERS, 2011).



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### Age Appropriate = Chronological Age

- > Although IDEA (2004) does not define what is meant by age-appropriate, an interpretation may be found in the NSTTAC Indicator 13 FAQ, which was approved by OSEP (NSTTAC, 2018). Here, **age-appropriate is defined as a student's chronological age and not their developmental age** (Wehmeyer, 2002).



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### Assessments must be Conducted for All Students

- ❖ Assessments conducted for **ALL** students regardless of student's ability level. They may require adaptations to obtain meaningful data.
  - > IDEA states that a transition-focused IEP must include appropriate **measurable postsecondary goals based upon age-appropriate transition assessments** related to training, education, employment, and, where appropriate, independent living skills (IDEA, 2004).
  - > The requirements for postsecondary IEP goals apply whether or not the student's skill levels related to training, education, and employment are age appropriate.
  - > In all cases, the IEP team must develop specific postsecondary goals for the student in light of the unique needs of the student as determined by age-appropriate transition assessments of the student's skills in these areas. (Andrew F. v. Douglas County School District, 2017).

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### Assessments Must be Conducted for All Students (cont.)

- > The fact that a student has **severe communication or cognitive deficits** does not excuse a district from conducting age-appropriate transition assessments. If a district finds itself struggling to evaluate the student, it should contact the SEA for assistance in selecting appropriate assessment tools (Student with a Disability v. Montana State Educational Agency, 2013).
- > Student **ability levels** may facilitate the need for adaptations to age-appropriate assessments in order to obtain meaningful data at their chronological age (NSTTAC, 2022).



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### Assessment Data must Include More than One Measure

- ❖ Assessment data must include more than one measure.
  - > Although IDEA **does not mandate any particular transition assessment, one student interview alone is insufficient**. The need for appropriate transition assessments in IEP development and adequate transition services can **prevent "educational harm"** to the student (S.G.W. v. Eugene Sch. Dist., 2017).
  - > Although the IDEA (2004) mandate regarding age-appropriate is left open to interpretation, **one age-appropriate transition assessment is not enough to meet the federal mandate to satisfy FAPE** (Neubert & Laconte, 2013).

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### Assessments Should Consider Cultural and Linguistic Diversity

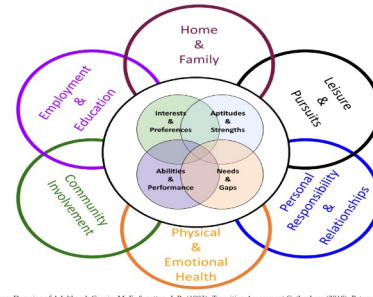
- ❖ Assessment measures should take into consideration cultural and linguistic diversity. (*DCDT, 2018*).
  - *Diana v. State Board of Education (C-70-37 RFP, N.D. Cal., 1970)*
    - Students must be tested in their own language.
    - More than one measure must be used.

- ❖ "Lower test scores for minorities may reflect only intimidation and difficulty in the communication process, not lower ability." (Reynolds et al., 2021).



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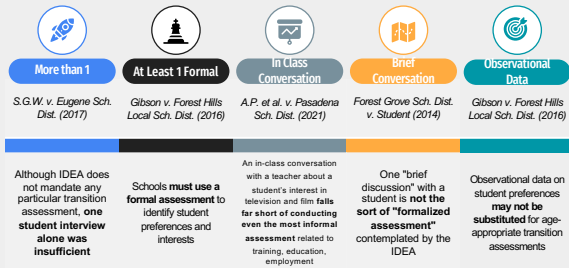
Assessment data must be comprehensive and address students' needs, strengths, preferences, and interests.



Adapted from Domains of Adulthood: Cumis, M. S. & Simon, J. B. (1993). Transition Assessment Guidelines (2018). Pearson & Ward (2020).

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Assessments must include more than observational data, a conversation, or a student interview



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Data Collected Throughout the Year

- *IDEA indicates transition related assessments be conducted on an annual basis with the requirement that postsecondary goals are updated annually using age-appropriate transition assessments. However, the Endrew v. Douglas County School District (2017) stated "de minimis" was not enough to address educational benefit.*



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### Assessment in the IEP



Keep a Historical Record of Transition Assessment Data

- Data collected over time is documented in the IEP
- Evidence that postsecondary goals are updated annually



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### Written in Jargon-Free Language

- ❖ Assessment data should be written in a format that is jargon-free and easily understood by the student and their family (*DCDT, 2018*).
- Some parents want feedback that is general. They can be "intimidated by technical terms and quantitative data" (*Geva et al., 2014*)



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### Assessment Data Must Drive the Plan Beginning with Postsecondary Goals

- Age-appropriate transition assessment data must link to a student's IEP goals and services (*Somberg v. Utica Community Schools, 2017*).
- Student's transition needs and PSGs must be used as the impetus for the development of the entire IEP (*Flannery & Hellemn, 2014*).



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### A Statement is Needed

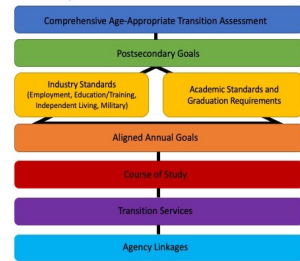
- The IEP should include a statement that indicates the postsecondary goals are updated annually by linking transition assessment data to the appropriateness of the postsecondary goals and discussing the student's needs that close the skill, knowledge, and behavior gaps (*NSTTAC, 2012*).



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### Clear Link to Data

#### Aligned Transition Focused IEP Flow Chart



L. Y. Peterson, 2019

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### Transition IEP Components

Drake Hampton  
Senior  
Other Health Impairment  
DOB: 1/14/2004

#### Postsecondary Goals

**Education/Training:** After graduation from high school, Drake will enroll in and attend the Electrical certificate program at the local community college.

**Employment:** After graduation from high school, Drake will serve as a helper with a local Electrician while attending the Electrical Certificate program.

**Independent Living:** Based on his current IEP assessment data, Drake has the skills necessary to live independently.

#### Aligned Annual Goal and Objectives

**Goal:** In order for Drake to attend the Electrical Certificate program, He will score a 17 on the Reading portion of the ACT (a Reading score of 17 is the minimum requirement for entrance into the program).

#### Objectives:

When given a 10th grade level non-fiction passage, Drake will demonstrate 40th percentile comprehension performance on a formal annual achievement assessment. (currently 24th percentile)

When given three 10th grade level social science passages, Drake will integrate information from all passages to answer 8 inferential comprehension questions with 100% accuracy on 3 consecutive sessions (currently 50% accuracy)

#### Aligned Course of Study

During his senior year, Drake will take courses necessary to complete the required credits for graduation, including summer credit recovery courses. In addition, Drake will take a senior intervention reading course to improve his reading comprehension skills. In addition, Drake will take a course where to support his interest in electrical components.

#### Transition Services

The general education teacher will provide Drake with direct instruction in reading comprehension, including identification of details and answering inferential questions. The school psychologist will provide Drake instruction in self-regulation strategies and advocacy in order for Drake to monitor his in-class engagement and attendance and advocate for support when he is overwhelmed. The general education teacher will provide Drake with strategies to organize and process new class content.

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#### Postsecondary Goals Updated Annually

Based on the academic and career assessments, Drake's goals to attend an electrical education program and apprentice as an electrician helper are attainable and realistic. Drake will need to continue to increase his reading comprehension skills. These skills will enable him to experience success in college classes and later as an electrician. As indicated by his current assessments, Drake has the skills to live independently and does not require an independent living postsecondary goal.

#### 2022-2023 Transition Assessment:

Assessment Strategy or Tool	Administrated and/or Interpreted By	Date Completed
Attendance File Review	Ms. Bond	9/30/2022
ACT	Ms. Corbett	9/20/2022
ONSET Interest Profile	Ms. Corbett	10/24/2022
Transition Planning Inventory - 2nd Edition	Ms. Corbett	10/13/2022

Even in his senior year of high school Drake continues to exhibit disengagement in academics except for the social aspects of school. Drake has a low grade point at school, making school a place of connection where he feels he has some freedom and is in control without parental supervision. The school continues to be increasingly difficult as identified by Drake's comments that he is "not" getting current classes, but understanding the education and postsecondary barriers (e.g., college) however, Drake can hold employment for an extended period of time as demonstrated by his current plan where he has had for over one year. Drake enjoys working because of the hands-on activities, the ability to work independently, leadership abilities, and the reward of a paycheck on a bi-weekly basis. The administration has informed Drake that his current path of lack of attendance will not lead him to graduate in May with his peers. He will be taking summer credit recovery courses and possibly graduate in June.

#### 2022 School Year Attendance as of 10/24/22:

Full Semester: 9/20/22 - 10/24/22 (63 total instructional days)
Total Absences for Block Class: 72 classes
Total Tardies from Block Class: 31 classes

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Present indicators including grades and attendance are of concern right now. Data regarding Drake's present attendance and grades are reflective of those completed by the school psychologist and his case manager. The assessment results will be taken into consideration with additional information to determine continued eligibility for special education services.

Currently, Drake has 21 credits towards graduation, most of which came from credit recovery over the past three years. He needs five more credits to graduate in May 2023. Drake needs to pass his classes for the Spring 2023 semester and complete his three remaining classes for credit recovery during the summer.

**ACT:** The ACT (American College Testing) is the leading US college admissions test, measuring what you learn in high school to determine your academic readiness for college. The ACT is a college readiness assessment that is a standardized test for high school achievement and college admissions in the United States. The ACT assessment measures high school students' general educational development. The ACT includes four multiple-choice tests: English, Math, Reading, and Science. The ACT states that its scores provide an indicator of "college readiness," and that scores in each of the subjects correspond to a table to select a college course in English, algebra, social science, humanities, and biology. The assessment of students' skills in the four subject areas will reflect a big difference in subject and content. The information from the test results can help clarify student goals and plans for the future—including a college.

Drake did not take the ACT Assessment in September 2022. He thought the test was a waste of time and would be of use to him in the near future. At his parent teacher conference in the fall semester, Drake was informed that he would need to take the College Entrance Exam in order to attend local community college.

**ONET Interest Profile:** Drake completed the ONET Interest Profile in October 2022 as part of his intervention class. The profile can help you find out what your interests are and how they relate to the world of work. The ONET Interest Profile helps you decide what kinds of careers you might want to explore. Drake's highest interest areas were Entering, Communicable, and Realistic. These interests align with Drake's desire to become a businessman and owning his own business. Drake also completed his survey his experiences. His current survey indicates growth in all areas except for Entrepreneurship which continues to remain strong.

**Realistic:**  
Four score: 36  
People with **Realistic** interests like work that includes practical, hands-on problems and answers. Often people with **Realistic** interests do not like careers that involve paperwork or working closely with others. They like:  
• Working with objects and things  
• Real-world materials like wood, tools, and machinery  
• Outside work

**Investigative:**  
Four score: 21  
People with **Investigative** interests like work that has to do with ideas and thinking rather than physical activity or helping people. They like:

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Drake, Lillian, Anthony, Heidi, and Interpersonal Relationships. Drake did not complete the Student Performance and Interest and Transition Planning Inventory survey that was attached to the IEP. It is by stating that completing the form was "a waste of time."

Drake's mother, Gailly, completed the IEP 2 Home Rating Form. She sees Drake as having strong skills in the areas of Employment Knowledge and Skills, Independent Living, Personal Responsibility, and Learning Skills. Drake's current Interpersonal Relationships Inventory of concern were Further Education and Training, Functional Communication, Community Involvement and Usage, and Self-Determination. Drake's own completed the parent consent form indicating that she would like Drake to attend a 2-year community college after high school, possibly Pennsylvania Community College. She would like to see him working in the area of business. She hopes Drake will be supporting himself financially after high school by working full-time and possibly part-time while in school. Drake will be able to live at home while in college and/or continue to live independently. She sees Drake continuing to play hockey in an adult league and remaining an active member of the church.

**2021-2022 Transition Assessment (Historical Data)**

Assessment Strategy or Tool	Administered and/or Interpreted By	Date Completed
College Survival Success Scale	Mr. Corbett	9/1/2021
Assistance 190 Review	Mr. Nigal	9/1/2021
AIR Self-Determination Scale	Mr. Kesting	10/15/2021
School Attitude Assessment Survey	Mr. Kesting	10/20/2021

Drake has indicated through several conversations with his case manager and district transition specialist that he is unclear about he would like to pursue after high school but may possibly attend a local community college. However, he has talked about becoming an electrician but neither option interest him. Drake knows that he wants to be successful as whatever he does. During his meeting, Drake indicated that he would like to attend a community college and obtain a degree in business/marketing.

**College Survival Success Scale - CSSS:**  
The College Survival and Success Scale (CSSS) was administered to Drake in September 2021. The inventory was administered because one of his past school goals is to attend college to obtain a degree in business management and marketing. Currently Drake is struggling with regular attendance, time management, and academic learning. The completion of the survey happened over several class periods because Drake felt that this survey was unnecessary. The CSSS is about identifying the skills and attitudes necessary to be a successful college student. The inventory consists of a series of statements about things that a successful person would do or would not do in a college or university setting. To be successful in college, students need positive academic habits as well as good personal, interpersonal, social, and resource

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Is it okay if we locate information on the transition assessment somewhere other than within the IEP document?

**Yes, concerning transition assessment information, evidence may be gathered from other components of a student's file for each postsecondary goal stated in an IEP. It may also be recorded in the section for Present Level of Academic and Functional Performance or in a section designated for recording assessment information. Your State's Education Agency and Local Education Agency should be able to provide guidance on where to find and document this information.**

(NTACT, 2018)

**NTACT THE COLLABORATIVE** National Technical Assistance Center on Transition

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Does the mandate that parental consent is required for all evaluations that are specific to an individual include transition assessment?

**No, Transition assessment in no way affects a student's eligibility for services, which is the mandate for parental consent and evaluation. Second, transition assessment is akin gathering other measures of student performance (homework, classwork, quizzes, reading measures) for curricular and program planning, which teachers complete with students without parental consent on a regular basis. Finally, transition assessments are ongoing and multifaceted and a requirement of parental consent each and every time you do such is also unreasonable. (NTACT, 2018)**

**NTACT THE COLLABORATIVE** National Technical Assistance Center on Transition

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QUESTIONS

Evaluation

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# TRANSITION ASSESSMENT CHECKLIST

Use this checklist to ensure assessments support a plan that is meaningful for the student's transition to adulthood and meets legal guidelines.

## PLANNING FOR ASSESSMENT

- ☐ Assessments conducted and included in the IEP in the school year in which the student turns 15 or earlier if transition planning is deemed appropriate prior to age 15.
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- ☐ Assessment data must include more than one measure.
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- ☐ Assessment data must be comprehensive and address students' needs, strengths, preferences, and interests.
- ☐ Assessments must include more than observational data or a student interview.
- ☐ Assessments must include at least one formal in addition to informal measures.
- ☐ Assessments need to be conducted on an ongoing basis. Data is collected throughout the year.

*"Transition Assessment can no longer just MEET IDEA requirements; they must EXCEED to address the student's postsecondary needs and comply with legal and litigation guidelines."*

## ASSESSMENT IN THE IEP

- ☐ Assessment data collected over time is documented in the IEP.
- ☐ Assessment data should be written in a format that is jargon free and easily understood by the student and their family.
- ☐ Assessment data must drive the plan beginning with postsecondary goals.
- ☐ A statement is included indicating the postsecondary goals were updated using current assessment data and provides a description of skill, knowledge, and behavior gaps.
- ☐ A clear link is present between assessment data, annual goals, course of study, and transition services.

# TRANSITION ASSESSMENT CHECKLIST

The Transition Assessment Checklist is based on legislation, litigation, NTACT-C guidelines, and recommended practices surmised from these sources. Within IDEA 2004, Indicator 13 includes the need for age-appropriate transition assessments (AATA); however, there has been an increase in indicator-related transition litigation including the use of AATA (Prince, et al. 2020). Despite their importance and increased federal focus, there exists a concerning lack of familiarity, awareness, and interest in age-appropriate transition assessment (Rowe, et al., 2015). The failure to appropriately assess students in preparation for transition plans led to litigation which has notably increased since the 2004 IDEA reauthorization (Yell, 2018).

Below is a description of the evidence to support each point on the checklist and recommendations for adjustments to personalize the checklist.

## PLANNING FOR ASSESSMENT

- ❖ Assessments conducted and included in the IEP in the school year in which the student turns 15 or earlier if transition planning is deemed appropriate prior to age 15.
  - *IDEA indicates that transition services to begin no later than the first IEP before a student's 16th birthday; however, the act allows IEP teams to begin transition services earlier. 34 CFR 300.320 (b).*
    - *Colorado ECEA rules exceed IDEA with an exception to 34 CFR § 300.320, the IEP content requirement for transition services begins with the first IEP developed when the child is age 15, but no later than the end of 9th grade, or earlier if deemed appropriate by the IEP Team, and updated annually, thereafter.*
  - *Transition planning including services must be based on age-appropriate transition assessment. If an IEP team elects to begin transition planning before it is required, the standards outlined in the IDEA still apply (OSERS, 2011).*
  - *The age at which transition assessments need to be completed is dependent on SEA guidelines. The checklist should be adjusted per SEA guidelines.*
- ❖ Assessments must be “age appropriate” for the student’s chronological age rather than developmental age.
  - *Although IDEA (2004) does not define what is meant by age-appropriate, an interpretation may be found in the NSTTAC Indicator 13 FAQ, which was approved by OSEP (NSTTAC, 2018). Here, age-appropriate is defined as a student’s chronological age and not their developmental age (Wehmeyer, 2002).*
- ❖ Assessments conducted for ALL students regardless of student’s ability level. They may require adaptations to obtain meaningful data.
  - *IDEA states that a transition-focused IEP must include appropriate measurable postsecondary goals based upon age-appropriate transition assessments related*

- to training, education, employment, and, where appropriate, independent living skills (IDEA, 2004). The requirements for postsecondary IEP goals apply whether or not the student's skill levels related to training, education, and employment are age appropriate. In all cases, the IEP team must develop specific postsecondary goals for the student in light of the unique needs of the student as determined by age-appropriate transition assessments of the student's skills in these areas. (Endrew F. v. Douglas County School District, 2017).*
- *The fact that a student has severe communication or cognitive deficits does not excuse a district from conducting age-appropriate transition assessments. If a district finds itself struggling to evaluate the student, it should contact the SEA for assistance in selecting appropriate assessment tools (Student with a Disability v. Montana State Educational Agency, 2013).*
  - *Student ability levels may facilitate the need for adaptations to age-appropriate assessments in order to obtain meaningful data at their chronological age (NSTTAC, 2022).*
- ❖ *Assessment data must include more than one measure.*
    - *Although IDEA does not mandate any particular transition assessment, one student interview alone is insufficient. The need for appropriate transition assessments in IEP development and adequate transition services can prevent “educational harm” to the student (S.G.W. v. Eugene Sch. Dist., 2017).*
    - *Although the IDEA (2004) mandate regarding age-appropriate is left open to interpretation, one age-appropriate transition assessment is not enough to meet the federal mandate to satisfy FAPE (Neubert & Laconte, 2013).*
  - ❖ *Assessment measures should take into consideration cultural and linguistic diversity. (DCDT, 2018).*
  - ❖ *Assessment data must be comprehensive and address students' needs, strengths, preferences, and interests.*
    - *Assessments must be comprehensive and include the student's needs, strengths, preferences, or interests (Gibson v. Forest Hills Local School District, 2016).*
    - *Comprehensive transition-related assessment data should measure student performance across the domains of adulthood (Cronin & Patton, 1993).*
  - ❖ *Assessments must include more than observational data or a student interview.*
    - *Although IDEA does not mandate any particular transition assessment, one student interview alone was insufficient (Forest Grove Sch. Dist. v. Student, 2014).*
    - *Observational data on student preferences may not be substituted for age-appropriate transition assessments. Informal assessment alone is not enough to identify transition-related preferences (Gibson v. Forest Hills Local School District, 2016).*
  - ❖ *Assessments must include one formal in addition to informal measures*
    - *Schools must use a formal assessment to identify student preferences and interests (Gibson v. Forest Hills Local School District, 2016).*



- ❖ Assessments need to be conducted on an ongoing basis. Data is collected throughout the year.
  - *IDEA indicates transition-related assessments be conducted on an annual basis with the requirement that postsecondary goals are updated annually using age-appropriate transition assessments. However, the Endrew v. Douglas County School District (2017) stated “de minimis” was not enough to address educational benefit.*

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## ASSESSMENT IN THE IEP

- ❖ Assessment data collected over time is documented in the IEP.
  - *IDEA indicates transition-related assessments be conducted on an annual basis with the requirement that postsecondary goals are updated annually using age-appropriate transition assessments. However, the Endrew v. Douglas County School District (2017) stated “de minimis” was not enough to address educational benefit.*
- ❖ Assessment data should be written in a format that is jargon-free and easily understood by the student and their family (DCDT, 2018).
- ❖ Assessment data must drive the plan beginning with postsecondary goals.
  - *Age-appropriate transition assessment data must link to a student’s IEP goals and services (Somberg v. Utica Community Schools, 2017).*
- ❖ A statement is included indicating the postsecondary goals were updated using current assessment data and provides a description of skill, knowledge, and behavior gaps.
  - *The IEP should include a statement that indicates the postsecondary goals are updated annually by linking transition assessment data to the appropriateness of the postsecondary goals and discussing the student’s needs that close the skill, knowledge and behavior gaps (NSTTAC, 2012).*
- ❖ A clear link is present between assessment data, annual goals, course of study, and transition services (Peterson, 2020).

# Transition IEP Components

Drake Hampton  
Senior  
Other Health Impairment  
DOB: 1/16/2004

## Postsecondary Goals

Education/Training: After graduation from high school, Drake will enroll in and attend the Electrical certificate program at the local community college.

Employment: After graduation from high school, Drake will intern as a helper with a local Electrician while attending the Electrical Certificate program.

Independent Living: Based on his current TPI assessment data, Drake has the skills necessary to live independently.

## Aligned Annual Goal and Objectives

Goal:

In order for Drake to attend the Electrical Certificate program, He will score a 17 on the Reading portion of the ACT (a Reading score of 17 is the minimum requirement for entrance into the program).

Objectives:

When given a 10th-grade level non-fiction passage, Drake will demonstrate 40th percentile comprehension performance on a formal normal-referenced assessment. (currently 24th percentile).

When given three 10th-grade level social science passages, Drake will integrate information from all passages to answer 6 inferential comprehension questions with 100% accuracy on 3 consecutive quizzes (baseline 50% accuracy).

## Aligned Course of Study

During his senior year, Drake will take courses necessary to complete the required credits for graduation, including summer credit recovery courses. In addition, Drake will take a senior intervention reading course to improve his reading comprehension skills. In addition, Drake will take a robotics elective to support his interests in electrical components.

## Transition Services

The special education teacher will provide Drake with direct instruction in reading comprehension, including identification of details and processing inferential questions. The school psychologist will provide Drake instruction in self-regulation strategies and advocacy in order for Drake to monitor his in-class engagement and attendance and advocate for himself when he is overwhelmed. The general education teachers will provide Drake with strategies to organize and process new class content.

## Postsecondary Goals Updated Annually

Based on the academic and career assessments, Drake's goals to attend an electrician education program and apprentice as an electrician helper are attainable and realistic. Drake will need to continue to increase his reading comprehension skills. These skills will enable him to experience success in college classes and later as an electrician. As indicated by his current assessments, Drake has the skills to live independently and does not require an independent living postsecondary goal.

### 2022-2023 Transition Assessment:

Assessment Strategy or Tool	Administered and/or Interpreted By	Date Completed
Attendance File Review	Mrs. Rand	9/26/2022
ACT	Mr. Corbett	9/20/2022
O*NET Interest Profiler	Mr. Corbett	10/24/2022
Transition Planning Inventory – 2 <sup>nd</sup> Edition	Ms. Corbett	10/11/2022

Even in his senior year of high school Drake continues to exhibit disengagement in academics except for the social aspects of school. Drake has a few good friends at school, making school a place of connection where he feels he has some freedom and is in control without parental supervision. The school continues to be increasingly difficult as identified by Drake's comments that he is "lost" during content delivery, thus undermining his education and postsecondary success (i.e. college). However, Drake can hold employment for an extended period of time as demonstrated by his current job which he has had for over two years. Drake enjoys working because of the hands-on activities, the ability to work independently, leadership abilities, and the reward of a paycheck on a bi-weekly basis. The administration has informed Drake that his current path of lack of attendance will not lead him to graduate in May with his peers. He will be taking summer credit recovery courses and possibly graduate in June.

### 2022 School Year Attendance as of 10/24/22:

<u>Fall Semester: 8/20/22– 10/6/22 (83 total instructional days)</u>
Total Absences for Block Class: 72 classes
Total Tardies from Block Class: 31 classes

Present indicators including grades and attendance are of concern right now. Data regarding Drake's present attendance and grades are reflective of those compiled by the school psychologist and his case manager. The assessment results will be taken into consideration with additional information to determine continued eligibility for special education services.

Currently, Drake has 21 credits towards graduation, most of which came from credit recovery over the past three years. He needs five more credits to graduate in May 2023. Drake needs to pass all his classes for the Spring 2023 semester and complete his three remaining classes for credit recovery during the summer.

#### **ACT:**

The ACT® (American College Testing) is the leading US college admissions test, measuring what you learn in high school to determine your academic readiness for college. The ACT is a college readiness assessment that is a standardized test for high school achievement and college admissions in the United States. The ACT assessment measures high school students' general educational development. The ACT includes four multiple-choice tests: English, Math, Reading, and Science. The ACT states that its scores provide an indicator of "college readiness," and that scores in each of the subtests correspond to skills in entry-level college courses in English, algebra, social science, humanities, and biology. The assessment of a student's skills in the four subject areas will make a big difference—in school and career. The information from the test results can help clarify student goals and plans for the future—including a college.

Drake did not take the ACT Assessment in September 2022. He thought the test was a waste of time and would be of no use to him in the near future. At his parent teacher conference in the fall semester, Drake was informed that he would need to take the College Entrance Exam in order to attend local community college.

#### **O\*NET Interest Profiler:**

Drake completed the **O\*NET Interest Profiler** in October 2022 as part of his intervention class. The profiler can help you find out what your interests are and how they relate to the world of work. The **O\*NET Interest Profiler** helps you decide what kinds of careers you might want to explore. Drake's highest interest areas were Enterprising, Conventional, and Realistic. These interests directly align with Drake's desire to become a businessman and owning his own business. Drake also completed this survey his sophomore. His current survey indicates growth in all areas except for Enterprising which continues to remain strong.

#### **Realistic**

Your score: 36

People with **Realistic** interests like work that includes practical, hands-on problems and answers. Often people with **Realistic** interests do not like careers that involve paperwork or working closely with others. They like:

- Working with plants and animals
- Real-world materials like wood, tools, and machinery
- Outside work

#### **Investigative**

Your score: 21

People with **Investigative** interests like work that has to do with ideas and thinking rather than physical activity or leading people. They like:

- Searching for facts
- Figuring out problems

### **Artistic**

Your score: 20

People with **Artistic** interests like work that deals with the artistic side of things, such as acting, music, art, and design. They like:

- Creativity in their work
- Work that can be done without following a set of rules

### **Social**

Your score: 23

People with **Social** interests like working with others to help them learn and grow. They like working with people more than working with objects, machines, or information. They like:

- Teaching
- Giving advice
- Helping and being of service to people

### **Enterprising**

Your score: 26

People with **Enterprising** interests like work that has to do with starting up and carrying out business projects. These people like taking action rather than thinking about things. They like:

- Persuading and leading people
- Making decisions
- Taking risks for profits

### **Conventional**

Your score: 28

People with **Conventional** interests like work that follows set procedures and routines. They prefer working with information and paying attention to details rather than working with ideas. They like:

- Working with clear rules
- Following a strong leader

### **Your interest results:**

Realistic 36

Investigative 21

Artistic 20

Social 23

Enterprising 26

Conventional 28

### **Transition Planning Inventory, 2nd Edition:**

Drake's case manager administered the **Transition Planning Inventory, 2nd Edition (TPI-2) Student Rating Form** to Drake on 10/11/2022. The purpose of the TPI-2 is to help students plan for the future based on strengths, interests, preferences, and the need for learning. The TPI-2 will identify the student's knowledge and skills, preferences, and things they need to learn to help them prepare for the next steps in their future. Drake continues to have perceived strengths in all domains covered by the TPI-2: Career Choice and Planning, Employment Knowledge and Skills, Further Education and Training, Functional Communication, Self-Determination, Independent Living, Personal Money Management, Community Involvement and

Usage, Leisure Activities, Health, and Interpersonal Relationships.

Drake did refuse to complete the Student Preferences and Interests and Transition Planning Inventory surveys that were attached to the TPI-2 by stating that completing the forms was "a waste of time."

Drake's mother, Gabby, completed the **TPI-2 Home Rating Form**. She sees Drake as having strengths in the areas of Employment Knowledge and Skills, Independent Living, Personal Money Management, Leisure Activities, Health, and Interpersonal Relationships. Areas of concern were Further Education and Training, Functional Communication, Community Involvement and Usage, and Self-Determination. Drake's mom completed the parent interest form indicating that she would like Drake to attend a 2-year community college after high school, possibly Farmington Community College. She would like to see him working in the area of business. She hopes Drake will be supporting himself financially after high school by working full-time and possibly part-time while in school. Drake will be able to live at home while in college and/or until he is financially able to live independently. She sees Drake continuing to play hockey in an adult league and remaining an active member of the church.

#### **2021-2022 Transition Assessment (Historical Data)**

<b>Assessment Strategy or Tool</b>	<b>Administered and/or Interpreted By</b>	<b>Date Completed</b>
College Survival Success Scale	Mr. Corbett	9/1/2021
Attendance File Review	Mrs. Rand	9/10/2021
AIR Self-Determination Scale	Ms. Kesting	10/15/2021
School Attitude Assessment Survey	Ms. Kesting	10/20/2021

Drake has indicated through several conversations with his case manager and district transition specialist that he is unclear what he would like to pursue after high school but may possibly attend a local community college. However, he has talked about becoming an electrician but waffles when asked about his future. Drake knows that he wants to be successful at whatever he does. During his meeting, Drake indicated that he would like to attend a community college and obtain a degree in business/marketing.

#### **College Survival Success Scale - CSSS:**

The **College Survival and Success Scale (CSSS)** was administered to Drake in September 2021. This inventory was administered because one of his post-school goals is to attend college to obtain a degree in business management and marketing. Currently Drake is struggling with regular attendance, time management, and academic fluency. The completion of this survey happened over several class periods because Drake felt that this survey was unnecessary. The CSSS is about identifying the skills and attitudes necessary to be an excellent college student. The inventory consists of a series of statements about things that a successful person would do or would not do in a college or university setting. To be successful in college, students need positive academic habits as well as good personal, interpersonal, social, and resource-



management skills. The CSSS is designed to help students identify their most effective and least effective college survival and skills. The scale is measured from 12-48 points.

- A score from 12-23 are **Low**, indicating students need to be more proactive and do more to both survive and succeed in college
- A score from 24-36 are **Average**, indicating students are probably doing enough to survive, but need more to be proactive and do more to succeed in college.
- Scores from 37-48 are **High**, indicating a student would probably be proactive and doing the things that are necessary to both survive and succeed in college.

Drake's dimension scores are in the low range, indicating that he will need to be more proactive and to do more to complete the things necessary to both survive and succeed in college.

However, these scores do reflect his current academic status and progress.

- Commitment to Education: 15
- Self- and Resource Management Skills: 15
- Interpersonal and Social Skills: 14
- Academic Success Skills: 17
- Career Planning Skills: 15

### **Attendance File Review**

Present indicators, including grades and attendance, are of concern right now. Data regarding Drake's present attendance and grades are reflective of those compiled by the school psychologist and his case manager.

<u>Spring Semester: 1/7/22 – Present (88 total instructional days)</u>
Total Absences for Block Class: 50
Total Tardies from Block Class: 11

### **AIR Self-Determination Scale:**

The main purpose of the **AIR Self-Determination Scale** is to provide an easy-to-use tool to assess and develop strategies for improving a student's level of self-determination. Teachers, students, parents, and counselors working with students with diverse disabilities can use the results of the scale to assess and develop a profile of the student's level of self-determination, identify areas of strength and areas needing improvement, identify specific educational goals, and develop strategies to build the student's capacities and opportunities to become more self-determined and better prepared for a maximally independent life. Drake and his case manager completed this scale. Drake rated his level of self-determination around 62% while his case manager ranked him slightly higher at 66%. Drake needs to continue to work on his self-determination.

### **School Attitude Assessment Survey:**

Drake completed the **School Attitude Assessment Survey** in October 2021. His attitude towards school, his teachers, and his classes has diminished over the past several years to the point where anxiety is skyrocketed to avoidance and lack of attendance. Drake does struggle with his academics due to his inability to organize and maintain, anxiety, and lack of ability to control his ADHD on his own. He responded "Strongly Disagree" to the statements: My classes

are interesting. He responded "Disagree" to the following: I am capable of getting straight A's. Finally, he responded "Slightly Disagree" to the statement: I am glad I go to this school, This is a good school. I work hard at school, This school is a good match for me, School is easy for me, I like my teachers, I want to get good grades, My teachers make learning interesting, My teachers care about me, Doing well in school is important for my future career goals, I like this school, I can grasp complex concepts in school, Doing well in school is one of my goals, I am proud of this school, I complete my school work regularly, It's important to get good grades in school, I want to do my best in school, It is important for me to do well in school, spend a lot of time on my schoolwork, I put a lot of effort into my schoolwork, and I concentrate on my schoolwork. Drake finished out fall semester with a GPA of 0.0 due to either failure of class or withdrawing from the class.

## 2020-2021 Transition Assessment (Historical Data)

Assessment Strategy or Tool	Administered and/or Interpreted By	Date Completed
Informal Interview	Mrs. Silver	9/6/2020
Transition Planning Inventory- 2 <sup>nd</sup> Edition	Mrs. Silver	9/25/2020
Barriers to Employment Success Inventory	Mrs. Silver	10/19/2020
AIR Self-Determination Scale	Ms. Bardoe	9/30/2020
Grade and Attendance Review	Ms. Bardoe	10/11/2020

### Informal Interview:

After reviewing all the data, the Transition Specialist met with Drake on September 6, 2020, to further discuss his post-school goals. Drake has now decided he does not want to go into dentistry. When asked what he would like to do now, he responded by becoming a Sports Lawyer or an Electrician. There was a discussion with Drake regarding how much he didn't like school and what would be the more realistic occupation; he decided on an Electrician. Since this interview, Drake has changed his mind twice about what he would like to do. He is very unmotivated or concerned about his academics or plans for his future. The only thing Drake shows great passion for is hockey.

On Nov 21, 2020, Drake posted this Post-School goal on Naviance as part of his ICAP (Individual Career and Education Plan). He added the comment, "I want to play college hockey and be able to have a good-paying job." Drake completed a **Game Plan** survey on Naviance as part of his ICAP on November 21, 2020. Drake's answers were varied. For a general goal, after he graduates, he responded, "Employment". In response to two occupational areas that relate to your planned college major, he selected Dental Health and Business Management. Drake then responded "No" to the question as to whether he was going to college. However, he is interested in participating in varsity sports, hockey, and tennis.

**Transition Planning Inventory, 2<sup>nd</sup> Edition:**

The Transition Specialist administered the **Transition Planning Inventory, 2<sup>nd</sup> Edition (TPI-2)** to Drake in February 2020. The purpose of the TPI-2 is to help students plan for their future based on their strengths, interests, preferences, and needs for learning. The TPI will identify the student's knowledge and skills, their preferences, and things they need to learn to help them prepare for the next steps in their future. Drake has perceived strengths in all domains covered by the TPI-2; Career Choice and Planning, Employment Knowledge and Skills, Further Education and Training, Functional Communication, Self-Determination, Independent Living, Personal Money Management, Community Involvement and Usage, Leisure Activities, Health, and Interpersonal Relationships. Drake plans on playing Division I hockey after he graduates. Job interest at this time is an orthodontist. Drake does not feel he has a disability, and therefore it won't affect his life. His mother completed the **TPI-2 Home Rating Form**. She sees Drake as having strengths in the areas of Career Planning, Self-Determination (with the exception of being able to explain how his disability affects his life and knowing what he needs to do to reach his goals), Independent Living, Personal Money Management, Community Involvement, and Usage, Leisure Activities, Health, and Interpersonal Relationships. Areas of concern were Further Education and Training and Functional Communication. "Not appropriate" was marked for Employment Knowledge. His parents plan on him going to college after he graduates and becoming a teacher or owning his own business. There is a definite difference in career pathways expressed by parents and Drake. Further exploration will need to be completed. Drake's parents would like to see the school help him in the next two-three years with the organization and follow through on assignments to better increase his grades for college. They would also like him to have help with study skills so he can do better.

**Barriers to Employment Success Inventory:**

Because Drake has indicated he would like to work as an electrician, he completed the **Barriers to Employment Success Inventory (BESI)** as part of his intervention class in September 2020. BESI is an assessment designed to help you identify obstacles that may keep you from getting a good job or from getting ahead in your career. It presents 50 statements and asks you to decide whether they are or are not of concern to you. This will help you identify major barriers to success in your job search or career. BESI will then recommend ways to overcome these barriers. Based on Drake's responses, scores indicate that he has more barriers than most adults in all categories: Personal and Financial, Emotional and Physical, Career Decision-Making, Job-Seeking Knowledge, and Training and Education. Drake would benefit from taking an ACE (Alternative Cooperative Education) course before he graduates to address these barriers.

**AIR Self-Determination Scale:**

Drake completed the **AIR Self-Determination Scale** in September 2020, as part of his intervention class. The main purpose of the AIR Self-Determination Scale is to provide an easy-to-use tool to assess and develop strategies for improving a student's level of self-determination. Teachers, students, parents, and counselors working with students with diverse disabilities can use the results of the scale to; assess and develop a profile of the student's level of self-determination, identify areas of strength and areas needing improvement, identify specific educational goals, and develop strategies to build the student's capacities and opportunities to become more self-determined and better prepared for a maximally independent life. Drake's overall Level of Self-Determination on the scale at this time was a little over sixty percent. Drake will need to increase his level of self-determination in order to be successful in the academic and work setting. Currently, his GPA is 0.909, and he is failing five of his eight courses (all academics). He is passing P.E. and Aquatics.

**Review of Attendance and Grades:**

Drake failed 10th grade English A, Earth & Space Science A, and Everyday Algebra first semester and is currently failing 9th English B, Earth & Space B, Health and Teen Choices, and World Geography. This does not align with his post-secondary goal of continuing on to college and playing hockey at the D1 level. Drake will need to make up these credits either by attending summer school or taking on-line credit recovery courses. Attendance is not a concern at this time.