

In this document, you will find a variety of case scenarios for students in high school. Each case example describes a student with different strengths, abilities, needs and desires. All these students are required to have a transition component to their IEP to include measurable post-secondary and annual goals. Check out each example for ideas on how to write goals in education, employment, and independent living and to learn about framing the transition services, activities, and coursework that each student needs to meet their post-school goals and desires.

### Transition IEP Case Example (Janelle)

**Meet Janelle:** Janelle is 14 years old. She has an intellectual disability and language impairment. Janelle is included in general education classes with support for art, music, science, and history. She receives math and reading instruction in a self-contained classroom. She is on a modified curriculum and will receive an Applied Studies Diploma.

**Step 1.** The IEP team discusses Janelle's age-appropriate **transition-related assessments**. These included observations, a parent interview, an online career assessment, and evaluations in school-based work settings, including the library, the balloon shop, and the school garden.

**Step 2.** Janelle hasn't had a **person-centered planning** meeting, so the IEP team uses the first half of the meeting to ask Janelle, with her parents' support, to share her hopes and dreams. Using pictures from magazines and actual photographs of Janelle participating in preferred activities, Janelle's preference for working outside with flowers and trees is clear by her smiles and nonverbal communication. Her assessment in the garden also supports that preference.

**Step 3.** The IEP team asks Janelle and her parents if they want to share anything else. Janelle's parents state that they would like to see her attend a specialized college program for students with intellectual disabilities so that she can improve her independent living skills.

**Step 3.** The team comes up with three specific, measurable **postsecondary goals**.

**Education.** After high school, Janelle will attend an inclusive college certificate program for students with disabilities and take courses in life skills, employability skills, functional reading, and functional math to advance her goal of working in a greenhouse.

**Employment.** After completing her certificate program, Janelle will be competitively employed, working 20 hours a week in a greenhouse with the support of a job coach.

**Independent Living.** Janelle will live on a college campus and independently prepare for her day at school or work, including dressing, personal hygiene, and keeping a schedule/calendar of activities.

**Step 4.** The team then must decide on **annual measurable goals** during high school that will support Janelle's postsecondary goals. Here are examples of one annual goal for each postsecondary goal. In a real Transition IEP, there would be more annual goals for each postsecondary goal.

- **Education.** By the end of her first year in college, Janelle will demonstrate appropriate social interactions (e.g., greetings, smiling, acknowledging questions) with 85% accuracy as measured by a checklist and instructor observation.
- **Employment.** By the end of her first year in college, given direct instruction on how to greet customers, in a way that works for her, Janelle will appropriately greet co-workers and customers at a vocational training site without physical contact with 75% accuracy.
- **Independent Living.** Given whole task instruction and task analysis, Janelle will independently prepare for her day, including dressing, making her bed, and taking care of personal hygiene needs with 85% accuracy by the end of her first year in college.

**Step 5.** The team then looks at the **transition services** Janelle will need. Here are a few.

- Janelle's parents will take her to visit college programs for students with disabilities in Virginia.
- Janelle's case manager will enroll her (with parental consent) in a pre-employment transition services program (Pre-ETS) through the vocational rehabilitation agency.
- Janelle's special education teacher will provide social skills training and develop a plan with Janelle's parents to work on personal hygiene and other independent living skills.

**Step 6.** **Transition activities** support the annual and postsecondary goals. Here are some of Janelle's activities.

- Obtain and complete applications for specialized college program(s).
- Obtain a summer job or internship at a local greenhouse or garden department at Lowes or Home Depot.
- Participate in an inclusive program through the local Parks and Recreation department.

**Step 7.** The final component of the Transition IEP is the **course of study**. Here the IEP will list the exact courses that Janelle will be taking (requirements and electives) throughout high school, for example, functional math, functional literacy, landscaping internship. Classes for each grade should be included.

**Step 8.** The IEP team determines what responsibilities other agencies, like the VR agency, will have in Janelle meeting her transition goals and making a plan to reach out to those agencies if they were not in attendance. The IEP will be implemented when Janelle's parents sign their consent (after a thorough review). It will be reviewed and updated every year, sooner if necessary.

### Transition IEP Case Example (Maria)

**Meet Maria:** Maria is 16 years old. When she was 14, she experienced a traumatic brain injury (TBI). She now has a significant vision impairment as well as challenges with impulse control. She has mild depression. Maria receives some services in the general education classroom where she is supported by an aide and some services in a resource classroom. Her print materials are enlarged. She has a behavior intervention plan (BIP) and plans to get a Standard Diploma.

**Step 1.** Maria had a **person-centered planning (PCP)** meeting this year. It was a difficult meeting because Maria is still trying to accept that she has lost certain abilities even though she has made a lot of progress since her TBI. Maria's math and problem-solving skills are very strong, and she also has good communication skills when she is having a good day. Maria stated that she would like to manage a Starbucks someday but wasn't sure if that was possible.

**Step 2.** The IEP team reviewed the PCP information and then went over the age-appropriate **transition-related assessments** that Maria took. The assessments she took were **adapted** to be both accessible to Maria and valid for the purpose they were being used. In addition to school-based evaluations, Maria attended a Virginia Department for the Blind and Vision Impaired (DBVI) program which provided information on Maria's abilities, capabilities, and challenges. She obtained low vision assistive technology from DBVI which she uses at home and school.

**Step 3.** The IEP team asked Maria and her parents if they had any **more information to share**. Maria stated that she wants to do the same things as her friends and that she wants to do better at controlling her behavior, especially when frustrated. Maria's parents want her to be as independent as possible, get a job, and live on her own someday.

The team comes up with three specific, measurable **postsecondary goals**.

**Education.** After high school, Maria will attend Northern Virginia Community College and during her freshman year will take an Introduction to Business class and classes in business etiquette, business protocol, and leadership development on her way to obtaining an AAS (Associate of Applied Science) degree in Business Administration.

**Employment.** While attending community college, Maria will be employed 10-15 hours a week at a local Starbucks, including participating in the Starbucks basic training program as a first step in her long-term outcome of becoming a manager after graduation from college.

**Independent Living.** After completing her AAS degree, Maria will move to a supervised apartment where she will live alone or with a roommate based on her preferences and needs.

**Step 4.** The team comes up with **annual measurable goals** during high school that will support Maria's postsecondary goals. Here are examples of one annual goal for each postsecondary goal. In a real Transition IEP, there would be more annual goals for each postsecondary goal.

- **Education.** Maria will learn strategies to enhance her coping, social, and work-related skills by taking electives in career preparation, life skills, social skills, and strategies for success. She will pass these classes with a grade of B minus or above with appropriate accommodations.
- **Employment.** To prepare for a job at Starbucks, Maria will improve her social and communication skills by engaging in 5–10- minute conversations with peers and adults using appropriate language, turn-taking, and a conversational (inside) voice without exhibiting frustration in 4 out of 5 trials by the end of the 2021-2022 school year.
- **Independent Living.** Given direct instruction and practice, during the 2<sup>nd</sup> semester of the 2022-2023 school year, Maria will independently advocate with her teachers for the accommodations she needs to access and participate in each of her classes. This will be measured by her holding a meeting with each teacher and successfully obtaining required accommodations agreed on by her IEP team.

**Step 5.** Maria will benefit from the following transition **services**.

- Maria's parents will take her to visit Northern Virginia Community College twice during the 2022 school year so that she can become familiar with the campus, identify barriers, and meet with the Disability Services Support office.
- Maria's special education teacher will arrange for Maria to have a work-based experience at a Starbucks or another local coffee shop to assess Maria's strengths and areas of need, including the need for assistive technology.
- Maria's teacher will develop communication scripts for Maria to practice role-playing in social, school, and work-related situations.

**Step 6.** **Transition activities** support Maria's goals and services. Here are a few.

- Maria will try out different types of technology and applications that will assist her in keeping organized and focused throughout her day.
- Maria will practice her interview and overall communication skills during weekly role-playing activities at school and in community settings, e.g., mock interviews with employers.
- Maria will develop and use a daily schedule to stay on task and avoid frustration.

**Step 7.** Maria's **course of study** name all the classes she needs to obtain a Standard Diploma as well as the electives that will help prepare her for her goal. Some of those were listed in the goals themselves. The course of study should include classes for 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade.

**Step 8.** The IEP team decides what responsibilities **other agencies**, like the VR agency, will have in Maria meeting her transition goals. Maria has a DBVI counselor. However, because she has a TBI as well as a vision impairment, the Department of Aging and Rehabilitative Services (DARS) may also need to be involved in planning Maria's transition to adulthood. Maria's case manager should assist with these connections. When satisfied, Maria's parents can sign the IEP and it can be implemented.

### Transition IEP Case Example (Casey)

**Meet Casey:** Casey is a 16-year-old with an Individualized Education Program (IEP) who is on track for an Advanced Studies Diploma. Casey has autism and has challenges with social skills. Casey and his parents, along with his VR counselor are attending his Transition IEP meeting.

**Step 1:** The IEP team reviews and discusses the age-appropriate **transition related assessments** that Casey has taken. These include observations, student/parent interviews, an aptitude test to see what Casey is good at, and an on-the-job situational assessment, among others.

**Step 2.** The IEP team then discusses the results of Casey's **person-centered planning meeting**. At this meeting, Casey, his parents, some close friends, and members of his school team helped Casey to share his goals and dreams for after high school. Casey wants to go to college and become a meteorologist. He also shared his preferences for where he wants to live and what he wants to do during free time. His team mapped out some of the steps that Casey will need to take to achieve his goals.

**Step 3.** The IEP team asks Casey to share anything else that he wants them to know before the develop the transition plan. Casey shared that he would like to **go to George Mason University** because it has a good meteorology program, and it is close to home.

**Step 3.** The team gets to work to develop a Transition IEP that will meet Casey's needs. First, they develop his overarching **postsecondary goal**. They agree on the following:

**Education.** After high school, Casey will enroll in George Mason University and take biology, chemistry, calculus, and computer science during his freshman year to advance his desired career in meteorology.

This goal occurs after high school and is specific and measurable. Casey will also have an employment postsecondary goal and if appropriate, an independent living goal.

**Step 4.** Next up, the team decides on annual **measurable goals** during high school that will support Casey's postsecondary goal. Here are a couple of examples.

- Given direct instruction in a computer science class, Casey will learn how code with JAVA with 85% accuracy program and will complete an assigned coding and technology project by the end of the 2021-2022 school year.
- With his approved accommodations, and support from instructional staff, Casey will pass 90% of his classes with a B or higher grade during the 2021-2022 school year.

**Step 5.** After identifying all of Casey's annual measurable goals, the team will decide on **transition services**.

- Casey's parents will take him to visit George Mason University at least twice for an informational interview with the admissions office and to see what type of disability support services may be available to him.
- Casey's case manager will make a referral to vocational rehabilitation.
- If found eligible, the VR counselor will work with Casey to develop an individualized plan for employment that supports his goal of becoming a meteorologist, including potentially funding his college program.

**Step 6. Transition activities** support the annual goals and ultimately the postsecondary goal. Here are some activities that can move Casey toward his goal.

- The special education teacher and speech language pathologist will provide social skills instruction so that Casey becomes more comfortable in expressing himself and working in groups.
- Casey will take an online SAT Preparatory course.
- With the support of his guidance counselor and parents, Casey will learn how to complete college and financial aid applications.

**Step 7.** The final transition specific component of Casey's IEP is the **course of study**. The IEP team will develop a multi-year course of study that lays out the **specific classes** (includes the names of each course) that Casey will take each year of high school to meet the requirements for his diploma and for the electives that will best support his postsecondary goal, i.e., electives in computer science, technology, and related areas.

**Step 8.** The IEP team determines what responsibilities **other agencies**, like the VR agency, will have in helping Casey achieve the goals in his plan. If other agencies that did not attend the IEP meeting need to be involved, then a plan should be developed to reach out to them.

Casey and his parents **should review the IEP thoroughly** and if they agree with it, Casey's parents will consent to the IEP, and it will be implemented.

**Final note:** It's important to have a **back-up plan**. For example, Casey should plan to apply to more than one college in case he does not get admitted to George Mason or decides after visiting that he wants to look at other possibilities.

### Transition IEP Case Example (David)

**Meet David:** David is 15 years old. He has cerebral palsy, a mild intellectual disability, and uses a wheelchair. David is in the general education curriculum and has several accommodations on his IEP to ensure he can successfully access the curriculum. David is on track for a Standard Diploma. Sometimes he has trouble speaking up for himself.

**Step 1.** David has had several age-appropriate **transition-related assessments** that the team reviewed and discussed. These included student and parent interviews, several online career assessments, an aptitude assessment, and situational assessments in real-world settings (outside of school). These revealed that David would be good at and enjoy working in an office-type environment and that he had some good computer skills.

**Step 2.** David had a **person-centered planning** meeting a year ago in which he shared that he wanted to get a job after high school, live with a roommate, and get his driver's license so he can be as independent as possible. At that time, he did not have a specific career in mind.

**Step 3.** The IEP team asks David and his parents if they have any **more information to share**. David's parents note that they are worried about David living away from home and that he will need a lot of preparation for that. David says he would like **to be a lawyer** because his dad is a lawyer, and his favorite show is Law and Order. After some discussion about what David is good at and the type of schooling needed to become a lawyer, David decides he would rather **work in a law firm using the computer**.

**Step 4.** The team comes up with two specific, measurable **postsecondary goals**.

**Employment.** After high school, David will be employed full-time at a law firm doing data entry of client information.

**Independent Living.** David will live with a roommate in a supervised apartment close to his job with a roommate after high school.

**Step 5.** The team then must decide on **annual measurable goals** during high school that will support David's goals. Here are examples of one annual goal for each postsecondary goal. Remember, in a real Transition IEP, there would be more annual goals for each postsecondary goal.

- **Employment.** To prepare for a data entry job, David will increase his keyboarding speed from 30 to 40 wpm with a 5% or lower rate of error by the end of the 2021-2022 school year.
- **Independent Living.** Given specialized instruction, to include whole task and task analysis, David will demonstrate with 90% accuracy (through role-play, computer scenarios, and observation) the skills needed to live with another person such as sharing household responsibilities, respecting privacy, and paying bills on time.

**Step 6.** The team then looks at the **transition services** David will need. Here are a few.

- David will take a keyboarding class to improve his speed and accuracy.
- David will take a financial literacy class to learn about money management and budgets.
- David will receive instruction in self-advocacy and independent living at the local Center for Independent Living.

**Step 7. Transition activities** support the annual and postsecondary goals. Here are some of David's activities.

- Participate in a data entry work-based experiences/internships in an office setting.
- Tour three local laws firms--one small, one medium, and one large to compare settings and to see if they are physically accessible to a wheelchair user.
- Practice interview skills through role-playing activities.
- Apply for vocational rehabilitation services.

**Step 8.** David's **course of study** should cover several years and name all of the classes he needs to take in order to get the Standard Diploma, as well as the electives that he needs or wants to take that, will prepare him to achieve his postsecondary goal. This should include classes for 9th, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade.

**Step 9.** The IEP team determines what responsibilities **other agencies**, like the VR agency, will have in David meeting his transition goal and making a plan to reach out to those agencies if they were not in attendance. If David's parents agree with the IEP after reviewing it, they will sign it and it will be implemented. The IEP will be updated every year, sooner if needed.



### Writing the Present Level of Academic Achievement and Functional Performance

Casey, Janelle, David, and Maria all have unique needs and different goals for their future. The previous case examples show their transition-related goals and services. But another required, and important part of the IEP is the **Present Level of Academic Achievement and Functional Performance (PLAAFP)**. It is important that the PLAAFP be thorough, easy to understand, and accurately reflect where the student is now. The PLAAFP should cover **academics, functional performance, social skills, communication, behavior**, and more. Here are some examples of good and poor PLAAFP statements. Remember, writing a good PLAAFP and good goals (examples of which follow) is not easy. It takes practice and patience.

PRESENT LEVEL—NEEDS WORK	PRESENT LEVEL—PRESENTS A PICTURE
Maria has difficulty focusing and so she does not complete his work and distracts her classmates.	Maria has attention and focus difficulties because of a recent traumatic brain injury. She can attend to a task for 5-7 minutes before she loses attention. When this happens, she walks around her desk and distracts her classmates. A quiet space in the classroom has been created for Maria so she can regroup and get back to her assignment. This has been successful and in the last semester, she has needed to use the quiet space less frequently.
Casey has poor social skills. He speaks to adults but hardly ever talks to his peers and does not like to participate in group activities.	Casey is a friendly young man but struggles with social interactions. He can hold short conversations with adults and answer questions in class but does not independently engage with his peers. Casey has told his teacher that he wants to have friends but is afraid that he will say the wrong thing or that his peers will laugh at him. This year Casey has been working with his teacher and speech-language pathologist on role-playing and scripted activities to make him feel more comfortable with social interaction. With support, Casey can take four conversational turns with trusted peers.
Janelle has verbal apraxia and limited spoken language skills. Her receptive language skills are higher than her expressive and pragmatic language skills based on her scores on the Comprehensive Assessment of Spoken Language.	Janelle scored XXX on the Comprehensive Assessment of Spoken Language. This score is consistent with her observable communication. Janelle's receptive language skills are good. She understands what is being said to her, but due to her apraxia has difficulty responding verbally. She is continuing to work with a speech-language therapist on articulation and fluency three times a week. She has shown progress as evidenced by a comparison of her scores between last year and this year. Janelle has also benefited from having an augmentative communication device that ensures that she can communicate with adults and peers. Janelle has good non-verbal communication skills.

# Transition IEP Case Examples

## A Resource Document



PRESENT LEVEL—NEEDS WORK	PRESENT LEVEL—PRESENTS A PICTURE
David has struggled with reading this year. His grades have gone down, and he appears to be frustrated during reading instruction.	David loves to read. However, this year, the materials have gotten more complex, and David has struggled with comprehension. David can provide basic details of a story. He averages 3/10 comprehension questions on curriculum-based assessments. He is typically able to answer basic who, what, and where questions but is not able to relay the more abstract concepts of a story or reading passage and how they relate to one another. Without more intensive intervention, David is at risk of not passing the 8 <sup>th</sup> grade SOL in reading in the coming year, even with accommodations.

### SMART GOAL STATEMENTS

GOAL – NEEDS WORK	SMART (MEASURABLE GOAL)
Mariah will use calming strategies when upset or frustrated.	Given a choice of her two preferred strategies, Maria will independently choose how she would like to calm herself and will successfully implement the strategy 4 out of 5 opportunities as measured by a teacher data collection sheet.
Casey will demonstrate improved social skills with peers and adults.	Casey will increase his social communication skills by engaging in conversational turn-taking activities with his peers, asking questions, or initiating appropriate topics in 4 out of 5 opportunities. This will occur during structured group activities.
Janelle will improve her pronunciation skills so that others can better understand her communication.	Given a base list of 100 frequently used words, Janelle will increase the number of words that she articulates clearly and will demonstrate the ability to use those words to communicate verbally with peers and adults with 80% accuracy based on teacher observation and data.
David will increase his reading comprehension skills by one grade level.	Given 6 <sup>th</sup> -grade reading materials, David will increase reading skills, including decoding, word recognition, and comprehension from 60% to 75% by the end of the 2 <sup>nd</sup> semester as measured by a grade-level reading test.

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