

Name: \_\_\_\_\_

Date: \_\_\_\_\_

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

Pre-Test Score \_\_\_\_\_ Post-Test Score: \_\_\_\_\_

1. Why was transition planning and services included in special education law?
  - a. Students with disabilities were not participating in their IEP meetings.
  - b. Students with disabilities were not achieving adult outcomes.
  - c. Students with disabilities were not participating in community-based instruction.
  - d. Students with disabilities were not being taught functional skills.
  
2. According to Tennessee Rules and Regulations, when must measurable postsecondary goals and an initial four (4)-year plan of focused and purposeful high school study be developed?
  - a. Prior to the 9th grade or age fourteen (14) (or younger, if determined appropriate by the IEP team.)
  - b. Prior to age fifteen (15) (or younger, if determined appropriate by the IEP team.)
  - c. Prior to the 9th grade (or younger, if determined appropriate by the IEP team.)
  - d. Prior to age sixteen (16) (or younger, if determined appropriate by the IEP team)

### True and False

Below are some examples of measurable postsecondary goals. Select true for the goals that meet the requirement to be a measurable postsecondary goal, and false for those that do not.

3. \_\_\_\_\_ Employment: Following high school graduation, Jamie would like to look into a career in retail.
  
4. \_\_\_\_\_ Employment: Jamie will explore career opportunities in the child care field.
  
5. \_\_\_\_\_ Education: Following high school graduation, Jamie will enlist in the marines and train to be a chef.
  
6. \_\_\_\_\_ Independent Living: Jamie will study for and pass her driver license test to be independently mobile.
  
7. \_\_\_\_\_ Education: After completion of high school, Jamie will participate in on-the-job training with the assistance of a job coach in the child care field.

8. Measurable postsecondary goals should always include the following:
  - a. Include independent living, written as statements that can be measured, take place after high school
  - b. Include teacher perspective, include education/training, take place during high school
  - c. Focus on deficits of the student, take place after high school, statements in first person
  - d. Take place after high school, written as statements that can be measured, included education/training
  
9. According to the IDEA, when must transition services be included in the IEP?
  - a. Beginning not later than the first IEP to be in effect when the child enters high school, and updated annually thereafter
  - b. Beginning not later than the first IEP to be in effect when the child is 16, and updated annually thereafter
  - c. Beginning not later than the first IEP to be in effect when the child is 14, and updated annually thereafter
  - d. Beginning not later than the first IEP to be in effect when the child is 15, and updated annually thereafter
  
10. Fill in the blank: Which services are missing from the IDEA required transition services list included below:
  - a. Instruction
  - b. \_\_\_\_\_
  - c. Community Experience
  - d. \_\_\_\_\_
  - e. Daily Living objectives (if appropriate)
  - f. Functional Vocational Evaluation (if applicable)
  
11. As a most effective practice, when should a student be invited to participate in their IEP meeting?
  - a. If a purpose of the meeting will be the consideration of the transition services needed to assist the child in reaching postsecondary goals
  - b. If a purpose of the meeting will be the consideration of age-appropriate transition assessments needed to assist the child in reaching postsecondary goals
  - c. If a purpose of the meeting will be the consideration of the postsecondary goals for the child and the transition services needed to assist the child in reaching those goals
  - d. If a purpose of the meeting will be the consideration of the course of study needed to assist the child in reaching postsecondary goals
  - e. All of the above

12. True or False: Schools are held accountable for providing an educational program and transition services that will facilitate the movement from high school to post-secondary goals such as employment, post-secondary education, and independent living
13. According to the IDEA 2004, transition services must be based on “student \_\_\_\_\_, taking into account, strengths, \_\_\_\_\_, and interests.
- outcomes, preferences
  - needs, resources
  - outcomes, resources
  - needs, preferences
14. Which of the following steps must occur if an outside agency fails to provide a service written in the IEP.
- Continue with the current IEP and document that the outside agency is not providing a service
  - Convene and IEP team meeting and invite the outside agency to discuss why they are not providing a service
  - Continue with the current IEP and provide the student with a replicable service
  - Convene and IEP team meeting and determine how to provide this service
15. Once a student is at the age of transition as defined by the IDEA, a measurable annual goal for area of transition must:
- Be aligned to a postsecondary goal(s)
  - Be solely based on an academic deficit
  - Include services to make progress toward postsecondary goals
  - Be written for each measurable postsecondary goal