

Name: _____

Date: _____

District: _____

Pre-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