

Web-based Examples and Nonexamples for SPP/APR Indicator 13 Checklist

Overview

Purpose: The subsequent “Examples and Nonexamples” are intended as a training resource for state and district personnel responsible for (a) collecting data for the Part B Annual Performance Report Indicator 13 and (b) improving performance of districts on Indicator 13. The document is also intended as a resource for practitioners as they develop Individualized Education Programs (IEPs). The examples are intended to guide personnel in developing IEPs that adequately meet the requirements of Indicator 13: “Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the child to meet the postsecondary goals” [20 U. S. C. 1416 (a)(3)(B)]. The nonexamples are intended to illustrate components of the IEP that do not meet the minimum requirements of this Indicator.

Background: The document has been developed primarily by NSTTAC staff and is based on the requirements of IDEA 2004 and its 2006 regulations, as well as knowledge of accepted best practice. The document reflects questions and input on Indicator 13 from practitioners and other TA providers in the area of secondary transition, including members of NSTTAC’s expert panels and advisory board, as well as state and local secondary transition service providers through informal feedback (e.g., after presentations on Indicator 13).

This document was approved by the U.S. Department of Education, Office of Special Education Programs (OSEP) on August 13, 2007.

Using this resource: The document walks through the 6 items of the Indicator 13 Checklist for 12 different students (ages 14 – 21). The numbered items are relevant to the document’s formatting and may be useful when using printed copies of the full document but have no other meaning. NSTTAC staff have also developed “case study” descriptions of each of the 12 students regarding their gender, age, educational experiences, category for receiving services under IDEA, and other relevant information. These are available through a direct link, Case Studies, on the NSTTAC website.

[Download file of training materials here.](#)

MEASURABLE POSTSECONDARY GOALS: EDUCATION TRAINING

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EXAMPLES (1.2a – 1.2t, 1. 5a – 1.5d)

1.2a: This is an example of a **measurable postsecondary goal** in the domain of **education/training**.

Example:

- Upon completion of high school, John will enroll in courses at Ocean County Community College*.
 - This goal meets NSTTAC Indicator 13 (I-13) standards for item #1 for the following reasons:
 - a) Participation in postsecondary education is the focus of this goal.
 - b) Enrollment at a community college can be observed, as in John enrolls in courses or he does not.
 - c) The expectation, or behavior, is explicit, since John enrolls at the community college or he does not.
 - d) Enrollment at a community college occurs after graduation, and it is stated that this goal will occur after graduation.

1.2b: Nonexample:

- Upon graduation, John will continue to learn about life skills and reading.
 - This goal does not meet I-13 standards for item #1 for the following reasons:
 - a) Participation in learning is the focus of this goal, but no specific place or program is specified.
 - b) The expectation for learning, or behavior, is not explicitly stated.

1.2c: This is an example of a **measurable postsecondary goal** for I-13 item #1 on the NSTTAC Indicator 13 Checklist in the domain of **education/training**.

- Allison will obtain a four-year degree from a liberal arts college with major in Child Development**.
 - This goal meets I-13 standards for item #1 for the following reasons:
 - a) Participation in postsecondary education is the focus of this goal.
 - b) Obtaining a degree at a college can be observed, as Allison gets a degree or does not.
 - c) Obtaining a college degree occurs after graduation from high school.

* Note that there would likely be less specificity in the postsecondary goals articulated by younger students, than those in their last years of high school. John's goal could be made more specific by including a phrase such as "will enroll in the general Associates Degree program at..."

** It is not necessary to specify the student's major for the goal to be measurable, however, increased specificity in postsecondary goal statements (when the student articulates this information) can improve the relevance of services provided during high school.

1.2d: Nonexample:

- The fall after graduation from high school, Allison plans to enroll in a four-year university in the Southeast.
 - This goal does not meet I-13 standards for item #1 for the following reasons:
 - a) "Plans" does not indicate something that must occur after high school and can be ongoing after exit: "will enroll" would make this a measurable postsecondary goal.

1.2e: This is an example of a **measurable postsecondary goal in the domain of **education/training**.**

Example:

- Upon graduation from high school, Jamarreo will successfully complete welding courses at Central Piedmont Community College to attain the Entry Level Welding Certificate.
 - This goal meets I-13 standards for item #1 for the following reasons:
 - a) Participation in training is the focus of this goal.
 - b) Successful completion of a welding certificate can be observed, as in Jamarreo meets the requirements of the coursework or he does not.
 - c) The expectation, or behavior, is explicit, as in Jamarreo attains the certificate or he does not.
 - d) It is stated in this goal that the training will occur after graduation.

1.2f: Nonexample:

- Jamarreo will learn about welding.
 - This goal does not meet I-13 standards for item #1 for the following reasons:
 - a) Learning about welding is not measurable as stated. This goal is not measurable, as no criterion or timeframe is identified.
 - b) The expectation for learning, or behavior, is not explicitly stated.
 - c) It is not stated that the goal will occur after graduation.

1.2g: This is an example of a **measurable postsecondary goal in the domain of **education/training**.**

Example:

- After graduation, Rolanda will participate in an in-home or center-based program designed to provide habilitative and vocational training with medical and therapeutic supports.

- This goal meets I-13 standards for Item #1 for the following reasons:
 - a) Participation in training is the focus of the goal.
 - b) “Participation” is an observable behavior.

1.2h: Nonexample:

- After leaving high school, Rolanda’s family plans for her to receive habilitative training through Medicaid Community Alternatives Program (CAP) services.
 - This goal does not meet I-13 standards for Item #1 for the following reason:
 - a) “Plans” does not indicate an explicit behavior by the student that will occur after high school that can be observed as occurring or not occurring.

1.2i: This is an example of a **measurable postsecondary goal in the domain of **education/training**.**

Example:

- The fall after high school, Jodi will enroll in courses (non-degree) at Gaston Community College.
 - This goal meets I-13 standards for Item #1 for the following reasons:
 - a) Enrolling in courses in a postsecondary education environment is the focus of the goal.
 - b) Enrolling in courses (or not) can be observed.
 - c) The goal will occur after Jodi leaves high school.

1.2j: Nonexample:

- After leaving high school, Jodi wants to take some classes
 - This goal does not meet the I-13 standards for Item#1 for the following reason:
 - a) “Wants” does not indicate an explicit behavior by the student that will occur after high school that can be observed as occurring or not occurring.

1.2k: This is an example of a **measurable postsecondary goal in the domain of **education/training**.**

Example:

- After high school, Alex will take a business math class at Kings College (a technical school)
 - This goal meets I-13 standards for Item #1 for the following reasons:
 - a) Enrolling in a course in a postsecondary education environment is the focus of the goal.
 - b) This goal corresponds with Alex’s other postsecondary goal of continuing employment (that is highly math skill focused) with a local business.
 - c) This goal reflects Alex’s strengths in the area of math.

1.2l: Nonexample:

- Alex thinks he’ll major in math in college
 - This goal does not meet I-13 standards for Item #1 for the following reason:

- a) The goal is written as a process, rather than an outcome that can be demonstrated.

1.2m: This is an example of a **measurable postsecondary goal** in the domain of **education/training**.

Example:

- After graduation from high school, Lissette will complete the non-degree program at Montgomery County College
 - This goal meets I-13 standards for Item #1 for the following reasons:
 - a) Completing a postsecondary education program is the focus of the goal statement.
 - b) This goal is consistent with Lissette's other employment and independent living postsecondary goals and could support her attainment of her other goals.
 - c) The goal is stated as occurring after Lissette is no longer receiving services in high school.

1.2n: Nonexample:

- Lissette wants to go to college
 - This goal does not meet I-13 standards for Item #1 for the following reasons:
 - a) "Wants" is not measurable.
 - b) There is no component of the goal statement that indicates the goal will occur after Lissette's secondary school experience.

1.2o: This is an example of a **measurable postsecondary goal** in the domain of **education/training**.

Example:

- After high school, Jeremy will improve his social, self-advocacy, and self-care skills by attending instruction at a center-based adult program
 - This goal meets I-13 standards for Item #1 for the following reasons:
 - a) Attending a center-based program focused on training is the focus of this goal statement.
 - b) Improving the skills noted is an explicit outcome for Jeremy.
 - c) Improving skills and attending the program are observable goals.

1.2p: Nonexample:

- After high school, Jeremy will need to continue to work on his self-care skills
 - This goal does not meet I-13 standards for Item #1 for the following reason:
 - a) The statement provided is not written as a goal for Jeremy, but as a need that will need to be addressed after high school.

1.2q: This is an example of a **measurable postsecondary goal** in the domain of **education/training**.

Example:

- After graduation, Paulo will participate in training to improve his work skills in his job at a grocery store.
 - This goal meets I-13 standards for Item #1 for the following reasons:
 - a) On-the-job training in a postsecondary environment is the focus of this goal statement.
 - b) Participation in the training is measurable and is stated as an explicit outcome for Paulo.

1.2r: Nonexample:

- After graduation, Paulo will get a job at a grocery store
 - This goal does not meet I-13 standards for Item #1 for the following reason:
 - a) Obtaining employment is not a postsecondary education/training goal.

1.2s: This is an example of a **measurable postsecondary goal in the domain of **education/training**.**

Example:

- Immediately after graduation, Kevin will participate in habilitative and functional skill training through CAP services and will attend courses designed to provide specialized academic, functional, and occupational preparation for individuals with disabilities 2 times per week at the community college.
 - This goal meets I-13 standards for Item #1 for the following reasons:
 - a) Participation in training is the focus of the goal.
 - b) Participating is an observable behavior.

1.2t: Nonexample:

- After leaving high school, Kevin plans to attend courses the local community college.
 - This goal does not meet I-13 standards for Item #1 for the following reason:
 - a) “Plans” does not indicate an explicit behavior by the student that will occur after high school that can be observed as occurring or not occurring.
 - b) This goal does not state the purpose of attending a community college. Stated in observable terms, this may be a reasonable goal for Kevin if specialized academic, functional, and occupational curricula (e.g., compensatory education) are available at the community college.

1.5: It is possible to include the postsecondary areas of education/training, employment, and, if applicable, independent living in one postsecondary goal statement. The following examples illustrate goals that meet the criteria for measurable postsecondary goals for item #1 of the NSTTAC Indicator 13 Checklist in more than one domain.

1.5a: This is an example of a **measurable post-secondary goal** in the domains of **education and employment**.

Example:

- After graduating from high school, Jason will enroll in a four-year college to obtain his undergraduate degree in history and education, to become a high school social studies teacher
 - This goal meets I-13 standards for Item #1 for the following reasons:
 - a) Enrolling in a four-year college is observable.
 - b) Obtaining an undergraduate degree in history and education is measurable.
 - c) Becoming a high school social studies teacher is also observable.
 - d) The expectation, or behavior, is explicit, as in Jason performs the required activities or he does not, after graduating from high school.
 - e) These goals logically must occur after high school (and it is stated that the goal will occur after graduation).

1.5b: Nonexample:

- Jason will meet the criteria for passing Spanish II, so that he can apply to college where he wants to major in education
 - This goal does not meet I-13 standards for Item #1 for the following reasons:
 - a) It occurs before Jason will have left high school.
 - b) “Apply” is an activity or process, not an outcome.

1.5c: This is an example of a **measurable post-secondary goal** in the domains of **education/training, employment, and independent living**.

Example:

- The summer after leaving high school, Stephanie will independently ride the bus each work day to her job with Marriot Food Services, where she will participate in classes each year, as offered by her employer, to advance industrial kitchen skills.
 - This goal meets I-13 standards for Item #1 for the following reasons:
 - a) Development of an independent living skill, specifically transportation independence, and participation in on-the job training (employment implied), are the focuses of this goal.
 - b) Independently riding the bus is observable, as in Stephanie demonstrates the skill or she does not.
 - c) Reporting to her job with Marriot Food Services is also a skill that can be observed.
 - d) Participating in employer-offered job skill training will occur in conjunction with Stephanie’s employment with Marriot Foods (as she does not need additional job training after high school) and participating in these courses is also observable.
 - e) It is stated that the goal will occur after Stephanie exits high school.

1.5d: Nonexample:

- Stephanie wants to get a job in food services and will develop skills to access the county's public transportation system
 - This goal does not meet I-13 standards for Item #1 for the following reasons:
 - a) The goal is not measurable as stated.
 - b) Part of the goal as stated (i.e., developing transportation skills) would likely occur while the student was in school.

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Case Studies

Companion to Training Materials for Indicator 13 Checklist

DRAFT

Alex is a 17 year old student with autism. He receives special education services in a self-contained classroom in an urban high school. At school, Alex receives instruction both in the classroom and in the community to improve his skills vocationally, academically, and socially. He is currently participating in community based training in an office setting completing tasks such as data entry and spreadsheet development. He is diligent and methodical in completing the varied tasks assigned to him.

After school Alex works part-time at a local office supply store entering numerical data to keep track of stock and services rendered by store staff. His behavior is appropriate at work and he has expressed that he likes working. He is punctual each day, and he is willing to stay late when needed. He really enjoys getting a paycheck although he usually spends his money on fast food and movies from the local video rental shop. Alex is detail-oriented and reviews each column of numbers several times before moving on to type another column. This results in slower production rates in comparison to other workers who complete similar tasks.

Alex is intimidated by his boss because he knows that the boss has the ability to fire him, a fact that his teachers at school presented during a unit about behaviors in the workplace. Alex has perseverated on this fact, making him afraid to talk to his boss. Also, Alex knows that at times his speech is not understood by people he doesn't know, so sometimes he avoids talking to people he doesn't know well. As a result, instead of speaking to his boss, Alex usually tells problems or concerns to his school job coach who voluntarily visits Alex at the job site each week. The job coach is concerned that Alex will not ask for help if an emergency occurs, and that a certain level of communication between Alex and his boss is necessary to develop a good working relationship. The boss views Alex as a valuable employee and is willing to provide opportunities for Alex to develop appropriate communication skills. The boss has also expressed an interest in employing Alex for more hours per week after graduation, if he continues to develop his business skills.

Alex's mother has expressed that she will support her son in his job at the office supply store by helping him work on skills that are needed for the job, but she believes that he will need supports to be successful in this employment setting, especially when new tasks are assigned. She knows that after Alex graduates, realistically his school job coach will stop visiting him at work so she can't depend on his continued help. Currently, Alex has no services from the local vocational rehabilitation agency, although his mother voiced an interest in this at his last IEP meeting.

Allison is an 18 year old student with a specific learning disability in reading comprehension and written expression. She is a friendly student who has several friends and interests outside of school. Allison's oral expression skills are strengths for her as are her interpersonal skills. Academically she has maintained B's with a C in Chemistry during her 10th and first half of 11th grade school years. She met her IEP goals for the past school.

Allison is the fourth of seven children. She says that her responsibilities at home include caring for her younger siblings and doing light chores around the house. Her older sister, Jessie, graduated from college and is finishing up her first year teaching first grade at an elementary school not far from their family home. Allison likes to go to her

sister's classroom after school and on the weekends to help her sister make materials for lessons. Allison decided that she wants work with pre-schoolers or kindergarteners, but she is not sure if she wants to be classroom teacher.

Allison likes to work out at the gym with her friends, and plays softball on a county league. She loves movies and shopping with her sisters. She has not been completing her homework so her parents are concerned about the impact that her newfound independence will have on her grades at a university. They are concerned that she doesn't have the organizational skills to effectively manage her study time as well as her social life. Allison has told her friends about her disability status. She views her disability as a challenge, and she realizes that her organizational skills could be a barrier to achieving her goals. She has committed herself to making changes to become more organized but has yet to be successful in using a planner and getting her assignments done on time.

Her parents are also adamant that she attends a university that offers the major she needs to obtain a degree in child development. At her last IEP meeting, they expressed frustration that her older brother began taking courses that were related to his career plans; only to later find out that the degree he hoped to complete was not offered at his college. Allison's teachers have suggested that Allison meet with a counselor and a representative from disability services on campus prior to the first semester to ensure that her college coursework is well-planned and that she has support to make decisions about her courses and to assist her in organization.

Jamarreo is a 19 year old student identified with emotional and behavioral disabilities. Jamarreo's interpersonal skills and work ethic are strengths for him. Academically, he has maintained Cs and Bs in 10th and 11th grade. Jamarreo also has a moderate hearing loss that requires him to wear a hearing aid. His speech is intelligible to others despite his hearing impairment. He knows sign language, but typically communicates with others by lip reading and responding verbally.

During elementary school, Jamarreo exhibited behavioral outbursts including yelling and cursing loudly when things didn't go his way in the classroom and at school. At the age of 15, he was sure that he would drop out of high school on his sixteenth birthday because he didn't like school and wanted to earn money like his older relatives. His special education teacher, mother, and uncle worked with Jamarreo to develop a program that included career-related courses, paid work experiences, and job-specific training so that he could earn the money he sought while gaining skills for a career. He worked part-time with his uncle at his welding shop and expressed an interest in working in a similar environment after high school. He enjoyed working with other young men, doing manual labor, and listening to loud music while working. He exhibits strengths in the area of mechanical work. Career assessments indicate that he is likely to be a serious, dedicated employee. At home, he fixes appliances around the house, which his mother appreciates. One time in the past year, Jamarreo received criticism from his uncle because he was not consistently wearing appropriate safety gear. Jamarreo did not accept the feedback well; he walked out of the shop and went home for the day.

Jamarreo is most interested in racing cars on the weekends. He has never played sports, and doesn't have an interest in them other than watching stock car races on

television. For the past few years, he and his friends have worked to fix up a car they bought from the junk yard for a few hundred dollars. They enter local races on the weekends to win cash prizes. Jamarreo doesn't race the cars; he does the body work on them. He doesn't always wear the necessary protective gear when welding, which is dangerous. His uncle sometimes helps him with the more detailed welding work in his welding shop. Jamarreo loves to work on the cars and attend the races on the weekends. This hobby has prepared him with valuable vocational skills related to welding and automotives, but these races are illegal. The local police have begun to pay more attention to these events. Jamarreo doesn't express any concern that he will be caught participating in the races. Jamarreo's uncle and mother are concerned that he will get into trouble with the law, postponing his career plans.

Jason just completed his junior year of high school. He is seventeen years old. He is a bright, friendly student with a Specific Learning Disability in Reading and Reading Comprehension. He is treasurer of the student council at his high school and he plays racquetball in a community league with some of his friends. He is an active member of the youth group at his church. He has a girlfriend, who is a sophomore in high school, who he has been dating for about six months. On the weekends, he likes to watch sports basketball, hockey, or football on TV or in person. With the money he earned from his summer job last year, he bought season tickets to see the local NBA team. He has been successful in going to the games and completing his school work on time. On Saturdays during the school year, he earns spending money by working in his uncle's legal firm, answering the telephone and filing various documents.

Jason plans to be a high school teacher. Both of his parents are teachers. Jason believes that because of his learning challenges, he has learned a number of effective strategies that will benefit struggling learners in his future classes. He plans to get his teaching degree at a four-year state college with some of his friends from high school. He will live in the dorms with many other first year students. At his last IEP meeting, his parents discussed the services on college campuses available to students with disabilities. Jason will visit the disability support services on campus, but he is unhappy about disclosing his disability to his professors. He would prefer that his high school guidance counselor send a letter to his professors so he does not have to engage in a conversation about his disability. However, most colleges and universities require the student to seek services and approach professors to acquire accommodations and modifications to course requirements. His special education teacher asked the IEP team if there were any training programs available to prepare Jason for this experience, but no one was familiar with such a program.

Jeremy is a 20 year old student identified with multiple disabilities including a moderate cognitive disability, visual impairments, and a speech impairment that makes his speech mostly unintelligible to people who are not familiar with him. He receives special education services in a transition-level classroom in an urban public separate school. The school he attends serves students with significant cognitive and multiple disabilities aged 5-21. Jeremy is currently in his last year of school, as he will turn 21 prior to the end of the school year. Since he will graduate in a few months, his family has been working closely with his special education teachers, related service professionals,

and transition coordinators to ensure that his transition to the center-based adult program and part-time employment is seamless.

His grandmother, who doesn't have a driver's license, is his guardian and primary source of support at home. He has no siblings, and his parents are inconsistently in the picture. His grandmother works full-time as a nurse's assistant and she must continue to work full-time to support herself and Jeremy. She is concerned about Jeremy's schedule after he graduates, because she cannot stay home with him. Jeremy has expressed an interest in working in the community, but he currently does not have the skills necessary to work independently. He also has never expressed any preferences about where he would like to work. His transition coordinator has worked with Jeremy and his grandmother for the past three years to qualify Jeremy to use special public transportation at no charge. These services began last month and Jeremy has successfully used the transportation to get to school on five occasions as a means of practice using the system.

His grandmother is not willing to have Jeremy live in a group home until her health makes it impossible for her to care for him. She believes that Jeremy must be as independent as possible each day in order to gain new skills and feel good about himself. Specifically, she would like him to be more independent getting ready for his day each morning. Also, Jeremy has asked for help from staff when showering after swimming class. His classroom staff are confident that given training to safely get around the bathroom and consistent placement of hygiene products given his visual impairment, As a result, Jeremy will be able to effectively shower, shave, and brush his teeth with little assistance.

Jeremy uses large font picture symbols successfully in his classroom to self-monitor his work completion and to make a daily schedule. He can decode approximately 250 picture symbols. Jeremy could start using this strategy at home to complete tasks. Finally, Jeremy's grandmother is also concerned that he exhibits socially inappropriate affection at times. Jeremy tends to hug and kiss people when he gets excited; it is not uncommon for him to hug strangers in community settings.

Jodi is a 16 year old student with mild cognitive disabilities who is pursuing an occupational diploma. She is currently in her third year of high school, but she plans to go to school until she is 21 years old. She is completing a specialized course of study that includes both applied academics and vocational preparation to receive a high school diploma. Jodi lives at home with her mother, who is a real estate agent. Jodi's mother is supportive of her plans, and has a special interest in improving Jodi's ability to read. Jodi likes to look at magazines, store advertisements, and newspapers. Sometimes she can decode the words in them. She has never had an opportunity to budget her money although she identifies all bills and coins. She can also make change and pay for items in simulated and community experiences.

After high school, Jodi wants to go to the community college and work at a store like Target running the register or stocking items on the shelves. This year, she worked at a discount store during school hours, and did well. There, she mostly stocked shelves, but a few days she ran the register with her job coach nearby to assist when needed. She can make change independently, but she got confused and nervous when customers asked her questions she couldn't answer. Jodi will need to get herself to work each afternoon,

but her mom will be able to pick her up. Neither Jodi nor her mother has ever taken a city bus to get anywhere. Furthermore, her mother is scared of the idea of her talkative daughter sitting on the bus with strangers.

Jodi's mother believes that she would be happy in a retail position, but she would like Jodi to get to explore other jobs within the retail environment, such as janitorial tasks, organizational tasks, and jobs within the store café. Jodi expressed that any of those jobs would be fine, as long as she could earn money. However, her special education teacher has concerns that Jodi's hygiene skills are not adequate for a food service environment. She frequently touches her hair and face during the day, although she always appears clean. At her most recent vocational experience, Jodi's site supervisor was pleased with her work ethic but indicated that he had to provide consistent prompting to Jodi about excessive talking when she should have been working. He expressed concern that this could ultimately cause her to lose a job in the future, because as her talking increased, her productivity decreased.

John is a 16 year old student with a specific learning disability in reading fluency, reading comprehension, written expression, and oral language processing. John demonstrates strengths related to managing money, but struggles with use of calendar or other planners. In reading, teacher records indicate that John reads at an eighth grade level with fluency, but struggles with oral reading comprehension and written expression. John's reading and writing performance require accommodations for testing and participation in the general curriculum, including extended time, read-aloud, and computer software resources to support listening comprehension and writing.

Currently, John receives special education services in an inclusive setting as well as a resource setting. His special education teacher and a general education teacher co-teach his English courses. He also attends a weekly study skills session with a special education teacher who works on the development of independent study and organizational skills. He will finish his Sophomore year in high school in less than two weeks.

John tends to be fairly quiet when he is in new situations and when he is around people he doesn't know. Recently, he told his mother that he is embarrassed by his disability. His mother expressed at his last meeting that these feelings deter John from discussing his disability with his teachers, from asking teachers for additional help, or from telling his friends about his disability status. During his freshman year, he chose not to attend his IEP meeting, even though his teachers and parents encouraged him to attend. This past year, he attended the IEP meeting but participated passively by signing forms, making few comments throughout the meeting, and making little eye contact with the other team members present.

John receives accommodations in several courses, including additional time on tests, separate testing area, and reading aloud of test question teacher-made and state-mandated testing. He has maintained a 2.3 GPA for the past two years. His teachers said that John does well when he is interested in the topic, however, at times he draws in class. This causes him to miss information that he then must make up at home by reading the textbook, which can be an arduous task given his problems with reading comprehension. At his last IEP meeting, one teacher stated that he would really benefit from a strategy

that prompts him to pay attention for the whole class session so he can review his notes in the evening rather than playing catch up to gain missed information. This line of discussion then lead to his parents voicing concern that John's inability to maintain focus could be a potential problem in a work setting as well.

John has not been absent a single day during his Freshman and Sophomore years in high school. According to his parents, he likes school. John benefited from weekly speech and occupational therapy services throughout elementary school. In eighth grade his therapists and his parents agreed that he made sufficient progress to warrant less service in both of these areas. He currently receives related services of speech and occupational therapy one time each month on a consultative basis, so direct service is no longer provided. These consultative sessions are in place to evaluate John's progress and to ensure that John maintains the skills and strategies that he gained in elementary school.

Around his friends and family, John is outgoing and witty. John plays soccer on the Junior Varsity team at his high school. He hopes to make the varsity team next year. He has plans with a group of friends on most weekend evenings. This summer, he plans to get a job at a game booth on the boardwalk. His mother and father are excited for him to have the opportunity to gain work experience and manage money for the first time. They are willing to drive him to work when they can, but they both work full-time. His employer at the boardwalk has a policy that workers younger than 18 work the day shift, so it is unlikely that his parents will be able to drive him. Several other students from school who will be working on the boardwalk are willing to drive him to work when their schedules are similar, but John is concerned about what will happen when neither his parents nor his friends are available to drive him.

Upon graduation, John plans to attend Ocean County College, which is about twelve miles from his house. Many of the graduates of his high school attend OCC for the first two years of post-secondary education. He plans to live at home and work part-time on campus until he finishes an associate's degree. At that point, John plans to transfer to a four-year state college to continue his degree. He is most interested in the careers related to business data processing and medical technology.

OCC has a disability services office on campus. Personnel visited his high school during a recent college fair to tell students about the services available to students with disabilities. John told his mother that he is willing to go to the office to ask about services, but he wants her to go with him. John, his parents, and the special education teacher agree that OCC will be a good place for John to continue his education, become more independent and confident, and determine his career goals.

Kevin is an 18 year old young man with significant intellectual disabilities who is attending his neighborhood high school. Kevin is following his state's Extended Content Standards which are aligned with the general curriculum's Standard Course of Study. He receives daily instruction in Literacy (reading, writing, and communication), Math, and Science. Kevin also is involved in vocational and daily living skill training. His coursework is delivered in individual and small group settings in the special education classroom except for Digital Communications (a general education Career Technical Course) which he has taken (using a modified curriculum) with the assistance of a one-on-one instructional assistant. Kevin also participates in a school-based enterprise

through the Occupational Course of Study (a state endorsed curriculum for students with special needs leading to a high school diploma) and an on-campus work placement in the school library.

Kevin has spastic quadriplegic cerebral palsy and uses a manual wheelchair for mobility which has been adapted with trunk support and subbasis bar. He is able to use his right hand to manipulate larger items and can use his left hand for stabilization. Kevin receives physical therapy one time a week for 30 minutes and has ongoing therapy services in the classroom including positioning on adaptive equipment. He wears AFOs for stability when using a stander and a left hand-elbow mobilizer. Kevin's physical therapist would like for him to have a motorized wheelchair but funds have not been available. Kevin also receives occupational therapy on a consultative basis. His teacher and the occupational therapist have been working on developing vocationally related jigs.

Kevin has little intelligible speech other than single words and yes/no responses but within the classroom has used an iTalk2 to communicate simple needs and choices and is learning to use a GoTalk20+. He does not use an augmentative communication device at home but does have a picture board which transitions with him between school, the community, and home. Kevin receives speech therapy 2 times a week for 30 minutes each session.

Kevin has generalized tonic-clonic seizures which are 85% controlled with two different anti-convulsant medications (Tegretol and Mysoline). He is fed through a gastrostomy tube although he is able to take some pureed foods by mouth in limited amounts. Kevin can feed himself by mouth using a CP Feeder but has to be closely monitored and reminded to eat slowly to avoid asphyxiation. Usually Kevin is only allowed to feed himself during special occasions such as a class party or special meal. The gastrostomy tube placement was primarily due to asphyxiation of food during meal times that resulted in recurrent upper respiratory infections. These URIs have greatly decreased since his surgery. A functional vision assessment has indicated that Kevin's visual acuity with corrective lenses at near distances is 20/80 and at far distances is 20/100. His most effective visual field is slightly below eye level and he is able to localize to visual stimulus and fixate his gaze on objects and people as well as shift his gaze. Kevin does not like wearing his glasses but is cooperative in this area most of the time. Kevin has good hearing.

Kevin and his family plan for him to stay in the public schools until he ages out at age 21 which will provide him with three more years of services. He lives at home with mother, step-father, 11 year old sister, and a great aunt that helps with his care. Kevin also has one older brother who is in college. After receiving state level mental health funding for personal care and 10 hours of one-on-one community-based services for the last 4 years, Kevin was recently approved for Medicaid waiver funded services. This funding source will provide Kevin with an array of services based on his individual needs including: augmentative communication devices, case management, one-on-one community and home support, personal care services, respite, specialized equipment and services and medical transportation. Funds will also be available for supported employment and day support after high school graduation.

Kevin has had a comprehensive transition component in place since his 14th birthday. The development of a complete transition component was determined appropriate for Kevin at an earlier age due to his complex needs and the length of time needed to obtain appropriate adult services. His school level transition planning team has consisted of: Kevin and his parents, a special education teacher, a CTE Special Populations Coordinator, Kevin's case manager, a regular education teacher, Kevin's one-on-one worker, and a LEA representative (e.g., school administrator or diagnostician). Kevin's has not been referred for any services other than those he is receiving from Mental Health through the Developmental Disabilities division.

In preparation for transition planning, Kevin has been administered speech, physical therapy, and occupational therapy assessments focusing on the skills and equipment needed for functioning in the home and community. Kevin's parents have completed Parent Transition Surveys and Kevin provided input by responding to picture choices in post-school domains.

Kevin's teacher also administered the Supports Intensity Scale to his parents to determine the frequency, amount, and type of support needs in the home living, community living, learning, employment, health and safety, and social activities Kevin will need after graduation from high school. The assessment indicated that Kevin will need regular and extensive support in all areas of adult life to achieve his post-school goals. In addition he will need protection and advocacy services for managing money, legal issues, self-advocacy, and protection from exploitation.

It is anticipated that in the area of future employment Kevin will need ongoing supported employment to work in a competitive employment placement. Using observational data, situational assessment, and modified picture interest inventories Kevin enjoys interacting with other people, music, horticulture, computers, and clerical type activities in which he has the opportunity to complete a project. Kevin responds well to verbal praise and is able to stay focused on a task for 20+ minutes with occasional verbal redirection. Kevin has developed the skills to operate a variety of switch activated devices (e.g. button maker, blender, etc.), use a paper shredder, and collate papers with a jig. Kevin has worked successfully on an assembly line in the school-based enterprise and has held an on-campus job in the school library checking books in and out using a scanning system and shelving books with the assistance of a teacher assistant. He tried a job in the school cafeteria bagging cookies for sale but due to hygiene issues (e.g. drooling) it was determined that this was not a good placement for Kevin.

Kevin loves school and is always eager to learn new skills. He demonstrates a high level of motivation to please his teachers and his parents report that even when he is sick he begs to go to school. Everyone who knows Kevin feels that it would be beneficial for him to be involved in post-secondary education. His recently approved Medicaid waiver services will provide one-on-one ongoing daily and adult living skill training but participation in continuing or compensatory education classes at the local community college might be a good option for Kevin. This type of setting would allow Kevin to develop skills in some of his areas of interest as well as provide a social framework.

Kevin's residential plans for after graduation are uncertain. Kevin is very happy at home and indicated that he loves his family. Two of his classmates have moved into

group homes and through classroom discussion and lessons on post-graduate residential options, Kevin appears to have some understanding of becoming an adult and living more independently, possibly away from his family. Kevin's mother has very mixed feelings about Kevin's future living arrangements. As Kevin's primary caregiver since birth she feels she would be lost without him but realizes that as time goes on it might be necessary to seek an out-of-home placement. Kevin's father would very much like to see Kevin move into a group home or other supervised post-school living arrangement as soon after high school as possible. Kevin's father would like to spend more time with his younger daughter and wife and believes that his elderly aunt is not going to be able to assist them much longer with Kevin's personal care. Both Kevin's mother and father are very happy about his recent approval for Medicaid waiver services and have stated that this additional support might result in Kevin remaining in their home for several more years.

While at home, Kevin's mother and great-aunt provide total physical care. Although Kevin could assist with some personal hygiene tasks this is not an expectation for him while in the home. Other than insignificant type choices, all decisions are made for Kevin by his parents. He goes into the community on occasion with his one-on-one worker when she is allowed to use the family wheelchair lift van. Kevin is able to sit in a car using a seatbelt and then be transferred into a Pogo Buggy for community outings but his parents prefer him not to be transported in that manner. This limits Kevin's community-based learning activities. A great deal of Kevin's one-on-one worker's time is spent in the home with him. While at home Kevin enjoys watching DVDs, looking at books, listening to his I-Pod, watching his younger sister play video games, family meals, and making music on his electronic keyboard.

Kevin's has no understanding of money and does not provide input into his health/medical care. He has been covered under his father's work insurance policy but his recent approval for a Medicaid waiver program will assist with medical care, equipment, and supplies. Kevin's parents plan to work with his Mental Health case manager to obtain guardianship since Kevin has now turned 18 years of age. Kevin has never received SSI benefits.

Post-School Goals:

Education/Training: Immediately after graduation, Kevin will participate in habilitative and functional skill training through CAP services and will attend Compensatory Education classes 2 times per week at the community college.

Employment: Within three months of graduation, Kevin will obtain a supported employment position that allows him to work to his maximum stamina and incorporates the use of assistive technology.

Independent Living (if appropriate): After graduation, Kevin will continue to live with his parents and will participate in his daily care routines to the maximum extent possible.

Immediately following graduation, Kevin will participate in 1- 2 age-appropriate community and individual community-based activities per week related to horticulture, socialization with young adults, animals, and music.

Potential Transition Activities:

Instruction	<p>Participate in the Extended Content Standards and obtainment of a Graduation Certificate</p> <p>Participate in self-advocacy training to increase choice-making skills</p> <p>Meet with Compensatory Education Coordinator at the Community College to discuss program and process for enrollment</p> <p>Repeat CTE (Digital Communications) to advance technology skills</p>
Related Services	<p>Consult with Physical Therapist and wheelchair vendor regarding Motorized Wheelchair</p> <p>Involve Transition Coordinator and Special Education teacher in annual CAP plan meetings to coordinate transition</p> <p>Continue speech therapy with a focus on skills needed to use a higher level communication system and investigating appropriate system for the home</p> <p>Consider guardianship</p> <p>Investigate eligibility for SSI monthly payments</p>
Community Experiences	<p>Volunteer at the city Botanical Garden</p> <p>Investigate handicapped accessible community transportation options</p> <p>Participate in monthly age-appropriate community based recreational activities with peers (e.g. movies, bowling, school events)</p> <p>Participate in art classes at the local arts council</p>
Employment	<p>Participate in on-campus clerical job experience in school office and possibly in another school office</p> <p>Continue participating in the school-based enterprise or small school business</p> <p>Begin referral process to obtain Vocational Rehabilitation for rehabilitation engineering consultation and supported employment</p> <p>Visit/tour area businesses related to Kevin's interests</p>

Adult Living Skills	Investigate supported living options Conduct in-home accessibility evaluation to determine issues and assistive technology needs
Daily Living Skills (if appropriate)	Assess daily living skills to determine if assistive devices can increase independence level in the home and at school
Functional Vocational Evaluation (if appropriate)	Conduct situational assessment during on-campus job

Lisette is a 20 year-old student with Down Syndrome. As an adolescent, Lisette had several surgeries to correct scoliosis. She now walks at an average speed, but she uses a cane for stability areas with elevation changes, such as stairs, hills, curbs, and broken sidewalks. In areas with bumpy terrain, she has been taught by her physical therapist to walk slowly to prevent a fall. She has a number of post-secondary plans.

She plans to attend Montgomery County Community College to take courses. In this program, she will be able to continue to gain skills related to functional academics and career preparation. One requirement of the program is that prospective students complete an application with several pieces of personal information. Lisette wants to complete this application herself, without help from her parents. A few other students from her high school Work Study Skills classes also plan to attend this program. Lisette wanted to attend this program because she knows that courses at the college will help her gain skills for work. Also, she wants to go to school with students her age and she is excited about traveling to the campus by herself using public transportation. She uses her cane each day to practice walking to the bus stop where she will catch the bus to get to the community college next year. However, when asked by her mother and teachers how the walk to the bus stop was, several times she has said it was “difficult” and reported that she almost fell several times.

Lisette and her family, along with her IEP team, decided that she will live at home for approximately four years after she graduates from high school. At that time, she will move into a supported apartment with other young women in the local community. Lisette has expressed a desire to someday get married and have children but she doesn’t currently have a boyfriend. She wants to move out because she has witnessed her older sister moving out of the family home, and she wants these experiences for herself as well.

Lisette does not currently have a job, but she participated in several unpaid work training experiences in the community through her high school’s transition services. She has expressed an interest in jobs related to the food service industry, cleaning, and laundry. She has never had her own bank account, but she has had some experiences managing small amounts of money she received as a gift or for chores around the house. At the job site, she was extremely efficient, but her co-workers had difficulty

understanding her requests when she asked for help. In order to better communicate with unfamiliar people, she just received an assistive technology voice output device that is about the size of a palm pilot. Lissette is willing to use the device, but she is still learning to use it effectively.

Lissette's parents are supportive of her plans, but they worry for her safety. They are interested in community programs that will help Lissette protect herself around unfamiliar people. Lissette also has a tendency to talk to strangers on the public bus, which makes her mother nervous about her trip to the community college.

Paulo is an 18 year old student with a mild cognitive disability and autism. According to his IEP, he is identified as a student with Autism. His verbal skills have dramatically increased in the past six years, although he still primarily communicates through adapted sign language, gestures, words, and vocalizations that his family and teachers understand. Paulo's family has been actively involved in Paulo's education and transition planning process. Paulo lives at home with his mother and father, his older brother, and his younger sister. His mother and father immigrated to the United States from Brazil 22 years ago. All of the children were born in the United States and they speak both English and Portuguese fluently. His parents expect Paulo to live with them for at least the next 10 years. When they are no longer able to care for him, he will live with one of his siblings, most likely his sister. Paulo's independent living skills are important to his family. In fact, at times his teachers were concerned that Paulo did too much housework in comparison to his siblings because sometimes he would arrive at school smelling of bleach and appear tired. When asked about this, his parents explained that work was good for him and that he enjoyed it.

Paulo was provided with the services of an interpreter in elementary and middle school and provided with training in sign language. His IEP team, including his parents, discontinued the services because they agreed that he was not benefiting from the services and that he could effectively communicate with others using adapted sign language, some words, gestures, and vocalizations. Paulo can independently take directions and answer questions that require a yes or no response in both English and Portuguese. He also uses adapted signs and gestures for names of activities he likes and to express basic wants and needs.

Paulo loves watching movies in his house with his sister. He also enjoys outdoor activities such as raking leaves in the yard and sweeping the patio. His older brother played soccer in high school and now plays in college. Paulo can run fast, and has picked up some soccer skills from his brother's lessons like shooting the ball and passing to a teammate. He has few opportunities for fun outside of the family home, and his parents are open to him having leisure activities as long as he gets his chores done at home.

At school, Paulo loved going to the grocery store to job shadow a man who collected the carts and bagged groceries. Even though Paulo was only supposed to watch the job, the employee he was shadowing was willing to share his work, and Paulo did a good job with collecting the carts. He will need more training to bag groceries. Also, he was unresponsive to the man's corrective feedback. Paulo kept saying to himself "Good job, Paulo" to himself after he packed each bag, even though the employee tried to show him a better way to pack the bags. He apparently enjoyed the experience, because Paulo

would request that his teacher take him to the store even on days that it was not scheduled by signing “Me, work, store, please” over and over. Paulo is quiet and well-mannered. The store manager was impressed with his work ethic and is interested in having Paulo work part-time after he graduates.

Rolanda is an 18 year old student with multiple disabilities. She is a non-ambulatory teenager with a profound cognitive disability. She has athetoid cerebral palsy that impacts all motoric functioning. Until the age of 12, Rolanda ate soft and pureed foods in small amounts several times a day. Choking became a concern after several problems that scared her parents and teachers. Doctors decided that it was necessary at that point for Rolanda to gain nutrition through a g-tube that another person connects to a source of nutritional liquid. She has branchial cysts that required a tracheotomy procedure when Rolanda was nine years old. Currently, Rolanda breathes with the assistance of a ventilator through her tracheostomy. She is an only child, and both of her parents and a part-time in home nurse have a structured schedule for her care on a daily basis.

Rolanda is a friendly, alert student who is responsive to music. She communicates desires and needs inconsistently through switches and picture symbols. She can make choices from three options to select music to listen to, movies to watch, and places to go. Her family will take her most places, as long as no food is served there, because Rolanda gets upset when others eat around her. Her mother thinks that she feels jealous that she can no longer eat the foods she loved as a child. Rolanda loves to watch American Idol on television. Each summer her family travels to see the contestants on tour in a new city.

Rolanda’s parents had her just after they married when they were in their early twenties. They plan that Rolanda will live with them for approximately twenty years. At that point they will seek supported housing in a group home, or Rolanda will move in with a relative who is willing to care for her. Her parents are willing to implement a program that will benefit Rolanda at home, yet they are concerned that she could benefit from technology that they do not have the skills to utilize effectively. They also feel that it is important that Rolanda spend her days working to the best of her ability so that she gains skills and feel a sense of accomplishment in her life. Although her parents are young and strong right now, but it is still important to them that Rolanda provides as much assistance as possible in self-care tasks such as transferring from her wheelchair to the floor, the bed, and to other adaptive furniture throughout the house as well as hygiene tasks. Rolanda’s parents would also like additional information about financial planning and social security income to help them make informed decisions about Rolanda’s security in the future.

Stephanie is a 20 year old student with a mild cognitive disability. Stephanie will graduate from public school in less than six months. She is a quiet young woman who works diligently without much interaction with others. Stephanie will engage in conversation with her family and friends at school, but she is rather quiet at work. She currently lives with her mother, father, and younger brother but would like to live with her older sister in a few years. Stephanie likes to go to the mall with her girlfriends, and she was on the dance club at her high school.

For the past few years, Stephanie has worked at a pretzel shop in the mall approximately 20 hours each week where she is responsible for all steps in making the pretzels, including preparing the dough, shaping the pretzels, baking the pretzels, and placing them in the glass display case.

Stephanie enjoyed her job at the pretzel shop, but she would prefer to work in a restaurant. She thinks that a downtown restaurant would be an exciting place to work, but right now she doesn't have the skills necessary to be a cook or prep chef. Stephanie needs to acquire new skills to reach her goal of working in a downtown restaurant. Stephanie expressed a desire to apply for jobs at local chain to gain experience in a restaurant setting. Also, her mother and father have taken her to and from her summer job, but after graduation, she will work all year round. Her parents will not be able to transport her regularly to and from work every day. She will need to make other transportation plans, but she never taken a public bus on her own.

Stephanie's parents would like some strategies to help Stephanie get ready for work in the mornings after they leave the house for work. They expressed concern that she will forget something such as her employee identification, her cell phone for emergencies, her house keys, or her money. Also, Stephanie reads at a third grade level and is unable to read signs that she sees in unfamiliar places. She also has problems reading the time on analog clocks, which are found in most in food service environments.

NSTTAC Indicator 13 Checklist: Form B
(Enhanced for Professional Development)

Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the child to meet the postsecondary goals. [20 U. S. C. 1416 (a)(3)(B)]

Questions	Postsecondary Goals		
	<u>Education/ Training</u>	<u>Employment</u>	<u>Independent Living</u>
1. Is there a measurable <u>postsecondary goal</u> or goals in this area?	<u>EXAMPLES</u>	<u>EXAMPLES</u>	<u>EXAMPLES</u>
Can the goal(s) be counted? Will the goal(s) occur <i>after</i> the student graduates from school? <ul style="list-style-type: none"> If <i>yes</i> to both, then circle Y If a postsecondary goal(s) is not stated, circle N 			
2. Is (are) there <u>annual IEP goal(s)</u> that reasonably enable the child to meet the postsecondary goal(s)?	<u>EXAMPLES</u>	<u>EXAMPLES</u>	<u>EXAMPLES</u>
Is (are) an annual goal(s) included in the IEP that will help the student make progress towards the stated postsecondary goal(s)? If <i>yes</i> , the circle Y			
3. Are there <u>transition services</u> in the IEP that focus on improving the academic and functional achievement of the child to facilitate their movement from school to post-school?	<u>EXAMPLES</u>	<u>EXAMPLES</u>	<u>EXAMPLES</u>
Is a type of <u>instruction</u> , <u>related service</u> , <u>community experience</u> , <u>development of employment and other post-school adult living objectives</u> , and if appropriate, acquisition of <u>daily living skills</u> , and provision of a <u>functional vocational evaluation</u> , listed in association with meeting the post-secondary goal(s)? If <i>yes</i> , then circle Y			
4. For transition services that are likely to be provided or paid for by other agencies with parent (or child once of the age of majority is reached) consent, is there evidence that representatives of the agency(ies) were invited to the IEP meeting?	<u>EXAMPLES</u>	<u>EXAMPLES</u>	<u>EXAMPLES</u>
For the current year, is there evidence in the IEP that representatives of any of the following agencies/services were invited to participate in the IEP development: <i>postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation</i> for this post-secondary goal? Was consent obtained from the parent (or child, for a student of the age of majority)? <ul style="list-style-type: none"> If <i>yes</i> to both, then circle Y If it is too early to determine if the student will need outside agency involvement, or no agency is likely to provide or pay for transition services, circle NA If parent or individual student consent (when appropriate) was not provided, circle NA If <i>no</i> invitation is evident and a participating agency is likely to be responsible for providing or paying for transition services and there was consent to invite them to the IEP meeting, then circle N			
5. Is there evidence that the measurable postsecondary goals were based on <u>an age-appropriate transition assessment</u> ?	<u>EXAMPLES</u>	<u>EXAMPLES</u>	<u>EXAMPLES</u>
Is the use of a transition assessment(s) for the postsecondary goal(s) mentioned in the IEP or evident in the student's file? If <i>yes</i> , then circle Y			
6. Do the transition services include <u>courses of study</u> that focus on improving the academic and functional achievement of the child to facilitate their movement from school to post-school?	<u>EXAMPLES</u>	<u>EXAMPLES</u>	<u>EXAMPLES</u>
Do the transition services include courses of study that align with the student's postsecondary goal(s)? If <i>yes</i> , then circle Y			
Does the IEP meet the requirements of Indicator 13? (Circle one) Yes (all Ys or NAs for each postsecondary goal included in the IEP are circled) No (one or more Ns circled)			

Instructions for Completing NSTTAC Indicator 13 Checklist

1. Is there a measurable postsecondary goal or goals in this area?

- Find the transition component of the IEP
- Find the postsecondary goal(s) for this student
- If there are measurable postsecondary goals that address (a) *Education* or *Training*, (b) *Employment*, and as needed (c) *Independent Living*, circle Y in each column for #1
- If there is a postsecondary goal that addresses *Education* or *Training* after high school, but it is not measurable, circle N in that column for #1
- If there is not a postsecondary goal that addresses *Education* or *Training*, circle N in that column for #1
- If there is a postsecondary goal that addresses *Employment* after high school, but it is not measurable, circle N in that column for #1
- If there is not a postsecondary goal that addresses *Employment* after high school, circle N
- If there is a postsecondary goal that addresses *Independent Living* after high school, but it is not measurable, circle N in that column for #1
- If there is not a postsecondary goal that addresses *Independent Living* after high school, circle NA for that column for #1
- If there is one measurable postsecondary goal that addresses *Education* or *Training*, *Employment*, and (if applicable) *Independent Living* after high school, circle Y in each column for #1
- If there is one postsecondary goal that addresses *Education* or *Training*, *Employment*, and (if applicable) *Independent Living* after high school, but it is not measurable, circle N for each column for #1

2. Is (are) there annual IEP goal(s) that will reasonably enable the child to meet the postsecondary goal(s)?

- Find the annual goals, or, for students working toward alternative achievement standards, or states in which short-term objectives are included in the IEP, short-term objectives on the IEP
- For each of the postsecondary goal areas circled Y in question #1, if there is an annual goal or short-term objective included in the IEP that will help the student make progress towards the stated postsecondary goal, circle Y in that column for #2
- For each of the postsecondary goal areas circled Y in question #1, if there is **no** annual goal or short-term objective included in the IEP that will help the student make progress towards the stated postsecondary goal, circle N in that column for #2
- If a postsecondary goal area was addressed in #1, but was not measurable, and an annual goal is included in the IEP that will help the student make progress toward the stated postsecondary goal, circle Y in that column for #2
- If a postsecondary goal area was addressed in #1, but was not measurable, and there is **no** annual goal included in the IEP that will help the student make progress toward the stated postsecondary goal, circle N in that column for #2

3. Are there transition services in the IEP that focus on improving the academic and functional achievement of the child to facilitate their movement from school to post-school?

- Find where transition services/activities are listed on the IEP
- For each of the postsecondary goal areas circled Y in question #1, if there is (a) instruction, (b) related service(s), (c) community experience(s), (d) development of employment and other post-school adult living objective, (e) if appropriate, acquisition of daily living skill(s), or (f)

- if appropriate, provision of a functional vocational evaluation listed in association with meeting the postsecondary goal, circle Y in that column for #3
- For each of the postsecondary goal areas circled Y in question #1, if there is **no** type of instruction, related service, community experience, development of employment and other post-school adult living objective, acquisition of a daily living skill, or functional vocational evaluation listed in association with meeting the postsecondary goal, circle N in the corresponding column for #3
 - If a postsecondary goal area was addressed in item #1, but was not measurable and there is a type of transition services listed in association with meeting that postsecondary goal, circle Y in the corresponding column for #3
 - If a postsecondary goal area was addressed in item #1, but was not measurable and there is **no** type of transition service listed in association with meeting that postsecondary goal, circle N in the corresponding column for #3
- 4. For transition services that are likely to be provided or paid for by other agencies with parent or child (once of the age of majority is reached) consent, is there evidence that representatives of the agency(ies) were invited to the IEP meeting?**
- Find where persons responsible and/or agencies are listed on the IEP
 - Are there transition services listed on the IEP that need to be provided or paid for by an outside agency? If yes, continue with next guiding question. If no, circle NA in all columns for #4
 - For each of the postsecondary goal areas circled Y in question #1, if **it is too early** to determine if this student will need outside agency involvement, circle NA in the corresponding column in #4
 - If parent (or child, when a student has reached the age of majority) consent were obtained to invite outside agency(ies), continue with the next guiding question. If no, circle NA in all columns for #4
 - For each of the postsecondary goal areas circled Y in question #1, that requires an outside agency to provide or pay for transition services, is there evidence in the IEP that any of the following were invited to the IEP meeting to discuss transition, **or otherwise involved in the discussion of transition services**: postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation for this postsecondary goal? If yes, circle Y in the corresponding column for #4.
 - For each of the postsecondary goal areas circled Y in question #1, that requires an outside agency to provide or pay for transition services, **but no** evidence in the IEP that any of the following were invited to the IEP meeting to discuss transition, **or otherwise involved in the discussion of transition services**: postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation for this postsecondary goal, circle N in the corresponding column for #4
 - If a postsecondary goal area was addressed in item #1, but was not measurable and there is evidence that parent/child consented agency(ies) were invited to the IEP meeting to discuss transition, circle Y for the corresponding column in #4
 - If a postsecondary goal area was addressed in item #1, but was not measurable and there is **no** evidence that parent/child consented agency(ies) were invited to the IEP meeting to discuss transition, circle N for that item

5. Is there evidence that the measurable postsecondary goals were based on an age-appropriate transition assessment?

- Find where information relates to assessment and the transition component on the IEP (either in the IEP or the student's file)
- For each of the postsecondary goal areas circled Y in question #1, if there is age-appropriate transition assessment information provided on the student's needs, taking into account strengths, preferences, and interests regarding this postsecondary goal, circle Y the corresponding column for item #5
- For each of the postsecondary goal areas circled Y in question #1, if there is **no** age-appropriate transition assessment information provided on the student's needs, taking into account strengths, preferences, and interests regarding this postsecondary goal, circle N in the corresponding column for #5
- If a postsecondary goal area was addressed in item #1, but was not measurable and if there is age-appropriate transition assessment information provided on the student's needs, taking into account strengths, preferences, and interests regarding this postsecondary goal, circle Y the corresponding column for item #5
- If a postsecondary goal area was addressed in item #1, but was not measurable and if there is **not** age-appropriate transition assessment information provided on the student's needs, taking into account strengths, preferences, and interests regarding this postsecondary goal, circle N the corresponding column for item #5

6. Do the transition services include courses of study that focus on improving the academic and functional achievement of the child to facilitate their movement from school to post-school?

- Locate the courses of study (instructional program of study) or list of courses of study in the student's IEP
- Does the course of study (or courses) listed align with the student's identified postsecondary goal(s)? If yes, circle Y. If no, circle N.
- Are the courses of study a multi-year description of coursework from the student's current to anticipated exit year that is designed to help achieve the student's desired post-school goal(s)? If yes, circle Y. If no, circle N.

7. Does the IEP meet the requirements of Indicator 13?

- If all Ys or NAs for each postsecondary goal included in the IEP are circled, then circle **Yes**
- If one or more Ns are circled, then circle **No**

POSTSECONDARY GOALS

[BACK TO CHECKLIST](#)

1: A postsecondary goal is “generally understood to refer to those goals that a child hopes to achieve after leaving secondary school (i.e., high school)” (IDEA 2004 Part B Regulations, §300.320(b), discussion of Final Rule p. 46,668)

A postsecondary goal is not the *process* of pursuing or moving toward a desired outcome.

EXAMPLES

1.2a: This is an example of a **measurable postsecondary goal** in the domain of **education/training**.

Example:

- Upon completion of high school, John will enroll in courses at Ocean County Community College*.
 - This goal meets NSTTAC Indicator 13 (I-13) standards for item #1 for the following reasons:
 - a) Participation in postsecondary education is the focus of this goal.
 - b) Enrollment at a community college can be observed, as in John enrolls in courses or he does not.
 - c) The expectation, or behavior, is explicit, since John enrolls at the community college or he does not.
 - d) Enrollment at a community college occurs after graduation, and it is stated that this goal will occur after graduation.

1.2b: Nonexample:

- Upon graduation, John will continue to learn about life skills and reading.
 - This goal does not meet I-13 standards for item #1 for the following reasons:
 - a) Participation in learning is the focus of this goal, but no specific place or program is specified.
 - b) The expectation for learning, or behavior, is not explicitly stated.

1.2c: This is an example of a **measurable postsecondary goal** for I-13 item #1 on the NSTTAC Indicator 13 Checklist in the domain of **education/training**.

- Allison will obtain a four-year degree from a liberal arts college with major in Child Development**.
 - This goal meets I-13 standards for item #1 for the following reasons:
 - a) Participation in postsecondary education is the focus of this goal.
 - b) Obtaining a degree at a college can be observed, as Allison gets a degree or does not.
 - c) Obtaining a college degree occurs after graduation from high school.

* Note that there would likely be less specificity in the postsecondary goals articulated by younger students, than those in their last years of high school. John's goal could be made more specific by including a phrase such as "will enroll in the general Associates Degree program at...."

** It is not necessary to specify the student's major for the goal to be measurable, however, increased specificity in postsecondary goal statements (when the student articulates this information) can improve the relevance of services provided during high school.

1.2d: Nonexample:

- The fall after graduation from high school, Allison plans to enroll in a four-year university in the Southeast.
 - This goal does not meet I-13 standards for item #1 for the following reasons:
 - a) "Plans" does not indicate something that must occur after high school and can be ongoing after exit: "will enroll" would make this a measurable postsecondary goal.

1.2e: This is an example of a **measurable postsecondary goal in the domain of **education/training**.**

Example:

- Upon graduation from high school, Jamarreo will successfully complete welding courses at Central Piedmont Community College to attain the Entry Level Welding Certificate.
 - This goal meets I-13 standards for item #1 for the following reasons:
 - a) Participation in training is the focus of this goal.
 - b) Successful completion of a welding certificate can be observed, as in Jamarreo meets the requirements of the coursework or he does not.
 - c) The expectation, or behavior, is explicit, as in Jamarreo attains the certificate or he does not.
 - d) It is stated in this goal that the training will occur after graduation.

1.2f: Nonexample:

- Jamarreo will learn about welding.
 - This goal does not meet I-13 standards for item #1 for the following reasons:
 - a) Learning about welding is not measurable as stated. This goal is not measurable, as no criterion or timeframe is identified.
 - b) The expectation for learning, or behavior, is not explicitly stated.
 - c) It is not stated that the goal will occur after graduation.

1.2g: This is an example of a **measurable postsecondary goal in the domain of **education/training**.**

Example:

- After graduation, Rolanda will participate in an in-home or center-based program designed to provide habilitative and vocational training with medical and therapeutic supports.
 - This goal meets I-13 standards for Item #1 for the following reasons:
 - a) Participation in training is the focus of the goal.
 - b) “Participation” is an observable behavior.

1.2h: Nonexample:

- After leaving high school, Rolanda’s family plans for her to receive habilitative training through Medicaid Community Alternatives Program (CAP) services.
 - This goal does not meet I-13 standards for Item #1 for the following reason:
 - a) “Plans” does not indicate an explicit behavior by the student that will occur after high school that can be observed as occurring or not occurring.

1.2i: This is an example of a **measurable postsecondary goal in the domain of **education/training**.**

Example:

- The fall after high school, Jodi will enroll in courses (non-degree) at Gaston Community College.
 - This goal meets I-13 standards for Item #1 for the following reasons:
 - a) Enrolling in courses in a postsecondary education environment is the focus of the goal.
 - b) Enrolling in courses (or not) can be observed.
 - c) The goal will occur after Jodi leaves high school.

1.2j: Nonexample:

- After leaving high school, Jodi wants to take some classes
 - This goal does not meet the I-13 standards for Item#1 for the following reason:
 - a) “Wants” does not indicate an explicit behavior by the student that will occur after high school that can be observed as occurring or not occurring.

1.2k: This is an example of a **measurable postsecondary goal in the domain of **education/training**.**

Example:

- After high school, Alex will take a business math class at Kings College (a technical school)
 - This goal meets I-13 standards for Item #1 for the following reasons:
 - a) Enrolling in a course in a postsecondary education environment is the focus of the goal.
 - b) This goal corresponds with Alex’s other postsecondary goal of continuing employment (that is highly math skill focused) with a local business.
 - c) This goal reflects Alex’s strengths in the area of math.

1.2l: Nonexample:

- Alex thinks he'll major in math in college
 - This goal does not meet I-13 standards for Item #1 for the following reason:
 - a) The goal is written as a process, rather than an outcome that can be demonstrated.

1.2m: This is an example of a **measurable postsecondary goal in the domain of **education/training**.**

Example:

- After graduation from high school, Lissette will complete the non-degree program at Montgomery County College
 - This goal meets I-13 standards for Item #1 for the following reasons:
 - a) Completing a postsecondary education program is the focus of the goal statement.
 - b) This goal is consistent with Lissette's other employment and independent living postsecondary goals and could support her attainment of her other goals.
 - c) The goal is stated as occurring after Lissette is no longer receiving services in high school.

1.2n: Nonexample:

- Lissette wants to go to college
 - This goal does not meet I-13 standards for Item #1 for the following reasons:
 - a) "Wants" is not measurable.
 - b) There is no component of the goal statement that indicates the goal will occur after Lissette's secondary school experience.

1.2o: This is an example of a **measurable postsecondary goal in the domain of **education/training**.**

Example:

- After high school, Jeremy will improve his social, self-advocacy, and self-care skills by attending instruction at a center-based adult program
 - This goal meets I-13 standards for Item #1 for the following reasons:
 - a) Attending a center-based program focused on training is the focus of this goal statement.
 - b) Improving the skills noted is an explicit outcome for Jeremy.
 - c) Improving skills and attending the program are observable goals.

1.2p: Nonexample:

- After high school, Jeremy will need to continue to work on his self-care skills
 - This goal does not meet I-13 standards for Item #1 for the following reason:
 - a) The statement provided is not written as a goal for Jeremy, but as a need that will need to be addressed after high school.

1.2q: This is an example of a **measurable postsecondary goal** in the domain of **education/training**.

Example:

- After graduation, Paulo will participate in training to improve his work skills in his job at a grocery store.
 - This goal meets I-13 standards for Item #1 for the following reasons:
 - a) On-the-job training in a postsecondary environment is the focus of this goal statement.
 - b) Participation in the training is measurable and is stated as an explicit outcome for Paulo.

1.2r: Nonexample:

- After graduation, Paulo will get a job at a grocery store
 - This goal does not meet I-13 standards for Item #1 for the following reason:
 - a) Obtaining employment is not a postsecondary education/training goal.

1.2s: This is an example of a **measurable postsecondary goal** in the domain of **education/training**.

Example:

- Immediately after graduation, Kevin will participate in habilitative and functional skill training through CAP services and will attend courses designed to provide specialized academic, functional, and occupational preparation for individuals with disabilities 2 times per week at the community college.
 - This goal meets I-13 standards for Item #1 for the following reasons:
 - a) Participation in training is the focus of the goal.
 - b) Participating is an observable behavior.

1.2t: Nonexample:

- After leaving high school, Kevin plans to attend courses the local community college.
 - This goal does not meet I-13 standards for Item #1 for the following reason:
 - a) “Plans” does not indicate an explicit behavior by the student that will occur after high school that can be observed as occurring or not occurring.
 - b) This goal does not state the purpose of attending a community college. Stated in observable terms, this may be a reasonable goal for Kevin if specialized academic, functional, and occupational curricula (e.g., compensatory education) are available at the community college.

1.3a: This is an example of a **measurable postsecondary goal** in the domain of **employment**.

Example:

- John will work in an on-campus part-time job while in college.
 - This goal meets I-13 standards for Item #1 for the following reasons:
 - a) Obtaining employment is the focus of the statement.
 - b) Working part-time is an explicit outcome that can be observed.

- c) The phrase “while in college” indicates that the goal will occur after John has graduated from high school.

1.3b: Nonexample:

- John will attend a job fair on the college campus.
 - This goal statement does not meet I-13 standards for item #1 for the following reasons:
 - a) While “attending a job fair” is measurable, this statement suggests an activity toward a postsecondary goal.
 - b) This activity could occur while John is still in high school.

1.3c: This is an example of a **measurable postsecondary goal in the domain of **employment**.**

Example:

- After college, Allison will have a career in the field of early childhood education.
 - This goal meets I-13 standards for Item #1 for the following reasons:
 - a) The focus of the goal statement is Allison’s postsecondary employment.
 - b) While this a long-term goal statement, it does indicate an outcome (having a career in a particular field) that can be observed as occurring or not.
 - c) The outcome must occur after high school.
 - d) The goal is supported by Allison’s postsecondary education/training goal.

1.3d: Nonexample:

- Allison hopes to work with young children someday.
 - This goal does not meet I-13 requirements for Item #1 for the following reasons:
 - a) “Hopes” is not a measurable outcome.
 - b) “Work with young children” does not necessarily indicate an employment goal.

1.3e: This is an example of a **measurable postsecondary goal in the domain of **employment**.**

Example:

- In the future Jamarreo will be a self-employed welder.
 - This goal meets I-13 standards for Item #1 for the following reasons:
 - a) The action will occur after high school.
 - b) The result of this goal is observable (i.e., Jamarreo will or will not be a self-employed welder).

1.3f: Nonexample:

- Jamarreo wants to work as a welder.
 - This goal does not meet I-13 standards for Item #1 for the following reasons:
 - a) “Want” is not an outcome.
 - b) This goal statement is not measurable.

1.3g: This is an example of a **measurable postsecondary goal** in the domain of **employment**.

Example:

- Immediately after graduation, Rolanda will receive job development services from vocational rehabilitation or a community rehabilitation program and will participate in technologically supported self-employment or volunteer work within 1 year of graduation.
 - This goal meets I-13 standards for Item #1 for the following reasons:
 - a) It is stated that the goal will occur after graduation from high school.
 - b) The goal is stated measurably: “receive services” and “participate” can be observed as occurring or not, within 1 year of graduation.

1.3h: Nonexample:

- Upon completion of high school, Rolanda will apply for services through vocational rehabilitation to support her participation in a vocational center program.
 - This goal does not meet I-13 standards for Item #1 for the following reasons:
 - a) Applying to vocational rehabilitative services is an activity not an outcome.
 - b) This goal is an activity that should be achieved while Rolanda is still in school and does not reflect a postsecondary goal for her employment.

1.3i: This is an example of a **measurable postsecondary goal** in the domain of **employment**.

Example:

- The summer after leaving high school, Jodi will obtain a part-time position in a community retail environment.
 - This goal meets I-13 standards for Item #1 for the following reasons:
 - a) Participation in employment is the focus of this goal.
 - b) Attaining a part-time position in a retail environment can be observed, as in Jodi is hired or she is not.
 - c) The expectation, or behavior, is explicit, as in Jodi either attains the identified position or does not.
 - d) It is stated in this goal that community employment will be sought after graduation.

1.3j: Nonexample:

- Upon graduation from high school, Jodi hopes to improve her vocational skills through work experiences.
 - This goal does not meet I-13 standards for Item #1 for the following reasons:
 - a) “Hopes” is not an observable behavior.
 - b) The expectation for learning, or behavior, is not explicitly stated.

1.3k: This is an example of a **measurable postsecondary goal** in the domain of **employment**.

Example:

- b) After finishing high school Alex will increase his work hours in the business department of a local office supply store, contacting XYZ Adult Agency for employment support services.
 - o This goal meets I-13 standards for Item #1 for the following reasons:
 - a) Participation in employment is the focus of this goal.
 - b) Increasing work hours is measurable.
 - c) The expectation, or behavior, is explicit, as in Alex continues employment, or does not and Alex accesses adult agency services monthly (or does not).
 - d) It is stated in this goal that increased employment and use of adult services will occur after Alex leaves high school.

1.3l: Nonexample:

- Alex will work with vocational rehabilitative services to ensure community employment.
 - a) This goal does not meet I-13 standards for Item #1 for the following reasons:
 - a) Working with VR is not measurable as stated.
 - b) The expectation for learning, or behavior, is not explicitly stated.
 - c) “Ensure community employment” suggests a process, not an outcome.
 - d) It is not clear that the activities will continue to occur, or will occur after high school.

1.3m: This is an example of a **measurable postsecondary goal** in the domain of **employment**.

Example:

- After graduation, through the assistance of VR and the staff of the non-degree program, Lissette will obtain part-time employment on campus at MCC that does not interfere with the schedule for her program there.
 - o This goal meets I-13 standards for Item #1 for the following reasons:
 - a) Obtaining part-time employment is observable.
 - b) This employment goal is also consistent with both of Lissette’s postsecondary education and independent living.
 - c) The action will occur after graduation.

1.3n: Nonexample:

- Lissette will get a job.
 - o This goal does not meet I-13 standards for Item #1 for the following reason:
 - a) While “getting a job” is measurable it is unclear that this needs to occur after graduation from high school. Further, Lissette is in her final year of school (i.e., 20 years old), she should have a clearer awareness of her employment future than simply “getting a job”.

1.3o: This is an example of a **measurable postsecondary goal** in the domain of **employment**.

Example:

- After graduation, Jeremy will be employed part-time in the community with supports.
 - This goal meets I-13 standards for Item #1 for the following reasons:
 - a) The goal statement includes an observable behavior.
 - b) The criterion “with supports” is unnecessary for this to meet the standards for I-13, but provide additional information that may assist in planning and linking Jeremy with services that will support his postsecondary employment goal.

1.3p: Nonexample:

- Jeremy hopes to work at a store near his home part-time after high school.
 - This goal statement does not meet I-13 standards for Item #1 for the following reason:
 - a) “Hopes” is not observable.

1.3q: This is an example of a **measurable postsecondary goal** in the domain of **employment**.

Example:

- After graduation, Paulo will get a job at a grocery store, where he enjoyed a job-shadowing experience during school.
 - This goal meets I-13 standards for Item #1 for the following reasons:
 - a) The action in the statement is observable.
 - b) The goal statement is focused on postsecondary employment.
 - c) While not required, this postsecondary employment goal statement corresponds to Paulo’s postsecondary education/training goal and is founded on Paulo’s interests (i.e., job-shadowing experience he enjoyed).

1.3r: Nonexample:

- After graduation, Paulo will be referred to Vocational Rehabilitation for assistance with job placement through assessments and temporary supports
 - This goal does not meet I-13 standards for Item #1 for the following reasons:
 - a) A referral to vocational rehabilitation is an activity, not a goal.
 - b) A referral to vocational rehabilitation is a transition service that should occur to support a postsecondary employment goal while Paulo is still in school.

1.3s: This is an example of a **measurable postsecondary goal** in the domain of **employment**.

Example:

- Within three months of graduation, Kevin will obtain a supported employment position that allows him to work to his maximum stamina and incorporates the use of assistive technology.
 - This goal meets I-13 standards for Item #1 for the following reasons:
 - a) It is stated that the goal will occur after graduation from high school.

- b) The goal is stated measurably: “obtain” and “work” can be observed as occurring or not, within three months of graduation.

1.3t: Nonexample:

- Upon completion of high school, Kevin will express his preferences related to his postsecondary employment options, given picture symbols and the iTalk2, an augmentative communication device.
 - This goal does not meet I-13 standards for Item #1 for the following reasons:
 - a) Expressing preference about employment preferences is an activity. Expressing preference about employment is not an outcome.
 - b) This goal is an activity that should be engaged in with Kevin prior to and throughout secondary transition. It does not reflect a postsecondary goal for his employment.

1.4a: This is an example of a measurable postsecondary goal in the domain of independent living.

Example:

- Upon completion of high school, Lissette will learn to utilize public transportation, including the public bus and uptown trolley.
 - This goal meets I-13 standards for Item #1 for the following reasons:
 - a) Participation in independent living skill development, specifically community participation, is the focus of this goal.
 - b) Use of the bus can be measured, as in Lissette performs the necessary activities or does not perform the activities.
 - c) The expectation, or behavior, is explicit, as in Lissette performs the required activities or she does not.
 - d) It is stated in this goal that the instruction will occur after graduation.

1.4b: Nonexample:

- Lissette will learn to use the bus system.
 - This goal does not meet I-13 standards for item #1 for the following reasons:
 - a) Participation in independent living, specifically community participation, is the focus of this goal.
 - b) The expectation for learning, or behavior, is not explicitly stated.
 - c) It is not stated that the goal will occur after high school.

1.4c: This is an example of a measurable postsecondary goal in the domain of independent living.

Example:

- Upon completion of high school, Jeremy will independently prepare for work each day, including dressing, making his bed, making his lunch, and accessing transportation.
 - This goal meets I-13 standards for item #1 for the following reasons:

- a) Participation in independent living skill development, specifically residential skills, is the focus of this goal.
- b) Independently preparing for work each day is observable, as in Jeremy performs the necessary activities or does not successfully perform the activities necessary.
- c) The expectation, or behavior, is explicit.
- d) It is stated in this goal that the goal will occur after graduation.

1.4e: This is an example of a **measurable post-secondary goal** in the domain of **independent living**.

Example:

- Upon completion of high school, Paulo will play soccer in a recreational soccer league at the YMCA.
 - This goal meets I-13 standards for item #1 for the following reasons:
 - a) Participation in independent living skill development, specifically community recreational activities, is the focus of this goal.
 - b) Joining a team is observable, as in Paulo joins the team or he does not, as in Paulo either performs the required activities or he does not.
 - c) The expectation, or behavior, is explicit, as in Paulo performs the required activities or he does not.
 - d) It is stated that the goal will occur after graduation.

1.4g – 1.4i: These examples effectively reflect item #1 on the NSTTAC Indicator 13 Checklist, illustrating **measurable postsecondary goals** in the domain of **independent living**.

Example:

- **1.4g:** After graduation Rolanda will live at home and participate to the maximum extent possible in her daily routines (e.g. feeding, dressing, bathing, activating small appliances/media devices, choice making, etc.) and environment through the use of technology.
- **1.4h:** After graduation Rolanda will participate in community-integrated recreational/leisure activities related to music, movies, and art at movie theaters, concerts at the local community college, art and craft museums downtown, and the entertainment store at the mall.
- **1.4i:** After graduation Rolanda will effectively utilize an augmentative communication device at home and in the community that allows familiar and non-familiar individuals to communicate with her regarding needs, wants, and desires.
 - The above goals meet I-13 standards for Item #1 for the following reasons:
 - a) Each goal is focused on Rolanda's independent living (residential, self-care, community participation, communication skills).
 - b) Each goal is stated in a manner that can be observed (i.e., "will live", "participate", "effectively utilize".
 - c) There are criteria for performing the postsecondary goals that make them explicit and observable.

- d) The goals are stated as outcomes for Rolanda after high school, not activities or processes toward outcomes.

1.4j: Nonexample:

- Rolanda should continue to use her facial expressions as a reliable mode to communicate her preferences as well as practice increasing her communication skills via eye gaze at concrete objects.
 - This goal does not meet I-13 standards for Item #1 on for the following reasons:
 - a) While “using facial expressions” is measurable, it is not a postsecondary outcome, because Rolanda has already developed this skill.
 - b) “Practice increasing” is an activity toward an outcome of effective communication skills.

1.4k – 1.4m: These examples effectively reflect item #1 on the NSTTAC Indicator 13 Checklist, illustrating **measurable postsecondary goals** in the domain of **independent living**.

Example:

- **1.4k:** After graduation, Kevin will continue to live with his parents and will participate in his daily care routines to the maximum extent possible.
- **1.4l:** Immediately following graduation, Kevin will participate in 1- 2 age-appropriate community and individual community-based activities per week related to horticulture, socialization with young adults, animals, and music.
- **1.4m:** After graduation Kevin will effectively utilize an augmentative communication device at home and in the community that allows familiar and non-familiar individuals to communicate with his regarding needs, wants, and desires.
 - The above goals meet I-13 standards for Item #1 for the following reasons:
 - a) Each goal is focused on Kevin’s independent living (residential, self-care, community participation, communication skills).
 - b) Each goal is stated in a manner that can be observed (i.e., “will live”, “participate”, “effectively utilize”).
 - c) There are criteria for performing the postsecondary goals that make them explicit and observable.
 - d) The goals are stated as outcomes for Kevin after high school, not activities or processes toward outcomes.

1.4n: Nonexample:

- Kevin enjoys watching DVD’s, looking at books, listening to his iPod, watching his younger sister play video games, sitting with family for meals, and making music on his electronic keyboard.
 - This goal does not meet I-13 standards for Item #1 on for the following reasons:
 - a) While this information includes a consideration for Kevin’s preferences and interests, he has already developed this skill.

- b) No timeframe or date is stated for this goal. It is stated as an activity that is currently happening rather than a goal for the future.
- c) “Enjoys” is neither observable nor measurable.
- d) This is a statement of Kevin’s preferences, not what he will do after exiting secondary education.

1.5: It is possible to include the postsecondary areas of education/training, employment, and, if applicable, independent living in one postsecondary goal statement. The following examples illustrate goals that meet the criteria for measurable postsecondary goals for item #1 of the NSTTAC Indicator 13 Checklist in more than one domain.

1.5a: This is an example of a **measurable post-secondary goal** in the domains of **education and employment**.

Example:

- After graduating from high school, Jason will enroll in a four-year college to obtain his undergraduate degree in history and education, to become a high school social studies teacher
 - This goal meets I-13 standards for Item #1 for the following reasons:
 - a) Enrolling in a four-year college is observable.
 - b) Obtaining an undergraduate degree in history and education is measurable.
 - c) Becoming a high school social studies teacher is also observable.
 - d) The expectation, or behavior, is explicit, as in Jason performs the required activities or he does not, after graduating from high school.
 - e) These goals logically must occur after high school (and it is stated that the goal will occur after graduation).

1.5b: Nonexample:

- Jason will meet the criteria for passing Spanish II, so that he can apply to college where he wants to major in education
 - This goal does not meet I-13 standards for Item #1 for the following reasons:
 - a) It occurs before Jason will have left high school.
 - b) “Apply” is an activity or process, not an outcome.

1.5c: This is an example of a **measurable post-secondary goal** in the domains of **education/training, employment, and independent living**.

Example:

- The summer after leaving high school, Stephanie will independently ride the bus each work day to her job with Marriot Food Services, where she will participate in classes each year, as offered by her employer, to advance industrial kitchen skills.
 - This goal meets I-13 standards for Item #1 for the following reasons:
 - a) Development of an independent living skill, specifically transportation independence, and participation in on-the job training (employment implied), are the focuses of this goal.

- b) Independently riding the bus is observable, as in Stephanie demonstrates the skill or she does not.
- c) Reporting to her job with Marriot Food Services is also a skill that can be observed.
- d) Participating in employer-offered job skill training will occur in conjunction with Stephanie's employment with Marriot Foods (as she does not need additional job training after high school) and participating in these courses is also observable.
- e) It is stated that the goal will occur after Stephanie exits high school.

1.5d: Nonexample:

- Stephanie wants to get a job in food services and will develop skills to access the county's public transportation system
 - This goal does not meet I-13 standards for Item #1 for the following reasons:
 - a) The goal is not measurable as stated.
 - b) Part of the goal as stated (i.e., developing transportation skills) would likely occur while the student was in school.

[BACK TO CHECKLIST](#)

DEFINITION OF EDUCATION TRAINING

[BACK TO CHECKLIST](#)

2: Education/Training is defined as enrollment in (a) community or technical college (2-year program), (b) college/university (4-year program), (c) compensatory education program, (d) a high school completion document or certificate class (e.g., Adult Basic Education, General Education Development [GED]), (e) short-term education or employment training program (e.g., Workforce Investment Act [WIA], Job Corps, Vocational Rehabilitation), or (f) vocational technical school, which is less than a two year program

Sources: Retrieved from National Post-School Outcomes Center at:
<http://psocenter.org/Docs/DataCollstage1final.doc> on January 26, 2007, p. 6

DEFINITION OF EMPLOYMENT

[BACK TO CHECKLIST](#)

3: Employment is defined as (a) competitive, (b) supported, or (c) sheltered.

“Competitive employment means work- (i) In the competitive labor market that is performed on a full-time or part-time basis in an integrated setting; and (ii) For which an individual is compensated at or above the minimum wage, but not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by individuals who are not disabled.”

Source: National Post School Outcome Center. *Helpful Hints*, retrieved from <http://www.psocenter.org/Docs/HelpfulHints14template.doc> on August 20, 2007, citing the Rehabilitation Act, 1998, Sections 7(11) & 7 (35) (a), 29 U.S.C. 705(11) and 709(c)

“Supported employment is competitive work in integrated work settings, or employment in integrated work settings in which individuals are working toward competitive work, consistent with the strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice of the individuals, for individuals with the most significant disabilities for whom competitive employment has not traditionally occurred; or for whom competitive employment has been interrupted or intermittent as a result of a significant disability; and who, because of the nature and severity of their disability, need intensive supported employment services”.

Source: Rehabilitation Act, Section 7(35) (a), retrieved from the Office of Special Education and Rehabilitation Services website: <http://www.ed.gov/policy/speced/reg/narrative.html> on February 2, 2007.

Sheltered employment refers to “an accredited occupationally-oriented facility, including a work activities center, operated by a private nonprofit agency, which, except for its administrative and support staff, employs disabled persons certified under special provisions of federal minimum wage laws by the Wage and Hour Division, U.S. Department of Labor” (65 Del. Laws, c. 74, § 1.).

Source: Delaware Constitution, Chapter 10, retrieved from www.delcode.state.de.us/title19/c010/index.htm on February 2, 2007.

Source: Retrieved from National Post-School Outcomes Center at: <http://psocenter.org/Docs/DataCollstage1final.doc> on January 26, 2007, p. 2 and 5

DEFINITION OF INDEPENDENT LIVING

[BACK TO CHECKLIST](#)

4: Independent Living or life skills are defined as “those skills or tasks that contribute to the successful independent functioning of an individual in adulthood” (Cronin, 1996) in the following domains: leisure / recreation, home maintenance and personal care, and community participation.

Source: Cronin, M. E. (1996). Life skills curricula for students with learning disabilities: A review of the literature. *Journal of Learning Disabilities*, 29, 53-68.

POSTSECONDARY GOALS: EDUCATION TRAINING

[BACK TO CHECKLIST](#)

EXAMPLES (1.2a – 1.2t, 1.5a – 1.5d)

1.2a: This is an example of a **measurable postsecondary goal** in the domain of **education/training**.

Example:

- Upon completion of high school, John will enroll in courses at Ocean County Community College*.
 - This goal meets NSTTAC Indicator 13 (I-13) standards for item #1 for the following reasons:
 - a) Participation in postsecondary education is the focus of this goal.
 - b) Enrollment at a community college can be observed, as in John enrolls in courses or he does not.
 - c) The expectation, or behavior, is explicit, since John enrolls at the community college or he does not.
 - d) Enrollment at a community college occurs after graduation, and it is stated that this goal will occur after graduation.

1.2b: Nonexample:

- Upon graduation, John will continue to learn about life skills and reading.
 - This goal does not meet I-13 standards for item #1 for the following reasons:
 - a) Participation in learning is the focus of this goal, but no specific place or program is specified.
 - b) The expectation for learning, or behavior, is not explicitly stated.

1.2c: This is an example of a **measurable postsecondary goal** for I-13 item #1 on the NSTTAC Indicator 13 Checklist in the domain of **education/training**.

- Allison will obtain a four-year degree from a liberal arts college with major in Child Development**.
 - This goal meets I-13 standards for item #1 for the following reasons:
 - a) Participation in postsecondary education is the focus of this goal.
 - b) Obtaining a degree at a college can be observed, as Allison gets a degree or does not.
 - c) Obtaining a college degree occurs after graduation from high school.

* Note that there would likely be less specificity in the postsecondary goals articulated by younger students, than those in their last years of high school. John's goal could be made more specific by including a phrase such as "will enroll in the general Associates Degree program at...."

** It is not necessary

to specify the student's major for the goal to be measurable, however, increased specificity in postsecondary goal statements (when the student articulates this information) can improve the relevance of services provided during high school.

1.2d: Nonexample:

- The fall after graduation from high school, Allison plans to enroll in a four-year university in the Southeast.
 - This goal does not meet I-13 standards for item #1 for the following reasons:
 - a) "Plans" does not indicate something that must occur after high school and can be ongoing after exit: "will enroll" would make this a measurable postsecondary goal.

1.2e: This is an example of a **measurable postsecondary goal in the domain of **education/training**.**

Example:

- Upon graduation from high school, Jamarreo will successfully complete welding courses at Central Piedmont Community College to attain the Entry Level Welding Certificate.
 - This goal meets I-13 standards for item #1 for the following reasons:
 - a) Participation in training is the focus of this goal.
 - b) Successful completion of a welding certificate can be observed, as in Jamarreo meets the requirements of the coursework or he does not.
 - c) The expectation, or behavior, is explicit, as in Jamarreo attains the certificate or he does not.
 - d) It is stated in this goal that the training will occur after graduation.

1.2f: Nonexample:

- Jamarreo will learn about welding.
 - This goal does not meet I-13 standards for item #1 for the following reasons:
 - a) Learning about welding is not measurable as stated. This goal is not measurable, as no criterion or timeframe is identified.
 - b) The expectation for learning, or behavior, is not explicitly stated.
 - c) It is not stated that the goal will occur after graduation.

1.2g: This is an example of a **measurable postsecondary goal in the domain of **education/training**.**

Example:

- After graduation, Rolanda will participate in an in-home or center-based program designed to provide habilitative and vocational training with medical and therapeutic supports.
 - This goal meets I-13 standards for Item #1 for the following reasons:
 - a) Participation in training is the focus of the goal.
 - b) "Participation" is an observable behavior.

1.2h: Nonexample:

- After leaving high school, Rolanda’s family plans for her to receive habilitative training through Medicaid Community Alternatives Program (CAP) services.
 - This goal does not meet I-13 standards for Item #1 for the following reason:
 - a) “Plans” does not indicate an explicit behavior by the student that will occur after high school that can be observed as occurring or not occurring.

1.2i: This is an example of a **measurable postsecondary goal in the domain of **education/training**.**

Example:

- The fall after high school, Jodi will enroll in courses (non-degree) at Gaston Community College.
 - This goal meets I-13 standards for Item #1 for the following reasons:
 - a) Enrolling in courses in a postsecondary education environment is the focus of the goal.
 - b) Enrolling in courses (or not) can be observed.
 - c) The goal will occur after Jodi leaves high school.

1.2j: Nonexample:

- After leaving high school, Jodi wants to take some classes
 - This goal does not meet the I-13 standards for Item#1 for the following reason:
 - a) “Wants” does not indicate an explicit behavior by the student that will occur after high school that can be observed as occurring or not occurring.

1.2k: This is an example of a **measurable postsecondary goal in the domain of **education/training**.**

Example:

- After high school, Alex will take a business math class at Kings College (a technical school)
 - This goal meets I-13 standards for Item #1 for the following reasons:
 - a) Enrolling in a course in a postsecondary education environment is the focus of the goal.
 - b) This goal corresponds with Alex’s other postsecondary goal of continuing employment (that is highly math skill focused) with a local business.
 - c) This goal reflects Alex’s strengths in the area of math.

1.2l: Nonexample:

- Alex thinks he’ll major in math in college
 - This goal does not meet I-13 standards for Item #1 for the following reason:
 - a) The goal is written as a process, rather than an outcome that can be demonstrated.

1.2m: This is an example of a **measurable postsecondary goal in the domain of **education/training**.**

Example:

- After graduation from high school, Lissette will complete the non-degree program at Montgomery County College

- This goal meets I-13 standards for Item #1 for the following reasons:
 - a) Completing a postsecondary education program is the focus of the goal statement.
 - b) This goal is consistent with Lissette's other employment and independent living postsecondary goals and could support her attainment of her other goals.
 - c) The goal is stated as occurring after Lissette is no longer receiving services in high school.

1.2n: Nonexample:

- Lissette wants to go to college
 - This goal does not meet I-13 standards for Item #1 for the following reasons:
 - a) "Wants" is not measurable.
 - b) There is no component of the goal statement that indicates the goal will occur after Lissette's secondary school experience.

1.2o: This is an example of a **measurable postsecondary goal in the domain of **education/training**.**

Example:

- After high school, Jeremy will improve his social, self-advocacy, and self-care skills by attending instruction at a center-based adult program
 - This goal meets I-13 standards for Item #1 for the following reasons:
 - a) Attending a center-based program focused on training is the focus of this goal statement.
 - b) Improving the skills noted is an explicit outcome for Jeremy.
 - c) Improving skills and attending the program are observable goals.

1.2p: Nonexample:

- After high school, Jeremy will need to continue to work on his self-care skills
 - This goal does not meet I-13 standards for Item #1 for the following reason:
 - a) The statement provided is not written as a goal for Jeremy, but as a need that will need to be addressed after high school.

1.2q: This is an example of a **measurable postsecondary goal in the domain of **education/training**.**

Example:

- After graduation, Paulo will participate in training to improve his work skills in his job at a grocery store.
 - This goal meets I-13 standards for Item #1 for the following reasons:
 - a) On-the-job training in a postsecondary environment is the focus of this goal statement.
 - b) Participation in the training is measurable and is stated as an explicit outcome for Paulo.

1.2r: Nonexample:

- After graduation, Paulo will get a job at a grocery store
 - This goal does not meet I-13 standards for Item #1 for the following reason:
 - a) Obtaining employment is not a postsecondary education/training goal.

1.2s: This is an example of a **measurable postsecondary goal** in the domain of **education/training**.

Example:

- Immediately after graduation, Kevin will participate in habilitative and functional skill training through CAP services and will attend courses designed to provide specialized academic, functional, and occupational preparation for individuals with disabilities 2 times per week at the community college.
 - This goal meets I-13 standards for Item #1 for the following reasons:
 - a) Participation in training is the focus of the goal.
 - b) Participating is an observable behavior.

1.2t: Nonexample:

- After leaving high school, Kevin plans to attend courses the local community college.
 - This goal does not meet I-13 standards for Item #1 for the following reason:
 - a) “Plans” does not indicate an explicit behavior by the student that will occur after high school that can be observed as occurring or not occurring.
 - b) This goal does not state the purpose of attending a community college. Stated in observable terms, this may be a reasonable goal for Kevin if specialized academic, functional, and occupational curricula (e.g., compensatory education) are available at the community college.

1.5: It is possible to include the postsecondary areas of education/training, employment, and, if applicable, independent living in one postsecondary goal statement. The following examples illustrate goals that meet the criteria for measurable postsecondary goals for item #1 of the NSTTAC Indicator 13 Checklist in more than one domain.

1.5a: This is an example of a **measurable post-secondary goal** in the domains of **education and employment**.

Example:

- After graduating from high school, Jason will enroll in a four-year college to obtain his undergraduate degree in history and education, to become a high school social studies teacher
 - This goal meets I-13 standards for Item #1 for the following reasons:
 - a) Enrolling in a four-year college is observable.
 - b) Obtaining an undergraduate degree in history and education is measurable.
 - c) Becoming a high school social studies teacher is also observable.
 - d) The expectation, or behavior, is explicit, as in Jason performs the required activities or he does not, after graduating from high school.
 - e) These goals logically must occur after high school (and it is stated that the goal will occur after graduation).

1.5b: Nonexample:

- Jason will meet the criteria for passing Spanish II, so that he can apply to college where he wants to major in education
 - This goal does not meet I-13 standards for Item #1 for the following reasons:
 - a) It occurs before Jason will have left high school.
 - b) “Apply” is an activity or process, not an outcome.

1.5c: This is an example of a **measurable post-secondary goal in the domains of **education/training, employment, and independent living**.**

Example:

- The summer after leaving high school, Stephanie will independently ride the bus each work day to her job with Marriot Food Services, where she will participate in classes each year, as offered by her employer, to advance industrial kitchen skills.
 - This goal meets I-13 standards for Item #1 for the following reasons:
 - a) Development of an independent living skill, specifically transportation independence, and participation in on-the job training (employment implied), are the focuses of this goal.
 - b) Independently riding the bus is observable, as in Stephanie demonstrates the skill or she does not.
 - c) Reporting to her job with Marriot Food Services is also a skill that can be observed.
 - d) Participating in employer-offered job skill training will occur in conjunction with Stephanie’s employment with Marriot Foods (as she does not need additional job training after high school) and participating in these courses is also observable.
 - e) It is stated that the goal will occur after Stephanie exits high school.

1.5d: Nonexample:

- Stephanie wants to get a job in food services and will develop skills to access the county’s public transportation system
 - This goal does not meet I-13 standards for Item #1 for the following reasons:
 - a) The goal is not measurable as stated.
 - b) Part of the goal as stated (i.e., developing transportation skills) would likely occur while the student was in school.

[BACK TO CHECKLIST](#)

POSTSECONDARY GOALS: EMPLOYMENT

[BACK TO CHECKLIST](#)

EXAMPLES (1.3a – 1.3t, 1.5a – 1.5d)

1.3a: This is an example of a **measurable postsecondary goal** in the domain of **employment**.

Example:

- John will work in an on-campus part-time job while in college.
 - This goal meets I-13 standards for Item #1 for the following reasons:
 - a) Obtaining employment is the focus of the statement.
 - b) Working part-time is an explicit outcome that can be observed.
 - c) The phrase “while in college” indicates that the goal will occur after John has graduated from high school.

1.3b: Nonexample:

- John will attend a job fair on the college campus.
 - This goal statement does not meet I-13 standards for item #1 for the following reasons:
 - a) While “attending a job fair” is measurable, this statement suggests an activity toward a postsecondary goal.
 - b) This activity could occur while John is still in high school.

1.3c: This is an example of a **measurable postsecondary goal** in the domain of **employment**.

Example:

- After college, Allison will have a career in the field of early childhood education.
 - This goal meets I-13 standards for Item #1 for the following reasons:
 - a) The focus of the goal statement is Allison’s postsecondary employment.
 - b) While this a long-term goal statement, it does indicate an outcome (having a career in a particular field) that can be observed as occurring or not.
 - c) The outcome must occur after high school.
 - d) The goal is supported by Allison’s postsecondary education/training goal.

1.3d: Nonexample:

- Allison hopes to work with young children someday.
 - This goal does not meet I-13 requirements for Item #1 for the following reasons:
 - a) “Hopes” is not a measurable outcome.
 - b) “Work with young children” does not necessarily indicate an employment goal.

1.3e: This is an example of a **measurable postsecondary goal** in the domain of **employment**.

Example:

- In the future Jamarreo will be a self-employed welder.
 - This goal meets I-13 standards for Item #1 for the following reasons:
 - a) The action will occur after high school.
 - b) The result of this goal is observable (i.e., Jamarreo will or will not be a self-employed welder).

1.3f: Nonexample:

- Jamarreo wants to work as a welder.
 - This goal does not meet I-13 standards for Item #1 for the following reasons:
 - a) “Want” is not an outcome.
 - b) This goal statement is not measurable.

1.3g: This is an example of a **measurable postsecondary goal** in the domain of **employment**.

Example:

- Immediately after graduation, Rolanda will receive job development services from vocational rehabilitation or a community rehabilitation program and will participate in technologically supported self-employment or volunteer work within 1 year of graduation.
 - This goal meets I-13 standards for Item #1 for the following reasons:
 - a) It is stated that the goal will occur after graduation from high school.
 - b) The goal is stated measurably: “receive services” and “participate” can be observed as occurring or not, within 1 year of graduation.

1.3h: Nonexample:

- Upon completion of high school, Rolanda will apply for services through vocational rehabilitation to support her participation in a vocational center program.
 - This goal does not meet I-13 standards for Item #1 for the following reasons:
 - a) Applying to vocational rehabilitative services is an activity not an outcome.
 - b) This goal is an activity that should be achieved while Rolanda is still in school and does not reflect a postsecondary goal for her employment.

1.3i: This is an example of a **measurable postsecondary goal** in the domain of **employment**.

Example:

- The summer after leaving high school, Jodi will obtain a part-time position in a community retail environment.
 - This goal meets I-13 standards for Item #1 for the following reasons:
 - a) Participation in employment is the focus of this goal.

- b) Attaining a part-time position in a retail environment can be observed, as in Jodi is hired or she is not.
- c) The expectation, or behavior, is explicit, as in Jodi either attains the identified position or does not.
- d) It is stated in this goal that community employment will be sought after graduation.

1.3j: Nonexample:

- Upon graduation from high school, Jodi hopes to improve her vocational skills through work experiences.
 - This goal does not meet I-13 standards for Item #1 for the following reasons:
 - a) “Hopes” is not an observable behavior.
 - b) The expectation for learning, or behavior, is not explicitly stated.

1.3k: This is an example of a **measurable postsecondary goal in the domain of **employment**.**

Example:

- b) After finishing high school Alex will increase his work hours in the business department of a local office supply store, contacting XYZ Adult Agency for employment support services.
 - This goal meets I-13 standards for Item #1 for the following reasons:
 - a) Participation in employment is the focus of this goal.
 - b) Increasing work hours is measurable.
 - c) The expectation, or behavior, is explicit, as in Alex continues employment, or does not and Alex accesses adult agency services monthly (or does not).
 - d) It is stated in this goal that increased employment and use of adult services will occur after Alex leaves high school.

1.3l: Nonexample:

- Alex will work with vocational rehabilitative services to ensure community employment.
 - a) This goal does not meet I-13 standards for Item #1 for the following reasons:
 - a) Working with VR is not measurable as stated.
 - b) The expectation for learning, or behavior, is not explicitly stated.
 - c) “Ensure community employment” suggests a process, not an outcome.
 - d) It is not clear that the activities will continue to occur, or will occur after high school.

1.3m: This is an example of a **measurable postsecondary goal** in the domain of **employment**.

Example:

- After graduation, through the assistance of VR and the staff of the non-degree program, Lissette will obtain part-time employment on campus at MCC that does not interfere with the schedule for her program there.
 - This goal meets I-13 standards for Item #1 for the following reasons:
 - a) Obtaining part-time employment is observable.
 - b) This employment goal is also consistent with both of Lissette’s postsecondary education and independent living.
 - c) The action will occur after graduation.

1.3n: Nonexample:

- Lissette will get a job.
 - This goal does not meet I-13 standards for Item #1 for the following reason:
 - a) While “getting a job” is measurable it is unclear that this needs to occur after graduation from high school. Further, Lissette is in her final year of school (i.e., 20 years old), she should have a clearer awareness of her employment future than simply “getting a job”.

1.3o: This is an example of a **measurable postsecondary goal** in the domain of **employment**.

Example:

- After graduation, Jeremy will be employed part-time in the community with supports.
 - This goal meets I-13 standards for Item #1 for the following reasons:
 - a) The goal statement includes an observable behavior.
 - b) The criterion “with supports” is unnecessary for this to meet the standards for I-13, but provide additional information that may assist in planning and linking Jeremy with services that will support his postsecondary employment goal.

1.3p: Nonexample:

- Jeremy hopes to work at a store near his home part-time after high school.
 - This goal statement does not meet I-13 standards for Item #1 for the following reason:
 - a) “Hopes” is not observable.

1.3q: This is an example of a **measurable postsecondary goal** in the domain of **employment**.

Example:

- After graduation, Paulo will get a job at a grocery store, where he enjoyed a job-shadowing experience during school.
 - This goal meets I-13 standards for Item #1 for the following reasons:
 - a) The action in the statement is observable.
 - b) The goal statement is focused on postsecondary employment.

- c) While not required, this postsecondary employment goal statement corresponds to Paulo's postsecondary education/training goal and is founded on Paulo's interests (i.e., job-shadowing experience he enjoyed).

1.3r: Nonexample:

- After graduation, Paulo will be referred to Vocational Rehabilitation for assistance with job placement through assessments and temporary supports
 - This goal does not meet I-13 standards for Item #1 for the following reasons:
 - a) A referral to vocational rehabilitation is an activity, not a goal.
 - b) A referral to vocational rehabilitation is a transition service that should occur to support a postsecondary employment goal while Paulo is still in school.

1.3s: This is an example of a **measurable postsecondary goal in the domain of **employment**.**

Example:

- Within three months of graduation, Kevin will obtain a supported employment position that allows him to work to his maximum stamina and incorporates the use of assistive technology.
 - This goal meets I-13 standards for Item #1 for the following reasons:
 - a) It is stated that the goal will occur after graduation from high school.
 - b) The goal is stated measurably: "obtain" and "work" can be observed as occurring or not, within three months of graduation.

1.3t: Nonexample:

- Upon completion of high school, Kevin will express his preferences related to his postsecondary employment options, given picture symbols and the iTalk2, an augmentative communication device.
 - This goal does not meet I-13 standards for Item #1 for the following reasons:
 - a) Expressing preference about employment preferences is an activity. Expressing preference about employment is not an outcome.
 - b) This goal is an activity that should be engaged in with Kevin prior to and throughout secondary transition. It does not reflect a postsecondary goal for his employment.

1.5: It is possible to include the postsecondary areas of education/training, employment, and, if applicable, independent living in one postsecondary goal statement. The following examples illustrate goals that meet the criteria for measurable postsecondary goals for item #1 of the NSTTAC Indicator 13 Checklist in more than one domain.

1.5a: This is an example of a **measurable post-secondary goal** in the domains of **education and employment**.

Example:

- After graduating from high school, Jason will enroll in a four-year college to obtain his undergraduate degree in history and education, to become a high school social studies teacher
 - This goal meets I-13 standards for Item #1 for the following reasons:
 - a) Enrolling in a four-year college is observable.
 - b) Obtaining an undergraduate degree in history and education is measurable.
 - c) Becoming a high school social studies teacher is also observable.
 - d) The expectation, or behavior, is explicit, as in Jason performs the required activities or he does not, after graduating from high school.
 - e) These goals logically must occur after high school (and it is stated that the goal will occur after graduation).

1.5b: Nonexample:

- Jason will meet the criteria for passing Spanish II, so that he can apply to college where he wants to major in education
 - This goal does not meet I-13 standards for Item #1 for the following reasons:
 - a) It occurs before Jason will have left high school.
 - b) “Apply” is an activity or process, not an outcome.

1.5c: This is an example of a **measurable post-secondary goal** in the domains of **education/training, employment, and independent living**.

Example:

- The summer after leaving high school, Stephanie will independently ride the bus each work day to her job with Marriot Food Services, where she will participate in classes each year, as offered by her employer, to advance industrial kitchen skills.
 - This goal meets I-13 standards for Item #1 for the following reasons:
 - a) Development of an independent living skill, specifically transportation independence, and participation in on-the job training (employment implied), are the focuses of this goal.
 - b) Independently riding the bus is observable, as in Stephanie demonstrates the skill or she does not.
 - c) Reporting to her job with Marriot Food Services is also a skill that can be observed.
 - d) Participating in employer-offered job skill training will occur in conjunction with Stephanie’s employment with Marriot Foods (as she does not need additional job training after high school) and participating in these courses is also observable.
 - e) It is stated that the goal will occur after Stephanie exits high school.

1.5d: Nonexample:

- Stephanie wants to get a job in food services and will develop skills to access the county's public transportation system
 - This goal does not meet I-13 standards for Item #1 for the following reasons:
 - a) The goal is not measurable as stated.
 - b) Part of the goal as stated (i.e., developing transportation skills) would likely occur while the student was in school.

[BACK TO CHECKLIST](#)

Postsecondary Goals: Independent Living

[BACK TO CHECKLIST](#)

EXAMPLES (1.4a – 1.4n, 1.5c & 1.5d)

1.4a: This is an example of a **measurable postsecondary goal** in the domain of **independent living**.

Example:

- Upon completion of high school, Lissette will learn to utilize public transportation, including the public bus and uptown trolley.
 - This goal meets I-13 standards for Item #1 for the following reasons:
 - a) Participation in independent living skill development, specifically community participation, is the focus of this goal.
 - b) Use of the bus can be measured, as in Lissette performs the necessary activities or does not perform the activities.
 - c) The expectation, or behavior, is explicit, as in Lissette performs the required activities or she does not.
 - d) It is stated in this goal that the instruction will occur after graduation.

1.4b: Nonexample:

- Lissette will learn to use the bus system.
 - This goal does not meet I-13 standards for item #1 for the following reasons:
 - a) Participation in independent living, specifically community participation, is the focus of this goal.
 - b) The expectation for learning, or behavior, is not explicitly stated.
 - c) It is not stated that the goal will occur after high school.

1.4c: This is an example of a **measurable postsecondary goal** in the domain of **independent living**.

Example:

- Upon completion of high school, Jeremy will independently prepare for work each day, including dressing, making his bed, making his lunch, and accessing transportation.
 - This goal meets I-13 standards for item #1 for the following reasons:
 - a) Participation in independent living skill development, specifically residential skills, is the focus of this goal.
 - b) Independently preparing for work each day is observable, as in Jeremy performs the necessary activities or does not successfully perform the activities necessary.
 - c) The expectation, or behavior, is explicit.
 - d) It is stated in this goal that the goal will occur after graduation.

1.4e: This is an example of a **measurable post-secondary goal** in the domain of **independent living**.

Example:

- Upon completion of high school, Paulo will play soccer in a recreational soccer league at the YMCA.
 - This goal meets I-13 standards for item #1 for the following reasons:
 - a) Participation in independent living skill development, specifically community recreational activities, is the focus of this goal.
 - b) Joining a team is observable, as in Paulo joins the team or he does not, as in Paulo either performs the required activities or he does not.
 - c) The expectation, or behavior, is explicit, as in Paulo performs the required activities or he does not.
 - d) It is stated that the goal will occur after graduation.

1.4g – 1.4i: These examples effectively reflect item #1 on the NSTTAC Indicator 13 Checklist, illustrating **measurable postsecondary goals** in the domain of **independent living**.

Example:

- **1.4g:** After graduation Rolanda will live at home and participate to the maximum extent possible in her daily routines (e.g. feeding, dressing, bathing, activating small appliances/media devices, choice making, etc.) and environment through the use of technology.
- **1.4h:** After graduation Rolanda will participate in community-integrated recreational/leisure activities related to music, movies, and art at movie theaters, concerts at the local community college, art and craft museums downtown, and the entertainment store at the mall.
- **1.4i:** After graduation Rolanda will effectively utilize an augmentative communication device at home and in the community that allows familiar and non-familiar individuals to communicate with her regarding needs, wants, and desires.
 - The above goals meet I-13 standards for Item #1 for the following reasons:
 - a) Each goal is focused on Rolanda's independent living (residential, self-care, community participation, communication skills).
 - b) Each goal is stated in a manner that can be observed (i.e., "will live", "participate", "effectively utilize".
 - c) There are criteria for performing the postsecondary goals that make them explicit and observable.
 - d) The goals are stated as outcomes for Rolanda after high school, not activities or processes toward outcomes.

1.4j: Nonexample:

- Rolanda should continue to use her facial expressions as a reliable mode to communicate her preferences as well as practice increasing her communication skills via eye gaze at concrete objects.
 - This goal does not meet I-13 standards for Item #1 on for the following reasons:

- a) While “using facial expressions” is measurable, it is not a postsecondary outcome, because Rolanda has already developed this skill.
- b) “Practice increasing” is an activity toward an outcome of effective communication skills.

1.4k – 1.4m: These examples effectively reflect item #1 on the NSTTAC Indicator 13 Checklist, illustrating **measurable postsecondary goals** in the domain of **independent living**.

Example:

- **1.4k:** After graduation, Kevin will continue to live with his parents and will participate in his daily care routines to the maximum extent possible.
- **1.4l:** Immediately following graduation, Kevin will participate in 1- 2 age-appropriate community and individual community-based activities per week related to horticulture, socialization with young adults, animals, and music.
- **1.4m:** After graduation Kevin will effectively utilize an augmentative communication device at home and in the community that allows familiar and non-familiar individuals to communicate with his regarding needs, wants, and desires.
 - The above goals meet I-13 standards for Item #1 for the following reasons:
 - a) Each goal is focused on Kevin’s independent living (residential, self-care, community participation, communication skills).
 - b) Each goal is stated in a manner that can be observed (i.e., “will live”, “participate”, “effectively utilize”).
 - c) There are criteria for performing the postsecondary goals that make them explicit and observable.
 - d) The goals are stated as outcomes for Kevin after high school, not activities or processes toward outcomes.

1.4n: Nonexample:

- Kevin enjoys watching DVD’s, looking at books, listening to his iPod, watching his younger sister play video games, sitting with family for meals, and making music on his electronic keyboard.
 - This goal does not meet I-13 standards for Item #1 on for the following reasons:
 - a) While this information includes a consideration for Kevin’s preferences and interests, he has already developed this skill.
 - b) No timeframe or date is stated for this goal. It is stated as an activity that is currently happening rather than a goal for the future.
 - c) “Enjoys” is neither observable nor measurable.
 - d) This is a statement of Kevin’s preferences, not what he will do after exiting secondary education.

1.5: It is possible to include the postsecondary areas of education/training, employment, and, if applicable, independent living in one postsecondary goal statement. The following

examples illustrate goals that meet the criteria for measurable postsecondary goals for item #1 of the NSTTAC Indicator 13 Checklist in more than one domain.

1.5c: This is an example of a **measurable post-secondary goal** in the domains of **education/training, employment, and independent living**.

Example:

- The summer after leaving high school, Stephanie will independently ride the bus each work day to her job with Marriot Food Services, where she will participate in classes each year, as offered by her employer, to advance industrial kitchen skills.
 - This goal meets I-13 standards for Item #1 for the following reasons:
 - a) Development of an independent living skill, specifically transportation independence, and participation in on-the job training (employment implied), are the focuses of this goal.
 - b) Independently riding the bus is observable, as in Stephanie demonstrates the skill or she does not.
 - c) Reporting to her job with Marriot Food Services is also a skill that can be observed.
 - d) Participating in employer-offered job skill training will occur in conjunction with Stephanie's employment with Marriot Foods (as she does not need additional job training after high school) and participating in these courses is also observable.
 - e) It is stated that the goal will occur after Stephanie exits high school.

1.5d: Nonexample:

- Stephanie wants to get a job in food services and will develop skills to access the county's public transportation system
 - This goal does not meet I-13 standards for Item #1 for the following reasons:
 - a) The goal is not measurable as stated.
 - b) Part of the goal as stated (i.e., developing transportation skills) would likely occur while the student was in school.

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ANNUAL IEP GOAL

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7. Annual goals are "statements that describe what a child with a disability can reasonably be expected to accomplish (e.g., master some skill or knowledge [not an activity]) within a twelve month period in the child's special education program."

Source: Retrieved June 15, 2006, from http://www.calstat.org/iep/6_reading.shtml

Measurable goals are defined as statements that contain four critical elements: timeframe, conditions, behavior and criterion.

A **measurable goal** includes the behavior or skill that can be measured at periodic intervals against some criterion of success.

- A. **Timeframe** identifies the amount of time in the goal period and is usually specified in the number of weeks or a certain date for completion
- B. **Conditions** specify the manner in which progress toward the goal is measured. Conditions are dependent on the behavior being measured and involve the application of skills or knowledge and describe the materials and environment necessary for the goal to be completed.
- C. **Behavior** clearly identifies the performance that is being monitored. It represents an action that can be directly observed and measured.
- D. **Criterion** identifies how much, how often, or to what standards the behavior must occur in order to demonstrate that the goal has been achieved. The goal criterion specifies an amount of growth.

Source: Retrieved from: <http://wvde.state.wv.us/ose/StandardsBasedIEPs.pdf> On January 25, 2006. pp. 24-25

ANNUAL IEP GOALS: EDUCATION TRAINING

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EXAMPLES (7.2a – 7.2t, 7.5a - 7.5d)

7.2a: Example for “upon completion of high school, John will enroll in courses at Ocean County Community College (1.2a).”

- Given Ocean County Community College information, John will demonstrate knowledge of the college’s admission requirements by verbally describing these requirements and identifying admission deadlines with 90% accuracy by November, 2007.
 - This annual goal meets I-13 standards for Item #2 for the following reasons:
 - a) Participation in education is the primary focus of this objective.
 - b) Learning about the college’s admission requirements is a step that will help John meet his goal of attending Ocean County Community College.

7.2b: Nonexample:

- Given an Ocean County Community College Undergraduate Handbook, John will choose and participate in two intramural sports that interest him.
 - This annual goal does not meet I-13 standards for Item #2 for the following reasons:
 - a) The behavior of choosing and participating in two intramural sports is not considered a step in helping John reach his post-secondary goal of attending Ocean County Community College.
 - b) This nonexample is also considered to be a short-term objective because the behavior described in this annual goal will not take a year for the student to accomplish.

7.2c: Examples for “Allison will obtain a four-year degree from a liberal arts college with major in Child Development” (1.2c) and “after college, Allison will have a career in the field of early childhood education.” (1.3c)

- Allison will develop algebra skills, as measured by her homework completion and quiz scores, by using a planner to record assignments, prepare questions for class, and record formulas for study in the Algebra II course during her senior year.
 - This goal meets I-13 standards for item #2 for the following reasons:
 - a) Developing algebra skills in her Algebra II course is consistent with Allison’s post-secondary goal of attending a four-year liberal arts university.
 - b) Allison’s employment goal is contingent upon her completion of college, therefore, annual goals that support her college completion, also support her employment goal.
- Allison will demonstrate the organizational skills of using a planner to record her homework assignments for all classes every day and prepare questions for her

teachers in English, Spanish, U.S. History, and Chemistry at least once each week for the duration of this IEP.

- This goal meets I-13 standards for item #2 for the following reasons:
 - a) Improving organizational skills through use of a planner to organize materials for her classes is linked to organizational skills that will also assist Allison at a college.
 - b) Use of a planner to prepare questions for her teachers is also logically linked to Allison's success in planning for meetings with professors to advocate for her needs in the college environment.
 - c) Criteria, conditions, and a timeframe for the goal are provided.

7.2d: Nonexample for Allison's postsecondary **education/training goal:**

- Allison will set up an appointment with the guidance counselor to be sure that she is taking the correct courses for admission to a four-year college.
 - This annual goal does not meet I-13 standards for Item #2 for the following reasons:
 - a) While the above non-example is an important activity for Allison to complete in preparation for college attendance, it does not represent her acquisition of knowledge or skills and is better documented as a transition service activity, rather than an annual goal.
 - b) Setting up an appointment is likely an activity that Allison can complete one time, not a goal that she would work toward all year.

7.2e: Example for "upon graduation from high school, Jamarreo will successfully complete welding courses at Central Piedmont Community College to attain the Entry Level Welding Certificate" (1.2e) and "Jamarreo will be a self-employed welder" (1.3e).

- Given transportation to Central Piedmont Community College, Jamarreo will achieve mastery (95% or better accuracy) of welding safety skills by completing an orientation course on welding safety by March 15, 2007.
 - This annual goal meets I-13 standards for Item #2 for the following reason:
 - a) The annual goal will be accomplished by Jamarreo while in high school to prepare him for successfully completing welding courses at Central Piedmont Community College.
 - b) This annual goal focuses on skills and knowledge to be mastered, that are measurable.

7.2f: Nonexample:

- Given completion of welding coursework, Jamarreo will obtain a full-time job at a welding company by December 2010.
 - This annual goal does not meet I-13 standards for Item #2 for the following reason:
 - a) The annual goal occurs after graduation.

7.2g: Example for “after graduation, Rolanda will participate in an in-home or center-based program designed to provide habilitative and vocational training with medical and therapeutic supports” **(1.2g)** and “after graduation Rolanda will participate in community-integrated recreational/leisure activities related to music, movies, and art at movie theaters, concerts at the local community college, art and craft museums downtown, and the entertainment store at the mall.” **(1.4h)** and “after graduation Rolanda will effectively utilize an augmentative communication device at home and in the community that allows familiar and non-familiar individuals to communicate with her regarding needs, wants, and desires.” **(1.4i)**

- Given a board displaying four choices of classroom and community topics (e.g., instructional activities, work-based instruction activities, locations in the school, movies, music, locations in the community, people), Rolanda will use a pointer, affixed to a head-piece to select the activity or item in which she wants to engage with 80% accuracy.
 - This example meets I-13 standards for Item #2 for the following reasons:
 - a) Rolanda is not able to use a communication board effectively and learning to do so is a skill that will prepare her to participate in a **habilitative and vocational training program** after high school.
 - b) Similarly, communicating choices will prepare Rolanda for the goal of **participating in leisure activities** that interest her.
 - c) Finally, learning to use technology to select from 4 choices is a step toward preparing Rolanda **communicating more effectively** with familiar and non-familiar individuals in various settings.

7.2h: Nonexample:

- Rolanda will participate in speech therapy two times each week for 30 minutes per session for the duration of the IEP.
 - This goal statement does not meet I-13 standards for Item #2 for the following reason:
 - a) Participation in speech therapy does not indicate what knowledge or skill Rolanda is expected to gain during the upcoming year.
 - b) While it is likely that participation in speech therapy logically supports her postsecondary **education/training** goal, because there is no skill noted, it is unclear that there is a link.

7.2i: Example for Jodi’s postsecondary education/training goal of “the fall after high school, Jodi will enroll in courses (non-degree) at Gaston Community College”. **(1.2i)**

- Jodi will improve her reading comprehension scores by one grade level through daily instruction using high-interest reading materials such as the newspaper, teen magazines, and young adult women’s magazines, school-approved websites, and short stories for adults by April 1, 2007
 - This example meets I-13 standards for Item #2 for the following reasons:

- a) The goal is clearly linked to Jodi's postsecondary education/training goal because improved reading comprehension skills will better prepare her for continued coursework as an adult.
- b) Improved reading comprehension scores indicate Jodi's acquisition of a new skill.
- c) The goal is measurable, based on the criteria provided.

7.2j: Nonexample:

- Jodi will participate in the coursework for Occupational Course of Study (OCS) English 11.
 - This goal does not meet I-13 standards for Item #2 for the following reason:
 - a) While this goal would likely support Jodi's postsecondary goal, participating in the curriculum is an activity, not a measurable annual goal regarding the student's acquisition of skills.

7.2k: Example for the postsecondary **education/training goal: "after graduation, Alex will enroll in a business math course at Kings College (a technical school)". (1.2k)**

- Given instruction in the high school Business Math course, Alex will learn to use (a) use an adding machine, (b) create spreadsheets using money management software, and (c) complete long-term projects for class with an average of 85% accuracy throughout the Spring semester of this IEP.
 - This goal statement meets I-13 standards for Item #2 for the following reasons:
 - a) The goal is focused on Alex's acquisition of math skills that will support his enrollment in a postsecondary level business math course.
 - b) The goal includes a measurable behavior, criteria, and a timeframe.

7.2l: Nonexample:

- Given instruction in the high school Business Math course, Alex will participate in class assignments throughout the semester.
 - This goal statement does not meet I-13 standards for Item #2 for the following reasons:
 - a) There are no criteria stated for the adequacy by which Alex should participate assignments in the course.
 - b) "Participation" does not indicate a skill that Alex will develop that will prepare him for his postsecondary goal of taking a Business Math course at the technical college.

7.2m & 7.3m: Example for the **education/training and employment postsecondary goals of "after graduation from high school, Lissette will complete the non-degree program at Montgomery County College" (1.2m) and "after graduation, through the assistance of VR and the staff of the non-degree program, Lissette will obtain part-time employment on campus at MCC, that does not interfere with the schedule for her program there." (1.3m)**

- Lissette will learn to accurately record her personal information including first and last name, date of birth, social security number, street address, city, state, zip code, age, and 10-digit telephone number with 100% accuracy by April, 2007.
 - This annual goal meets I-13 standards for Item #2 for both education/training and employment for the following reasons:
 - a) The annual goal will be accomplished by Lissette while in high school to prepare her as a student at Montgomery County Community College, to independently complete applications and forms.
 - b) This annual goal also supports Lissette's ability to independently complete a job application and important forms at work (e.g., tax forms, emergency information)
 - c) The goal indicates conditions, a timeframe, and a behavior with criterion that are measurable.

7.2n: Nonexample:

- Lissette will visit a number of community colleges and universities before enrolling at Montgomery County Community College.
 - This annual goal does not meet I-13 standards for Item #2 for the following reason:
 - a) No timeframe is provided for this activity.
 - b) While this action is observable, it is an activity that supports a skill of choice-making.
 - c) The goal does not indicate the number of post-secondary educational environments that will be visited or what activities Lissette will participate in once there.

7.2o: Example for “After high school, Jeremy will improve his social, self-advocacy, and self-care skills by attending instruction at a center-based adult program.” (1.3o)

- Given school transportation and parent consent, Jeremy will demonstrate positive and appropriate (e.g., greeting one time, hand shaking upon arrival and departure, smiling/nodding to acknowledge another person) social interactions with others at the adult program while observing or participating in activities and instruction for one hour four times each month during each month for the duration of this IEP.
 - This annual goal meets I-13 standards for Item #2 for the following reasons:
 - a) Acquiring the developed through this goal logically supports Jeremy's postsecondary goal of attending instruction at a center-based program.
 - b) This annual goal will be accomplished by Jeremy while in high school to prepare him for success at a center-based adult program within a given timeframe.
 - c) The conditions for the goal, “given school transportation and parent consent”, are stated.
 - d) The goal focuses on the behavior of interacting appropriately at the center-based adult program, which can be directly measured.
 - d) The criterion, “for one hour four times each month during each month during activities or instruction for the duration of this IEP”, is stated.

7.2p: Nonexample:

- Jeremy will join a social group such as *Teens on the Town* and attend at least one activity sponsored by the group in the community each month for the duration of this IEP.
- This annual goal does not meet I-13 standards for Item #2 for the following reasons:
 - a) This annual goal is not related to Jeremy's postsecondary goals in education or training.
 - b) The goal does not indicate a skill or knowledge that Jeremy will develop, but suggests a community participation or independent living activity.

7.2q: Example for "After graduation, Paulo will participate in training to improve his work skills in his job at a grocery store." **(1.2q)**

- Given a list of Paulo's strengths and needs, Paulo will identify the work skills in which he needs to improve upon by circling his work-related needs 2 out of 3 times by January 23, 2007.
 - This annual goal meets I-13 standards for Item #2 for the following reasons:
 - a) The annual goal is a step that will be completed during high school to help Paulo prepare for his training to improve his work skills at a grocery store after graduation.
 - b) The behavior of identifying work skills by circling work-related needs is measurable.

7.2r: Nonexample:

- Given a list of jobs at a grocery store, Paulo will choose which job interests him the most 2 out of 3 times by January 23, 2007.
 - This annual goal does not meet I-13 standards for Item #2 for the following reason:
 - a) Having Paulo choose a job at a grocery store that interests him is not related to his postsecondary goal of improving his work skills.

7.2s: Example for "immediately after graduation, Kevin will participate in habilitative and functional skill training through CAP services and will attend Compensatory Education classes 2 times per week at the community college" **(1.2s)** and "within three months of graduation, Kevin will obtain a supported employment position that allows him to work to his maximum stamina and incorporates the use of assistive technology" **(1.3s)** and "immediately following graduation, Kevin will participate in 1- 2 age-appropriate community and individual community-based activities per week related to horticulture, socialization with young adults, animals, and music" **(1.4l)** and "after graduation Kevin will effectively utilize an augmentative communication device at home and in the community that allows familiar and non-familiar individuals to communicate with his regarding needs, wants, and desires" **(1.4m)**.

- Given the GoTalk20+ augmentative communication device and weekly community practice, Kevin will independently and accurately use the device to communicate single words to communicate a desire for an item in community settings, including restaurants and ticket counters.
 - This example meets I-13 standards for Item #2 for the following reasons:
 - a) Kevin is not able to use a GoTalk20+ effectively and learning to do so is a skill that will prepare him to **participate in a habilitative and vocational training program**, recreational opportunities, and educational opportunities after high school.
 - b) Learning to use a GoTalk20+ effectively will prepare Kevin to incorporate assistive technology use in **future employment**
 - c) Similarly, communicating choices will prepare Kevin for the goal of **participating in leisure activities** that interest him.
 - d) Finally, learning to use the GoTalk20+ is a step toward preparing Kevin to **communicate more effectively** with familiar and non-familiar individuals in various settings.

7.2t: Nonexample:

- Kevin will participate in occupational therapy two times each week for 30 minutes each session for the duration of the IEP.
 - This goal statement does not meet I-13 standards for Item #2 for the following reason:
 - a) Participation in occupational therapy does not indicate what knowledge or skill Kevin is expected to gain during the upcoming year.
 - b) While it is likely that participation in speech therapy logically supports his postsecondary **education/training** goal, because there is no skill noted, it is unclear that there is a link.

7.5a: Example for “after graduating from high school, Jason will enroll in a four-year college to obtain his undergraduate degree in history and education to become a high school social studies teacher.” **(1.5a)**

- Through participation in the district’s teacher mentor program, Jason will write an essay about his expectations for his future career, including statements of (a) a goal (b) 3 or more negative aspects of teaching, (c) 3 or more positive aspects of teaching and (d) a summary statement of the mentor program experience with 80% or better accuracy in grammar and spelling by March 2008.
 - This annual goal meets I-13 standards for Item #2 for the following reasons:
 - a) This annual goal supports Jason’s postsecondary goal of becoming a high school teacher.
 - b) Writing well and synthesizing information are district standards and align with his postsecondary goal of attending college.
 - c) This is a step toward that postsecondary goal that can be completed while in high school.

- d) The annual goal includes a condition, criteria, timeframe, and an observable behavior.

7.5b: Nonexample:

- Jason will complete a work study with a local retailer, demonstrating mastery of the job skills and work behaviors, at 90% accuracy by May 2008.
 - This annual goal does not meet I-13 standards for Item #2 for the following reason:
 - a) This annual goal does not support any part of Jason’s goal to attend college or to become a teacher.

7.5c: Example for “the summer after leaving high school Stephanie will independently ride the bus each work day to her job with Marriot Food Services, where she will participate in classes each year, as offered by her employer, to advance her industrial kitchen skills.” **(1.5c)**

- Given a bus schedule adapted with pictures, Stephanie will select the correct time and stop for five scenarios of activities presented to her with 95% or better accuracy.
 - This annual goal meets I-13 standards for Item #2 for the following reasons:
 - a) The annual goal logically supports her postsecondary goal with regard to independent use of public transportation.
 - b) The goal is measurable.
 - c) It is appropriate that Stephanie will learn this skill during high school, in preparation for her postsecondary goal of employment (with training) and employment.

7.5d: Nonexample:

- Given a web-based phone book, Stephanie will call movie theaters to determine show times.
 - This annual goal does not meet I-13 standards for Item #2 for the following reasons:
 - a) The annual goal is not associated with Stephanie’s postschool employment, training, or independent living goals.
 - b) The annual focuses on an activity, not an explicit skill or behavior.
 - c) No criteria or timeframe are provided.
- Given a choice of 3 job training centers in the community, Stephanie will select a center for job training after graduation, based on her interests and needs.
 - This annual goal does not meet I-13 standards for Item #2 for the following reasons:
 - a) It does not seem to logically support Stephanie’s postsecondary goal, in which Stephanie has already identified (and has presumably gained employment) a specific job*.
 - b) This goal, as written, is an activity, rather than a learned or mastered skill**.

* Choosing a job training center could be a very appropriate annual goal for a student that might need such services after graduation.

** If this were an appropriate annual goal, it should indicate what Stephanie will learn or master and in a measurable manner (e.g., will accurately identify the center that best matches her interests and needs for employment training, using site visits, staff interviews, and pictures to organize the information and make a decision).

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ANNUAL IEP GOALS: EMPLOYMENT

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EXAMPLES (7.3a – 7.3t, 7.5a – 5d)

7.3a: Example for “John will work in an on-campus part-time job while in college.” (1.3a)

- John will be able to report 3 possible occupations for part-time employment, based on the results of career assessments through career counseling with the guidance counselor.
 - This annual goal meets I-13 standards for Item #2 for the following reason:
 - a) The behavior of assessing job interest is a step in helping John determine jobs in which he would be most successful during college.

7.3b: Nonexample:

- John will attend the annual job fair and participate in mock interviews with prospective employers.
 - This annual goal does not meet I-13 standards for Item #2 for the following reasons:
 - a) While this is an appropriate activity in preparation for employment after high school, it is not relevant to John’s postsecondary goal of working part-time on campus while attending the community college.
 - b) This goal statement indicates an activity that John could complete, but does not clearly indicate what knowledge or skill will be developed.

7.3c: Examples for “Allison will obtain a four-year degree from a liberal arts college with major in Child Development” (1.2c) and “after college, Allison will have a career in the field of early childhood education.” (1.3c)

- Allison will develop algebra skills, as measured by her homework completion and quiz scores, by using a planner to record assignments, prepare questions for class, and record formulas for study in the Algebra II course during her senior year.
 - This goal meets I-13 standards for item #2 for the following reasons:
 - a) Developing algebra skills in her Algebra II course is consistent with Allison’s post-secondary goal of attending a four-year liberal arts university
 - b) Allison’s employment goal is contingent upon her completion of college, therefore annual goals that support her college completion, also support her employment goal
- Allison will demonstrate the organizational skills of using a planner to record her homework assignments for all classes every day and prepare questions for her teachers in English, Spanish, U.S. History, and Chemistry at least once each week for the duration of this IEP.
 - This goal meets I-13 standards for item #2 for the following reasons:

- a) Improving organizational skills through use of a planner to organize materials for her classes is linked to organizational skills that will also assist Allison at a college.
- b) Use of a planner to prepare questions for her teachers is also logically linked to Allison's success in planning for meetings with professors to advocate for her needs in the college environment.
- c) Criteria, conditions, and a timeframe for the goal are provided.

7.3c2: Example for “after college, Allison will have a career in the field of early childhood education.” (1.3c)

- Allison will describe the similarities and differences of various early childhood careers in a two page essay after conducting four structured interviews of employees in the field of early childhood including (a) a professor, (b) a child care director, and (c) a preschool teacher, during the fall semester of this IEP.
 - This annual goal meets I-13 standards for Item #2 for the following reasons:
 - a) The behavior of describing aspects of related jobs is a logical step in helping Allison narrow her career path after college.
 - b) (This annual goal may also provide Allison with information that help her select courses in college that best prepare for a career in early childhood education.)
 - c) The goal statement includes criteria, a timeframe, and is measurable.
 - d) The goal statement indicates acquisition of knowledge, through the completion of a series of activities.

7.3e: Example for “upon graduation from high school, Jamarreo will successfully complete welding courses at Central Piedmont Community College to attain the Entry Level Welding Certificate” (1.2e) and “Jamarreo will be a self-employed welder” (1.3e).

- Given transportation to Central Piedmont Community College, Jamarreo will achieve mastery (95% or better accuracy) of welding safety skills by completing an orientation course on welding safety by March 15, 2007.
 - This annual goal meets I-13 standards for Item #2 for the following reason:
 - a) The annual goal will be accomplished by Jamarreo while in high school to prepare him for successfully completing welding courses at Central Piedmont Community College.
 - b) This annual goal focuses on skills and knowledge to be mastered, that are measurable.

7.3f: Nonexample:

- Given completion of welding coursework, Jamarreo will obtain a full-time job at a welding company by December 2010.
 - This annual goal does not meet I-13 standards for Item #2 for the following reason:
 - a) The annual goal occurs after graduation.

7.3g: Example for “immediately after graduation, Rolanda will receive job development services from vocational rehabilitation or a community rehabilitation program and will participate in technologically supported self-employment or volunteer work within 1 year of graduation.” **(1.3g)**

- Given a microswitch properly secured to the headrest of her chair, Rolanda will select three activities that she prefers from the school’s work-based curriculum with 90% accuracy by October 15, 2007.
 - This annual goal meets standards for I-13 for Item #2 for the following reasons:
 - a) The behavior of indicating preferences in the context of employment preparation instruction is a step toward Rolanda’s goal of participating in supported self-employment or volunteer work.
 - b) Data from completion of the annual goal may provide Rolanda’s IEP team with information regarding future employment interests for her.
 - c) Meeting the goal stated, indicates acquisition of a new skill for Rolanda of accurately making choices from more than one.
 - d) The goal statement includes criteria and a timeframe.

7.3h: Nonexample:

- Given a Dynavox®, Rolanda will use the device to speak in sentences to her teachers and family members by October, 2007.
 - This annual goal does not meet standards for I-13 for item #2 for the following reason:
 - a) The behavior cannot logically be demonstrated during the coming year, given Rolanda’s current level of performance and previous instruction in the area of augmentative communication.

7.3i: Example for “the summer after leaving high school, Jodi will obtain a part-time position in a community retail environment.” **(1.3i)**

- Jodi will identify her likes and dislikes of retail employment options by participating in at least 3 retail job shadowing experiences and verbally describing her preferences by April 1, 2007.
 - This annual goal meets I-13 standards for Item #2 for the following reasons:
 - a) Obtaining employment is the primary focus of this objective.
 - b) Participating in a job shadowing experience will help Jodi identify her likes and dislikes about the job and help to ensure that obtaining a part-time position in a the retail environment is the most appropriate option for her upon graduation from high school.
 - c) “Identify her likes and dislikes” indicates a skill that can be measured.

7.3j: Nonexample:

- Given a bi-weekly paycheck, Jodi will practice banking skills with 95% accuracy by August 1, 2007.
 - This annual goal does not meet I-13 standards for Item #2 for the following reason:

- a) The goal is written as an activity Jodi will participate in after she obtains the job; therefore, it is not considered a step that will help her reach her post-secondary goal of obtaining a part-time retail job.

7.3k: Example for “after finishing high school Alex will increase his work hours in the business department of a local office supply store, contacting XYZ Adult Agency for employment support services.” **(1.3k)**

- Given a list of possible scenarios at work, Alex will learn to distinguish those that require a meeting with his supervisor with 90% or better accuracy on 1 trial/ week for the duration of the IEP.
 - This annual goal meets I-13 standards for Item #2 for the following reasons:
 - a) This annual goal primarily focuses on supporting the maintenance of employment.
 - b) Identifying issues at work that require supervisor meetings (e.g. requesting additional hours) is a critical work skill that is appropriate for Alex to develop while in high school.
 - c) “Distinguish” indicates that Alex will be learning a skill.
- Given his VR caseworker’s contact information, Alex will learn to call him independently to discuss issues at his job.
 - This annual goal meets I-13 standards for Item #2 for the following reasons:
 - a) Maintaining employment is the primary focus of this objective.
 - b) Learning to independently contact his adult service caseworker while in high school is a skill that will prepare Alex for his continued employment postsecondary goal.
 - c) The goal indicates that Alex will be learning a new skill of calling his caseworker independently.

7.3l: Nonexample:

- Given a work schedule, Alex will practice calculating the hours that he has been assigned to work each week.
 - This annual goal does not meet I-13 standards for item #2 for the following reasons:
 - a) The statement suggests an activity, rather than a learned skill.

7.3m: Example for the postsecondary employment goal of “after graduation, through the assistance of VR and the staff of the non-degree program, Lissette will obtain part-time employment on campus at MCC, that does not interfere with the schedule for her program there.” **(1.3m)**

- Given a cell phone with pertinent telephone numbers programmed and weekly practice in school and community settings, Lissette will successfully call her boss to communicate important messages in 5 out of 5 role-play scenarios in school and community settings for the duration of this IEP.
 - This annual goal meets I-13 standards for Item #2 for the following reasons:

- a) Preparing for employment is the primary focus of this goal.
- b) Using a telephone successfully is an important skill for a person who will maintain employment.
- c) The goal includes conditions, a timeframe, and a behavior with criterion that are measurable.

7.3n: Nonexample:

- Lissette will participate in a variety of activities to prepare her for employment at the community college including public transportation training, telephone skills, safety skills, money skills and social skills.
 - This annual goal does not meet I-13 standards for Item #2 for the following reason:
 - a) The goal does not indicate conditions, a timeframe, or a behavior with criterion that is measurable.

7.3o: Example for the postsecondary **education/training goal of “after graduation, Jeremy will be employed part-time in the community with supports.” (1.3o)**

- Given staff supervision and school transportation to the sites, Jeremy will rank his preference of career opportunities using a picture symbol rubric through completion of community-based instruction at four different community employment sites for three two-hour sessions every week that school is in session for the duration of this IEP.
 - This annual goal meets I-13 standards for Item #2 for the following reasons:
 - a) The goal includes activities that will prepare Jeremy for postsecondary employment.
 - b) The goal states conditions and a timeframe in which it should be accomplished.
 - c) The goal states a measurable behavior and the activities stated are measurable.

7.3p: Nonexample:

- Jeremy will attend a job club at school to find out about various employment opportunities available to him after graduation.
 - This goal statement does not meet the criteria for I-13 for Item #2 for the following reason:
 - a) The goal does not state conditions, a timeframe, or any criterion by which to measure the extent to which Jeremy attends the job club meetings.

7.3q: Example for “after graduation, Paulo will get a job at a grocery store, where he enjoyed a job-shadowing experience during school.” (1.3q)

- Given a task analysis for bagging groceries, Paulo will practice the task semi-weekly and complete it without (a) breaking items, (b) ripping bags on 90% of occasions by April 6, 2007.
 - This annual goal meets I-13 standards for Item #2 for the following reasons:

- a) Learning to follow the task analysis to bag groceries is a step Paulo will take during high school to help him meet his postsecondary employment goal of getting a job at a grocery store.
- b) The goal statement includes conditions, criteria, and timeframe that are measurable.

7.3r: Nonexample:

- Given a list of recreational activities, Paulo will choose the activity that interests him the most 3 out of 4 times by April 6, 2007.
 - This annual goal does not meet I-13 standards for Item #2 for the following reason:
 - a) Choosing a recreational activity is not an annual goal that will help Paulo obtain a job at a grocery store.

7.3s: Example for “immediately after graduation, Kevin will participate in habilitative and functional skill training through CAP services and will attend Compensatory Education classes 2 times per week at the community college” **(1.2s)** and “within three months of graduation, Kevin will obtain a supported employment position that allows him to work to his maximum stamina and incorporates the use of assistive technology” **(1.3s)** and “immediately following graduation, Kevin will participate in 1- 2 age-appropriate community and individual community-based activities per week related to horticulture, socialization with young adults, animals, and music” **(1.4l)** and “after graduation Kevin will effectively utilize an augmentative communication device at home and in the community that allows familiar and non-familiar individuals to communicate with his regarding needs, wants, and desires” **(1.4m)**.

- Given the GoTalk20+ augmentative communication device and weekly community practice, Kevin will independently and accurately use the device to communicate single words to communicate a desire for an item in community settings, including restaurants and ticket counters.
 - This example meets I-13 standards for Item #2 for the following reasons:
 - a) Kevin is not able to use a GoTalk20+ effectively and learning to do so is a skill that will prepare him to participate in a **habilitative and vocational training program**, recreational opportunities, and educational opportunities after high school.
 - b) Learning to use a GoTalk20+ effectively will prepare Kevin to incorporate assistive technology use in **future employment**
 - c) Similarly, communicating choices will prepare Kevin for the goal of **participating in leisure activities** that interest him.
 - d) Finally, learning to use the GoTalk20+ is a step toward preparing Kevin to **communicate more effectively with familiar and non-familiar individuals in various settings**.

7.3t: Nonexample:

- Kevin will participate in occupational therapy two times each week for 30 minutes each session for the duration of the IEP.
 - This goal statement does not meet I-13 standards for Item #2 for the following reason:
 - a) Participation in occupational therapy does not indicate what knowledge or skill Kevin is expected to gain during the upcoming year.
 - b) While it is likely that participation in speech therapy logically supports his postsecondary **education/training** goal, because there is no skill noted, it is unclear that there is a link.

7.3s2: Example for “within three months of graduation, Kevin will obtain a supported employment position that allows him to work to his maximum stamina and incorporates the use of assistive technology.” **(1.3s)**

- Kevin will participate in yearlong on-campus vocational preparation, including the following experiences, each for a period of three months, with a frequency of a minimum of two sessions each week, and session duration of one hour per session in the following positions
 - a) Clerical job experience in school office
 - b) School Based Laundry Enterprise
 - c) Janitorial work experience throughout school building
 - This annual goal meets standards for I-13 for Item #2 for the following reasons:
 - a) Kevin will gain skills as well needed of **employment** in these on-campus job experiences.
 - b) Data from completion of the annual goal may provide Kevin’s IEP team with information regarding future employment strengths and interests for him.
 - c) The goal statement includes specific criteria to attain this goal, including minimum level related to (a) duration of the work experience, (b) frequency of participation, and (c) as well as the duration of each work session.

7.3t2: Nonexample:

- Given a GoTalk20+, Kevin will use the device to speak in sentences in the community to speak to familiar listeners including his teachers and family members as well as unfamiliar listeners by October, 2008.
 - This annual goal does not meet standards for I-13 for item #2 for the following reason:
 - a) Kevin is just learning to use of the GoTalk20+ augmentative communication device in the classroom setting, so this behavior cannot logically be demonstrated during the coming year given Kevin’s current level of performance.

7.5a: Example for “after graduating from high school, Jason will enroll in a four-year college to obtain his undergraduate degree in history and education to become a high school social studies teacher.” **(1.5a)**

- Through participation in the district's teacher mentor program, Jason will write an essay about his expectations for his future career, including statements of (a) a goal (b) 3 or more negative aspects of teaching, (c) 3 or more positive aspects of teaching and (d) a summary statement of the mentor program experience with 80% or better accuracy in grammar and spelling by March 2008.
 - This annual goal meets I-13 standards for Item #2 for the following reasons:
 - a) This annual goal supports Jason's postsecondary goal of becoming a high school teacher.
 - b) Writing well and synthesizing information are district standards and align with his postsecondary goal of attending college.
 - c) This is a step toward that postsecondary goal that can be completed while in high school.
 - d) The annual goal includes a condition, criteria, timeframe, and an observable behavior.

7.5b: Nonexample:

- Jason will complete a work study with a local retailer, demonstrating mastery of the job skills and work behaviors, at 90% accuracy by May 2008.
 - This annual goal does not meet I-13 standards for Item #2 for the following reason:
 - a) This annual goal does not support any part of Jason's goal to attend college or to become a teacher.

7.5c: Example for "the summer after leaving high school Stephanie will independently ride the bus each work day to her job with Marriot Food Services, where she will participate in classes each year, as offered by her employer, to advance her industrial kitchen skills." (1.5c)

- Given a bus schedule adapted with pictures, Stephanie will select the correct time and stop for five scenarios of activities presented to her with 95% or better accuracy.
 - This annual goal meets I-13 standards for Item #2 for the following reasons:
 - a) The annual goal logically supports her postsecondary goal with regard to independent use of public transportation.
 - b) The goal is measurable.
 - c) It is appropriate that Stephanie will learn this skill during high school, in preparation for her postsecondary goal of employment (with training) and employment.

7.5d: Nonexample:

- Given a web-based phone book, Stephanie will call movie theaters to determine show times.
 - This annual goal does not meet I-13 standards for Item #2 for the following reasons:
 - a) The annual goal is not associated with Stephanie's postschool employment, training, or independent living goals.

- b) The annual focuses on an activity, not an explicit skill or behavior.
 - c) No criteria or timeframe are provided.
- Given a choice of 3 job training centers in the community, Stephanie will select a center for job training after graduation, based on her interests and needs.
 - This annual goal does not meet I-13 standards for Item #2 for the following reasons:
 - a) It does not seem to logically support Stephanie's postsecondary goal, in which Stephanie has already identified (and has presumably gained employment) a specific job*.
 - b) This goal, as written, is an activity, rather than a learned or mastered skill**.

* Choosing a job training center could be a very appropriate annual goal for a student that might need such services after graduation.

** If this were an appropriate annual goal, it should indicate what Stephanie will learn or master and in a measurable manner (e.g., will accurately identify the center that best matches her interests and needs for employment training, using site visits, staff interviews, and pictures to organize the information and make a decision).

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ANNUAL IEP GOALS: INDEPENDENT LIVING

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EXAMPLES (7.4a – 7.4n, 7.5c & 7.5d)

7.4a: Example for “upon completion of high school, Lissette will learn to utilize public transportation, including the public bus and uptown trolley.” **(1.4a)**

- Given travel training situations, Lissette will demonstrate sitting quietly and refraining from talking to strangers while utilizing public transportation at least two times across three opportunities.
 - This annual goal meets I-13 standards for Item #2 for the following reasons:
 - a) The annual goal describes a skill Lissette would need to have in her repertoire of skills in order to travel using public transportation.
 - b) The annual goal is a skill that will be worked on during high school.

7.4b: Nonexample:

- Given several coins, Lissette will match the coin with its amount six out of eight times by November 3, 2007.
 - This annual goal does not meet I-13 standards for Item #2 for the following reasons:
 - a) According to Lissette’s present level of performance, Lissette already knows the value of coins; therefore, it is not necessary to include this as a goal to help her meet her post-secondary goal of using public transportation.

7.4c: Example for “upon completion of high school, Jeremy will independently prepare for work each day, including dressing, making his bed, making his lunch, and accessing transportation.” **(1.4c)**

- Given the ingredients for a sandwich and task analysis, Jeremy will follow the steps to make a sandwich with 90% accuracy by June 2007.
 - This annual goal meets I-13 standards for Item #2 for the following reason:
 - a) This annual goal is one of several skills Jeremy will need in order to learn how to prepare a complete meal for his lunch.

7.4d: Nonexample:

- Jeremy will participate in field-trips to the grocery store monthly for the duration of this IEP.
 - This annual goal does not meet I-13 standards for item #2 for the following reasons:
 - a) This annual goal is not related to the post-secondary goal of independently preparing for work each day.
 - b) This goal statement does not indicate acquisition of a new skill.
 - c) This goal statement does not include conditions or criteria to be measurable.

7.4e: Example for “upon completion of high school, Paulo will play soccer in a recreational soccer league at the YMCA.” **(1.4e)**

- Given the phone number for the YMCA and a YMCA application, Paulo will call to request an application and complete the application by writing his personal information in the spaces provided with 90% accuracy by January 2008.
 - This annual goal meets I-13 standards for Item #2 for the following reasons:
 - a) This annual goal is a step that Paulo will take in achieving his post-secondary goal of playing in a soccer league.
 - b) This annual goal focuses on a skill that will be developed during high school.

7.4f: Nonexample:

- Given written directions, Paulo will put the steps in making a sandwich in the correct order with 95% accuracy by January 2008.
 - This annual goal does not meet I-13 standards for item #2 for the following reason:
 - a) This annual goal is not related to Paulo’s post-secondary goal of joining a soccer league.

7.4g: Example for “after graduation Rolanda will live at home and participate to the maximum extent possible in her daily routines (e.g. feeding, dressing, bathing, activating small appliances/media devices, choice making, etc.) and environment through the use of technology.” **(1.4g)**

- Given daily classroom routines for practice and a verbal prompt, Rolanda will raise her arms to assist in lifting, dressing, and hand washing on 80% of occasions for the duration of the IEP.
 - This annual goal statement meets I-13 standards for Item #2 for the following reasons:
 - a) Developing the physical skills necessary to meet this goal will prepare Rolanda for her postsecondary goal of maximum participation in her daily routine.
 - b) The goal statement provides conditions, criteria, and a timeframe, so that it is measurable.

7.4h: Nonexample:

- Rolanda will receive physical therapy services 3x/ week.
 - This goal statement does not meet I-13 standards for Item #2 for the following reasons:
 - a) The goal statement does not indicate any skills that Rolanda will be gaining.
 - b) This is a related service, not a statement of an annual goal.

7.4i & 7.4j: Example for “after graduation, Rolanda will participate in an in-home or center-based program designed to provide habilitative and vocational training with medical and therapeutic supports” **(1.2g)** and “after graduation Rolanda will participate in community-integrated recreational/leisure activities related to music, movies, and art at movie theaters, concerts at the local community college, art and craft museums downtown, and the entertainment store at the mall.” **(1.4h)** and “after graduation Rolanda

will effectively utilize an augmentative communication device at home and in the community that allows familiar and non-familiar individuals to communicate with her regarding needs, wants, and desires.” (1.4i)

- Given a board displaying four choices of classroom and community topics (e.g., instructional activities, work-based instruction activities, locations in the school, movies, music, locations in the community, people), Rolanda will use a pointer, affixed to a head-piece to select the activity or item in which she wants to engage with 80% accuracy.
 - This example meets I-13 standards for Item #2 for the following reasons:
 - a) Rolanda is not able to use a communication board effectively and learning to do so is a skill that will prepare her to participate in a habilitative and vocational training program after high school.
 - b) Similarly, communicating choices will prepare Rolanda for the goal of participating in leisure activities that interest her.
 - c) Finally, learning to use technology to select from four choices is a step toward preparing Rolanda to communicate more effectively with familiar and non-familiar individuals in various settings.

7.4l & 7.4m: Example for “immediately after graduation, Kevin will participate in habilitative and functional skill training through CAP services and will attend Compensatory Education classes 2 times per week at the community college” (1.2s) and “within three months of graduation, Kevin will obtain a supported employment position that allows him to work to his maximum stamina and incorporates the use of assistive technology” (1.3s) and “immediately following graduation, Kevin will participate in 1- 2 age-appropriate community and individual community-based activities per week related to horticulture, socialization with young adults, animals, and music” (1.4l) and “after graduation Kevin will effectively utilize an augmentative communication device at home and in the community that allows familiar and non-familiar individuals to communicate with his regarding needs, wants, and desires” (1.4m).

- Given the GoTalk20+ augmentative communication device and weekly community practice, Kevin will independently and accurately use the device to communicate single words to communicate a desire for an item in community settings, including restaurants and ticket counters.
 - This example meets I-13 standards for Item #2 for the following reasons:
 - a) Kevin is not able to use a GoTalk20+ effectively and learning to do so is a skill that will prepare him to participate in a **habilitative and vocational training program**, recreational opportunities, and educational opportunities after high school.
 - b) Learning to use a GoTalk20+ effectively will prepare Kevin to incorporate assistive technology use in **future employment**
 - c) Similarly, communicating choices will prepare Kevin for the goal of **participating in leisure activities** that interest him.

- d) Finally, learning to use the GoTalk20+ is a step toward preparing Kevin to **communicate more effectively with familiar and non-familiar individuals in various settings.**

7.4n: Nonexample:

- Kevin will participate in occupational therapy two times each week for 30 minutes each session for the duration of the IEP.
 - This goal statement does not meet I-13 standards for Item #2 for the following reason:
 - a) Participation in occupational therapy does not indicate what knowledge or skill Kevin is expected to gain during the upcoming year.
 - b) While it is likely that participation in speech therapy logically supports his postsecondary **education/training** goal, because there is no skill noted, it is unclear that there is a link.

7.4k: Example for “After graduation, Kevin will continue to live with his parents and will participate in his daily care routines to the maximum extent possible.” **(1.4k)**

- Given picture symbols with Velcro adhesive and a wall mountable daily planner, Kevin will utilize a schedule to plan self-care (e.g., showering and eating), employment, educational, and recreational activities, five days each week for the duration of the IEP with a maximum of one physical prompt per activity to place the picture symbol on the schedule.
 - This annual goal statement meets I-13 standards for Item #2 for the following reasons:
 - a) Developing the skills to plan necessary to meet this goal will prepare Kevin for his postsecondary goal of **maximum participation in his daily routine.**
 - b) The goal statement provides conditions, criteria, and a timeframe, so that it is measurable.

Nonexample:

- Kevin will receive occupational therapy services 3x/ week.
 - This goal statement does not meet I-13 standards for Item #2 for the following reasons:
 - a) The goal statement does not indicate any skills that Kevin will be gaining.
 - b) This is a related service, not a statement of an annual goal.

7.5c: Example for “the summer after leaving high school Stephanie will independently ride the bus each work day to her job with Marriot Food Services, where she will participate in classes each year, as offered by her employer, to advance her industrial kitchen skills.” **(1.5c)**

- Given a bus schedule adapted with pictures, Stephanie will select the correct time and stop for five scenarios of activities presented to her with 95% or better accuracy.
 - This annual goal meets I-13 standards for Item #2 for the following reasons:

- a) The annual goal logically supports her postsecondary goal with regard to independent use of public transportation.
- b) The goal is measurable.
- c) It is appropriate that Stephanie will learn this skill during high school, in preparation for her postsecondary goal of employment (with training) and employment.

7.5d: Nonexample:

- Given a web-based phone book, Stephanie will call movie theaters to determine show times.
 - This annual goal does not meet I-13 standards for Item #2 for the following reasons:
 - a) The annual goal is not associated with Stephanie's postschool employment, training, or independent living goals.
 - b) The annual focuses on an activity, not an explicit skill or behavior.
 - c) No criteria or timeframe are provided.
- Given a choice of 3 job training centers in the community, Stephanie will select a center for job training after graduation, based on her interests and needs.
 - This annual goal does not meet I-13 standards for Item #2 for the following reasons:
 - a) It does not seem to logically support Stephanie's postsecondary goal, in which Stephanie has already identified (and has presumably gained employment) a specific job*.
 - b) This goal, as written, is an activity, rather than a learned or mastered skill**.

* Choosing a job training center could be a very appropriate annual goal for a student that might need such services after graduation.

** If this were an appropriate annual goal, it should indicate what Stephanie will learn or master and in a measurable manner (e.g., will accurately identify the center that best matches her interests and needs for employment training, using site visits, staff interviews, and pictures to organize the information and make a decision).

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TRANSITION SERVICE

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8: The term **transition services** is defined as a coordinated set of activities for a student with a disability that:

- Is designed to be within a results-oriented process, focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including postsecondary education; vocational education; integrated employment (including supported employment); continuing and adult education; adult services; independent living or community participation;
- Is based on the individual child's needs, taking into account their strengths, preferences, and interests;
- Includes *instruction, related services, community experiences*, the development of *employment and other post-school adult living objectives* and, when appropriate, acquisition of *daily living skills* and *functional vocational evaluation*.

Source: Individuals with Disabilities Education Improvement Act of 2004, Public Law No. 108-446, 20 U. S. C. 1400, H. R. 1350.

Retrieved from: <http://www.ed.gov/policy/speced/guid/idea/tb-second-trans.pdf> on June 7, 2006.

TRANSITION SERVICES: EDUCATION/TRAINING POSTSECONDARY GOALS

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EXAMPLES

8a.2a: The following examples of **instruction** support the postsecondary **education/training** goal of “upon completion of high school, John will enroll at Ocean County Community College.”

Examples:

- Instruction related to word processing / keyboarding skills
- Tutoring (peer or teacher) in reading comprehension strategies
- Self-monitoring instruction related to on-task behavior
- Self-advocacy training

8a.2b: Nonexamples:

- Filling out an application
- Touring a community college campus
- Adapted physical education course
- Paid work
- Field trips to the grocery store
- Volunteer experiences at the local elementary school

8a.2c The following examples of **instruction** support the postsecondary **education/training** goal of “Allison will obtain a four-year degree from a liberal arts college with a major in child development.”

Examples:

- Instructional support of guided notes for lessons
- Instructional support of syllabi in advance, as requested
- Instructional support of preferential seating in Spanish I
- Audio-taped texts for English 12
- Extended time on tests in Algebra II and Advanced Biology
- Modified ACT testing

8a.2d: Nonexamples:

- Touring child care facilities
- Paid work

8a.2e: The following examples of **instruction** support the postsecondary **education/training and employment** goals of “upon graduation from high school, Jamarreo will successfully complete welding courses at Central Piedmont Community College to attain the Entry Level Welding Certificate” and “Jamarreo will be self-employed as a welder”.

Examples:

- Social skills training
- Instruction related to on the job safety
- Community based instructional experiences related to construction work
- Work-based instruction with a local welder
- Self-determination training

8a.2f: Nonexamples:

- Community based instructional experiences related to the food service industry
- Coursework related to visual arts
- Two trips to adult vocational day placement
- Field trips related to recreational opportunities
- Interpreter services for the hearing impaired

8a.2g: The following examples of **instruction** support the postsecondary **education/training** goal of “after graduation, Rolanda will participate in an in-home or center-based program designed to provide habilitative and vocational training with medical and therapeutic supports.”

Examples:

- Training of family members in use, care and maintenance of technology
- Participation in academic and functional curriculum

8a.2h: Nonexamples:

- Class field trip to the mall to go Christmas shopping
- Referral to vocational rehabilitation for assessments

8a.2i: The following examples of **instruction** support the postsecondary **education/training and employment** goals of “Jodi will enroll in courses (non-degree) at Gaston Community College” and “Jodi will attain a part-time position in a community retail environment independently.”

Examples:

- Travel instruction
- Instruction related to hygiene
- Instruction related to functional math skills
- Personal banking instruction
- Community based instruction at Wal-Mart to introduce to retail employment skills
- Instruction related to social skills in school and work settings

8a.2j: Nonexamples:

- Instruction related to janitorial skills
- Community based instructional experiences in restaurant settings

8a.2k: The following examples of **instruction** support the postsecondary **education** goal of “Alex will take a business math course at Kings College” and “after finishing high school, Alex will increase his work hours in the business department of a local office supply store, contacting XYZ Adult Agency for employment support services.”

Examples:

- Instruction related to social skills in a work setting
- Instruction related to self-advocacy skills
- Personal banking instruction
- Computer skills (word-processing, data entry) instruction

8a.2l: Nonexamples:

- Community-based instruction at a local church for exposure to industrial cleaning skills
- Tour of adult job training centers

8a.2m: The following examples of **instruction** support the postsecondary **education/training and independent living** goals of “Lissette will complete the non-degree program at Montgomery County College” and “upon completion of high school, Lissette will successfully utilize public transportation, including the public bus and uptown trolley.”

Examples:

- Instruction on Community Safety skills
- Travel instruction
- Math instruction related to money usage
- Literacy instruction related to sight word identification
- Instruction related to community safety and self defense at the YMCA
- Math instruction related to telling time on a variety of watches and clocks

8a.2s: The following examples of **instruction** support the postsecondary **education/training** goal of “immediately after graduation, Kevin will participate in habilitative and functional skill training through CAP services and will attend courses designed to provide specialized academic, functional, and occupational preparation for individuals with disabilities 2 times per week at the community college.”

Examples:

- Participation in academic and functional curriculum
- Participation in self-advocacy training

8a.2t: Nonexamples:

- Class field trip to the movies
- Situational assessment at local hotels

8a.5a: The following examples of **instruction** support the **multi-domain** postsecondary goal for Jason of attending college to gain employment as a teacher.

Examples:

- Digital version of U.S. History texts
- Extended time on end of course tests
- Self-advocacy instruction
- Tutoring for college entrance exams

8a.5b: Nonexamples:

- Field trips to the grocery store

8a.5c: The following examples of **instruction** support the **multi-domain** postsecondary goal for Stephanie related to accessing transportation to her job, where she will participate in on-the-job training.

Examples:

- Travel instruction
- Instruction on use of a picture schedule
- Instruction in telling and calculating time
- Reading instruction

8a.5d: Nonexamples:

- Instruction on the life cycle of insects
- Instruction on domestic independence skills (e.g., bed-making, cleaning bathrooms)

8b.2a: The following examples of **related service** support the postsecondary **education/training and employment** goals of “upon completion of high school, John will enroll at Ocean County Community College” and “John will work in an on-campus part-time job while in college”.

Examples:

- Speech language services to improve expressive communication
- Occupational therapy services to improve handwriting

8b.2b: Non-examples:

- Self-advocacy instruction
- Career interest inventory

8b.2e: The following examples of **related service** support the postsecondary **education/training and employment** goals of “upon graduation from high school, Jamarreo will successfully complete welding courses at Central Piedmont Community College to attain the Entry Level Welding Certificate” and “Jamarreo will be self-employed as a welder”.

Examples:

- Interpreter services for the hearing impaired
- Counseling services to increase ability to manage anger

8b.2f:

Non-examples:

- Instruction related to safety in the workplace
- Instruction related to workplace social behavior

8b.2g: The following examples of **related service** support the postsecondary **education/training** goal of “after graduation, Rolanda will participate in an in-home or center-based program designed to provide habilitative and vocational training with medical and therapeutic supports.”

Examples:

- Speech therapy services for training in use of augmentative communication device
- Speech therapy, occupational therapy for augmentative communication evaluation and selection of appropriate augmentative communication device for school and postschool environments
- Occupational therapy for use of assistive technology
- Occupational therapy for assistive technology evaluation for determination of devices to increase independence in home and center-based environment
- Physical therapy to maintain and improve strength and flexibility
- Nursing services to increase Rolanda’s ability access to community environments
- Transfer of therapy services to adult service arena

8b.2h: Nonexample:

- Speech therapy to improve Rolanda’s verbal communication skills

8b.2i: The following examples of **related service** support the postsecondary **education/training and employment** goal of “upon graduation from high school, Jodi will attain a part-time position in a community retail environment independently.”

Examples:

- Counseling services to improve self-confidence
- Occupational therapy to improve fine motor skills and performance of activities of daily living

8b.2j: Non-examples:

- Community visits to retail environments
- Instruction related to money usage

8b.2k: The following example of **related service** support the postsecondary **employment** goal of “after finishing high school Alex will increase his work hours in the business department of a local office supply store, contacting XYZ Adult Agency for employment support services.”

Examples:

- Speech language services to increase oral language fluency

8b.2l: Nonexamples:

- Reading instruction

8b.2s: The following examples of **related service** support the postsecondary **education/training** goal of “immediately after graduation, Kevin will participate in habilitative and functional skill training through CAP services and will attend courses designed to provide specialized academic, functional, and occupational preparation for individuals with disabilities 2 times per week at the community college.”

Examples:

- Speech therapy services for training in use of augmentative communication device
- Speech therapy, occupational therapy for augmentative communication evaluation and selection of appropriate augmentative communication device for school and postschool environments
- Occupational therapy consultation for use of assistive technology
- Occupational therapy consultation for assistive technology evaluation for determination of devices to increase independence in home and community environments
- Physical therapy to maintain and improve strength and flexibility
- Transfer of therapy services to adult service arena

8b.2t: Nonexamples:

- Counseling services related to anger management
- Instruction related to self-determination

8c.2a: The following examples of **community experience** support the postsecondary **education/training and employment** goals of “upon completion of high school, John will enroll at Ocean County Community College” and “John will work in an on-campus part-time job while in college.”

Examples:

- Three visits to community college (contact with school’s Learning Assistance Program)
- Training using a public telephone to call group home
- Trips to community college using public transportation
- Trip to community college bookstore to purchase supplies needed
- Tour of community college campus to familiarize student with surroundings

8c.2b: Nonexamples:

- Field trip to four-year college dormitory
- Sleep over orientation at four-year college campus
- Visit adult vocational day placement agency

8c.2c: The following examples of **community experiences** support the postsecondary **education/training and employment** goals of “Allison will obtain a four-year degree from a liberal arts college with major in child development” and “Allison will have a career in the field of early childhood education.”

Examples:

- Job shadow experiences with children
- Visit three university campuses, including a tour through the admissions department and a visit to the disability services office, between the late Spring and early Fall 2006

8c.2d: Non-examples:

- Role play admissions interview in special education resource classroom

8c.5a: The following examples of **community experience** support the **multi-domain** postsecondary goal for Jason of attending college to gain employment as a teacher.

Examples:

- Structured observations of teachers
- Visit to at least one college with a teacher preparation program
- Conduct teacher interviews

8c.5b: Nonexample:

- Watch series of videos on various professional careers

8c.5c: The following examples of **community experience** support the **multi-domain** postsecondary goal for Stephanie related to accessing transportation to her job, where she will participate in on-the-job training.

Examples:

- Job shadowing in a food-service environment
- Taking the bus to access job shadowing site

8c.5d: Nonexamples:

- Preparing sandwiches in the classroom
- Role-playing interviews with classmates

8d.2c: The following example of **employment and other postschool living objectives** supports the postsecondary **education/training and employment** goals of “Allison will obtain a four-year degree from a liberal arts college with major in child development” and “Allison will have a career in the field of early childhood education.”

Example:

- Part time employment in a position related to working with children
- Apply for possible college financial aid
- Vocational rehabilitation referral to determine eligibility for tuition assistance
- Apply for college and disability support service, no later than December 2006

8d.2d: Non-examples:

- Complete application process at community college
- Interview for a full-time position at a local day care

8d.2g: The following example of **employment and other postschool living objectives** supports Rolanda's postsecondary **education/training** and **employment** goals of "will participate in an in-home or center-based program designed to provide habilitative and vocational training with medical and therapeutic supports" and "will receive job development services from vocational rehabilitation or a community rehabilitation program and will participate in technologically supported self-employment or volunteer work within one year of graduation."

Example:

- Meeting with SSI representative to determine possible financial benefits
- Vocational rehabilitation referral

8d.2h: Nonexamples:

- Apply for college disability support services
- Complete application for job at local mall

8d.2s: The following example of **employment and other postschool living objectives** supports Kevin's postsecondary **education/training** and **employment** goals of "immediately after graduation, Kevin will participate in habilitative and functional skill training through CAP services and will attend Compensatory Education classes 2 times per week at the community college" and "within three months of graduation, Kevin will obtain a supported employment position that allows him to work to his maximum stamina and incorporates the use of assistive technology"

Example:

- Meeting with job coach in classroom and community settings
- Meeting with SSI representative to determine possible financial benefits
- Vocational rehabilitation referral

8d.2t: Nonexamples:

- Apply for college disability support services
- Complete application for job at local mall

8d.5c: The following examples of **employment and other postschool living objectives** support the **multi-domain** postsecondary goal for Stephanie related to accessing transportation to a job, where she will participate in on-the-job training.

Examples:

- Using the bus schedule during in class instruction and on community outings
- Using computer software to identify likes and dislikes regarding food-preparation jobs

8d.5d: Non-examples:

- Preference assessment regarding meals in local restaurants
- Going to the movies

8e.2m: The following examples of **daily living skills** support the postsecondary **education/training and independent living** goal of “Lisette will complete the non-degree program at Montgomery County College” and “upon completion of high school, Lisette will successfully utilize public transportation, including the public bus and uptown trolley.”

Examples:

- Purchase a monthly bus pass
- Safety skills in the community
- Learning to choose a seat near the bus driver
- Learning to use the pull cord to identify her upcoming stop

8e.2n: Non-examples:

- Laundry skill instruction at home
- Preparing simple meals for herself
- Instruction to improve reading comprehension

8e.2s: The following examples of **daily living skills** support the postsecondary **education/training and independent living** goal of “immediately after graduation, Kevin will participate in habilitative and functional skill training through CAP services and will attend Compensatory Education classes 2 times per week at the community college , After graduation, Kevin will continue to live with his parents and will participate in his daily care routines to the maximum extent possible”, and Immediately following graduation, Kevin will participate in 1- 2 age-appropriate community and individual community-based activities per week related to horticulture, socialization with young adults, animals, and music”,

Examples:

- Maintain a bank account
- Express preferences related to saving money for personal
- Safety skills in the community
- Selecting clothing for the day

8e.2t: Non-examples:

- Preparing simple meals for himself
- Travel training in the community

8e.5c: The following example of **daily living** services support the **multi-domain** postsecondary goal for Stephanie related to accessing transportation to a job, where she will participate in on-the-job training.

Examples:

- Appropriate interactions with co-workers in job shadow and work experience settings
- Food preparation and kitchen hygiene instruction

8e.5d: Nonexamples:

- Driver's education

8f.2g: The following example of **functional vocational evaluation** supports the postsecondary goals for Rolanda in the areas of **education/ training** (1 goal), **employment** (1 goal), and **independent living** (3 goals).

Example:

- Refer to Vocational Rehabilitation for non-verbal, modified assessments of adaptive behavior, career interest, and career skills

8f.2h: Nonexamples:

- Administration of assessments intended for verbal students
- Administration of assessments for preschoolers, not related to employment or adult living skills

8f.2s: The following example of **functional vocational evaluation** supports the postsecondary goals for Kevin in the areas of **education/ training (1.2s)**, **employment (1.3s)**, and **independent living (1.4k - m)**.

Example:

- Refer to Vocational Rehabilitation for non-verbal, modified assessments of adaptive behavior, career interest, and career skills

8f.2t: Nonexample:

- Administration of assessments intended for verbal students
- Administration of assessments for preschoolers, not related to employment or adult living skills

8f.5c: The following example of **functional vocational evaluation** supports the postsecondary goals for Stephanie related to **education/training, employment, and independent living skills**.

Examples:

- Completing a career preference inventory
- Completing an adaptive behavior scale
- Teacher made task-analysis of cooking task in the classroom

8f.5d: Nonexamples:

- End of grade test civics
- *Brigance Early Childhood Inventory*

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TRANSITION SERVICES: EMPLOYMENT POSTSECONDARY GOALS

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EXAMPLES

8a.3e: The following examples of **instruction** support the postsecondary **education/training and employment** goals of “upon graduation from high school, Jamarreo will successfully complete welding courses at Central Piedmont Community College to attain the Entry Level Welding Certificate” and “Jamarreo will be self-employed as a welder”.

Examples:

- Social skills training
- Instruction related to on the job safety
- Community based instructional experiences related to construction work
- Work-based instruction with a local welder
- Self-determination training

8a.3f: Nonexamples:

- Community based instructional experiences related to the food service industry
- Coursework related to visual arts
- Two trips to adult vocational day placement
- Field trips related to recreational opportunities
- Interpreter services for the hearing impaired

8a.3g: The following example of **instruction** supports the postsecondary **employment** goal of “immediately after graduation Rolanda will receive job development services from vocational rehabilitation or a community rehabilitation program and will participate in technologically supported self-employment or volunteer work within 1 year of graduation.”

Example:

- Participation in the adapted academic and functional curriculum

8a.3h: Nonexamples:

- Instruction in word processing
- Travel instruction

8a.3i: The following examples of **instruction** support the postsecondary **education/training and employment** goals of “Jodi will enroll in courses (non-degree) at Gaston Community College” and “Jodi will attain a part-time position in a community retail environment independently.”

Examples:

- Travel instruction
- Instruction related to hygiene
- Instruction related to functional math skills
- Personal banking instruction
- Community based instruction at Wal-Mart to introduce to retail employment skills
- Instruction related to social skills in school and work settings

8a.3j: Nonexamples:

- Instruction related to janitorial skills
- Community based instructional experiences in restaurant settings

8a.3k: The following examples of **instruction** support the postsecondary **employment** goal of “Alex will take a business math course at Kings College” and “after finishing high school Alex will increase his work hours in the business department of a local office supply store, contacting XYZ Adult Agency for employment support services.”

Examples:

- Instruction related to social skills in a work setting
- Instruction related to self-advocacy skills
- Personal banking instruction
- Computer skills (word-processing, data entry) instruction

8a.3l: Nonexamples:

- Community-based instruction at a local church for exposure to industrial cleaning skills
- Tour of adult job training centers

8a.3o: The following examples of **instruction** support the postsecondary **employment and independent living** goals of “upon completion of high school, Jeremy will independently prepare for work each day, including dressing, making his bed, making his lunch, and accessing transportation.”

Examples:

- Instruction on using picture symbol recipes
- Instruction on personal hygiene
- Community-based instruction on purchasing lunch supplies

8a.3s: The following example of **instruction** supports the postsecondary **employment** goal of “within three months of graduation, Kevin will obtain a supported employment position that allows him to work to his maximum stamina and incorporates the use of assistive technology.”

Example:

- Participation in the adapted academic and functional curriculum
- Participation in Career Technical Education Courses
- Participation in community based instruction related to employability skills

8a.3t: Nonexample:

- Instruction in word processing
- Participation in adapted physical education
- Visit to a local sheltered workshop

8a.5a: The following examples of **instruction** support the **multi-domain** postsecondary goal for Jason of attending college to gain employment as a teacher.

Examples:

- Digital version of U.S. History texts
- Extended time on end of course tests
- Self-advocacy instruction
- Tutoring for college entrance exams

8a.5b: Nonexamples:

- Field trips to the grocery store

8a.5c: The following examples of **instruction** support the **multi-domain** postsecondary goal for Stephanie related to accessing transportation to her job, where she will participate in on-the-job training.

Examples:

- Travel instruction
- Instruction on use of a picture schedule
- Instruction in telling and calculating time
- Reading instruction

8a.5d: Nonexamples:

- Instruction on the life cycle of insects
- Instruction on domestic independence skills (e.g., bed-making, cleaning bathrooms)

8b.3i: The following examples of **related service** support the postsecondary **education/training and employment** goal of “upon graduation from high school, Jodi will attain a part-time position in a community retail environment independently.”

Examples:

- Counseling services to improve self-confidence
- Occupational therapy to improve fine motor skills and performance of activities of daily living

8b.3j: Non-examples:

- Community visits to retail environments
- Instruction related to money usage

8b.3k: The following example of **related service** support the postsecondary **employment** goal of “after finishing high school Alex will increase his work hours in the business department of a local office supply store, contacting XYZ Adult Agency for employment support services.”

Examples:

- Speech language services to increase oral language fluency

8b.3l: Nonexamples:

- Reading instruction

8c.3a: The following examples of **community experience** support the postsecondary **education/training and employment** goals of “upon completion of high school, John will enroll at Ocean County Community College” and “John will work in an on-campus part-time job while in college.”

Examples:

- Three visits to community college (contact with school’s Learning Assistance Program)
- Training using a public telephone to call group home
- Trips to community college using public transportation
- Trip to community college bookstore to purchase supplies needed.
- Tour of community college campus to familiarize student with surroundings

8c.3b: Nonexamples:

- Field trip to four-year college dormitory
- Sleep over orientation at four-year college campus
- Visit adult vocational day placement agency

8c.3c: The following examples of **community experiences** support the postsecondary **education/training and employment** goals of “Allison will obtain a four-year degree from a liberal arts college with major in child development” and “Allison will have a career in the field of early childhood education.”

Examples:

- Job shadow experiences with children
- Visit three university campuses, including a tour through the admissions department and a visit to the disability services office between the late Spring and early Fall, 2006

8c.3d: Non-examples:

- Role play admissions interview in special education resource classroom

8c.3i: The following examples of **community experience** support the postsecondary **employment** goal of “upon graduation from high school, Jodi will attain a part-time position in a community retail environment independently.”

Examples:

- Job shadowing in a retail environment
- Practice using public transportation
- Visit four retail settings that are prospective employers
- Mock interviews with an employment specialist at a community based instruction site

8c.3j: Nonexamples:

- Watch series of videos depicting appropriate community behavior
- Participate in role play activities in the classroom related to using a register
- Visit aquatic center for Special Olympics swimming practice
- Use internet to identify directions to job site
- Call bus company to ask about route and schedule information

8c.5a: The following examples of **community experience** support the **multi-domain** postsecondary goal for Jason of attending college to gain employment as a teacher.

Examples:

- Structured observations of teachers
- Visit to at least one college with a teacher preparation program
- Conduct teacher interviews

8c.5b: Nonexample:

- Watch series of videos on various professional careers

8c.5c: The following examples of **community experience** support the **multi-domain** postsecondary goal for Stephanie related to accessing transportation to her job, where she will participate in on-the-job training.

Examples:

- Job shadowing in a food-service environment
- Taking the bus to access job shadowing site

8c.5d: Nonexamples:

- Preparing sandwiches in the classroom
- Role-playing interviews with classmates

8d.3c: The following example of **employment and other postschool living objectives** supports the postsecondary **education/training and employment** goals of “Allison will

obtain a four-year degree from a liberal arts college with major in child development” and “Allison will have a career in the field of early childhood education.”

Example:

- Part time employment in a position related to working with children
- Apply for possible college financial aid
- Vocational rehabilitation referral to determine eligibility for tuition assistance
- Apply for college and disability support service, no later than December 2006

8d.3d: Non-examples:

- Complete application process at community college
- Interview for a full-time position at a local day care

8d3g: The following example of **employment and other postschool living objectives** supports Rolanda’s postsecondary **education/training** and **employment** goals of “will participate in an in-home or center-based program designed to provide habilitative and vocational training with medical and therapeutic supports” and “will receive job development services from vocational rehabilitation or a community rehabilitation program and will participate in technologically supported self-employment or volunteer work within one year of graduation.”

Examples:

- Meeting with SSI representative to determine possible financial benefits
- Vocational rehabilitation referral

8d.3h: Nonexamples:

- Apply for college disability support services
- Complete application for job at local mall

8d.3i: The following examples of **employment and other postschool living objectives** support the postsecondary **employment** goal of “upon graduation from high school, Jodi will attain a part-time position in a community retail environment independently.”

Examples:

- After school paid work experience at Target
- Volunteer position at Habitat for Humanity Thrift Store

8d.3j: Nonexamples:

- Paid at home to walk family pet two times daily
- Job coaching services at veterinary clinic

8d.3k: The following examples of **employment and other postsecondary living objectives** support the postsecondary **employment** goal of “after finishing high school Alex will increase his work hours in the business department of a local office supply store, contacting XYZ Adult Agency for employment support services”.

Examples:

- Work hours (for credit) in the school district business department (already engaged)
- After school paid work experience in the business office of Office Depot (already engaged)
- Interview with adult agency staff regarding possible future needs (self-advocacy support, tax form completion assistance, transportation services)
- Voter registration

8d.3l: Nonexamples:

- Job coaching services at a local laundry facility
- Allowance provided by parents for completing “jobs” at home
- Field trip to the mall

8d.3s: The following example of **employment and other postschool living objectives** supports Kevin’s postsecondary **education/training** and **employment** goals of “immediately after graduation, Kevin will participate in habilitative and functional skill training through CAP services and will attend Compensatory Education classes 2 times per week at the community college” and “within three months of graduation, Kevin will obtain a supported employment position that allows him to work to his maximum stamina and incorporates the use of assistive technology”

Example:

- Meeting with job coach in classroom and community settings
- Meeting with SSI representative to determine possible financial benefits
- Vocational rehabilitation referral

8d.3t: Nonexamples:

- Apply for college disability support services
- Complete application for job at local mall

8d.5c: The following examples of **employment and other postschool living objectives** support the **multi-domain** postsecondary goal for Stephanie related to accessing transportation to a job, where she will participate in on-the-job training.

Examples:

- Using the bus schedule during in class instruction and on community outings
- Using computer software to identify likes and dislikes regarding food-preparation jobs

8d.5d: Non-examples:

- Preference assessment regarding meals in local restaurants
- Going to the movies

8f.3e: The following example of **functional vocational evaluation** supports the postsecondary goals for Rolanda in the areas of **education/ training** (1 goal), **employment** (1 goal), and **independent living** (3 goals).

Example:

- Refer to Vocational Rehabilitation for non-verbal, modified assessments of adaptive behavior, career interest, and career skills

8f.3f: Nonexamples:

- Administration of assessments intended for verbal students
- Administration of assessments for preschoolers, not related to employment or adult living skills

8f.3i: The following examples of **functional vocational evaluation** support the postsecondary **employment** goal of “upon graduation from high school, Jodi will attain a part-time position in a community retail environment independently.”

Examples:

- Completing a career preference inventory
- Completing an adaptive behavior scale
- Completing a self-determination scale

8f.3j: Nonexamples:

- Completing an algebra exam
- End of grade testing for language arts and civics
- Scholastic Aptitude Test (SAT) completion

8f.3k: The following example of **functional vocational evaluation** supports the **employment** goal of “after finishing high school Alex will increase his work hours in the business department of a local office supply store, contacting XYZ Adult Agency for employment support services.”

Examples:

- Completing a computation/ business math skill inventory
- Completing a office skill inventory

8f.3l: Nonexamples:

- End of grade civics test
- ACT test completion

8f.3s: The following example of **functional vocational evaluation** supports the postsecondary goals for Kevin in the areas of **education/ training** (1.2s), **employment** (1.3s), and **independent living** (1.4k -m).

Example:

- Refer to Vocational Rehabilitation for non-verbal, modified assessments of adaptive behavior, career interest, and career skills

8f.3t: Nonexample:

- Administration of assessments intended for verbal students
- Administration of assessments for preschoolers, not related to employment or adult living skills

8f.5c: The following example of **functional vocational evaluation** supports the postsecondary goals for Stephanie related to **education/training, employment, and independent living skills**.

Examples:

- Completing a career preference inventory
- Completing an adaptive behavior scale
- Teacher made task-analysis of cooking task in the classroom

8f.5d: Nonexamples:

- End of grade test civics
- *Brigance Early Childhood Inventory*

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TRANSITION SERVICES: INDEPENDENT LIVING

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EXAMPLES

8a.4a: The following examples of **instruction** support the postsecondary **education/training and independent living** goals of “Lissette will complete the non-degree program at Montgomery County College” and “upon completion of high school, Lissette will successfully utilize public transportation, including the public bus and uptown trolley.”

Examples:

- Instruction on Community Safety skills
- Travel instruction
- Math instruction related to money usage
- Literacy instruction related to sight word identification
- Instruction related to community safety and self defense at the YMCA
- Math instruction related to telling time on a variety of watches and clocks

8a.4b: Nonexamples:

- Instruction related to life science
- Intelligence testing
- Job shadowing with school bus driver
- Participating in chorus

8a.4c: The following examples of **instruction** support the postsecondary **employment and independent living** goals of “upon completion of high school, Jeremy will independently prepare for work each day, including dressing, making his bed, making his lunch, and accessing transportation.”

Examples:

- Instruction on using picture symbol recipes
- Instruction on personal hygiene
- Community-based instruction on purchasing lunch supplies

8a.4d: Nonexamples:

- Instruction related to laundry skills
- Instruction related to the water cycle
- Visit to a McDonald’s food prep area

8a.4e: The following examples of **instruction** support the postsecondary **individual living** goal of “upon completion of high school, Paulo will play soccer in a recreational soccer league at the YMCA.”

Examples:

- Social skills training
- Travel training
- Soccer skills training in adaptive physical education
- Instruction related to preparation for sport activities
- Self-advocacy training

8a.4f: Nonexamples:

- Instruction related to civil rights
- Instruction on food preparation
- Math coursework
- Schedule and calendar skill instruction

8a.5a: The following examples of **instruction** support the **multi-domain** postsecondary goal for Jason of attending college to gain employment as a teacher.

Examples:

- Digital version of U.S. History texts
- Extended time on end of course tests
- Self-advocacy instruction
- Tutoring for college entrance exams

8a.5b: Nonexamples:

- Field trips to the grocery store

8a.5c: The following examples of **instruction** support the **multi-domain** postsecondary goal for Stephanie related to accessing transportation to her job, where she will participate in on-the-job training.

Examples:

- Travel instruction
- Instruction on use of a picture schedule
- Instruction in telling and calculating time
- Reading instruction

8a.5d: Nonexamples:

- Instruction on the life cycle of insects
- Instruction on domestic independence skills (e.g., bed-making, cleaning bathrooms)

8b.4a: The following examples of **related service** support the postsecondary **independent living** goal of “upon completion of high school, Lissette will successfully utilize public transportation, including the public bus and uptown trolley, to arrive safely at work at the appropriate time.”

Examples:

- Assistive technology services to increase use of voice output device
- Physical therapy to improve independent ambulation

8b.4b: Non-examples:

- Travel training
- Self-determination instruction

8b.4c: The following examples of **related service** support the postsecondary **independent living** goal of “upon completion of high school, Jeremy will independently prepare for work each day, including dressing, making his bed, making his lunch, and accessing transportation.”

Examples:

- Orientation and mobility services to identify storage areas in kitchen
- Occupational therapy services to improve spreading and cutting with knife
- Speech therapy to improve communication through use of picture symbols

8b.4d: Nonexamples:

- Instruction related to making simple meals
- Training to use an automated bank machine

8b.4e: The following examples of **related service** support the postsecondary **independent living** goal of “upon completion of high school, Paulo will play soccer in a recreational soccer league at the YMCA.”

Examples:

- Physical therapy services to improve dribbling ball
- Therapeutic recreation services to improve sportsmanship

8b.4f: Nonexamples:

- Participation in after school intramural sports
- Instruction related to first aid

8b.4h: The following examples of **related service** support the **independent living** goal of “after graduation Rolanda will participate in community-integrated recreational/leisure activities related to music, movies, and art at movie theaters, concerts at the local community college, art and craft museums downtown, and the entertainment store at the mall.”

Examples:

- Speech therapy services for training in use of augmentative communication device
- Speech therapy, occupational therapy for augmentative communication evaluation and selection of appropriate augmentative communication device for school and postschool environments
- Occupational therapy for use of assistive technology

- Occupational therapy for assistive technology evaluation for determination of devices to increase independence in home and center-based environment
- Physical therapy to maintain and improve strength and flexibility
- Nursing services to increase Rolanda's ability access to community environments
- Transfer of therapy services to adult service arena

8b.4i: Nonexamples:

- Participation in a school club
- Instruction related to hygiene

8b.4i: The following examples of **related service** support the **independent living** goal of "immediately following graduation, Kevin will participate in 1- 2 age-appropriate community and individual community-based activities per week related to horticulture, socialization with young adults, animals, and music."

Examples:

- Speech therapy services for training in use of augmentative communication device
- Speech therapy, occupational therapy for augmentative communication evaluation and selection of appropriate augmentative communication device for school and postschool environments
- Occupational therapy consultation for use of assistive technology
- Occupational therapy consultation for assistive technology evaluation for determination of devices to increase independence in home and community environments
- Physical therapy to maintain and improve strength and flexibility
- Transfer of therapy services to adult service arena

8b.4n: Nonexamples:

- Participation in a school club
- Instruction related to hygiene

8c.4g: The following example of **community experience** support the **independent living** goal of "after graduation Rolanda will participate in community-integrated recreational/leisure activities related to music, movies, and art at movie theaters, concerts at the local community college, art and craft museums downtown, and the entertainment store at the mall."

Examples:

- Visits to recreational agencies/facilities in the community
- Leisure and recreational interest survey through student response to different leisure opportunities in the community

8c.4j: Nonexamples:

- Job shadowing in a retail environment
- Practice using public transportation

8c.4l: The following example of **community experience** support the **independent living** goal of “immediately following graduation, Kevin will participate in 1- 2 age-appropriate community and individual community-based activities per week related to horticulture, socialization with young adults, animals, and music.”

Examples:

- Visits to recreational agencies/facilities in the community
- Leisure and recreational interest survey through student response to different leisure opportunities in the community
- Referral to Teens on the Town, a recreation program for young adults with developmental disabilities

8c.4n: Nonexamples:

- Employment preference survey
- Watching a movie in the classroom
- Calling the movie theater from the classroom to determine movie times

8c.5a: The following examples of **community experience** support the **multi-domain** postsecondary goal for Jason of attending college to gain employment as a teacher.

Examples:

- Structured observations of teachers
- Visit to at least one college with a teacher preparation program
- Conduct teacher interviews

8c.5b: Nonexample:

- Watch series of videos on various professional careers

8c.5c: The following examples of **community experience** support the **multi-domain** postsecondary goal for Stephanie related to accessing transportation to her job, where she will participate in on-the-job training.

Examples:

- Job shadowing in a food-service environment
- Taking the bus to access job shadowing site

8c.5d: Nonexamples:

- Preparing sandwiches in the classroom
- Role-playing interviews with classmates

8d.4c: The following examples of **employment and other postschool living objectives** support the postsecondary **independent living** goal of “upon completion of high school,

Jeremy will independently prepare for work each day, including dressing, making his bed, making his lunch, and accessing transportation.”

Examples:

- Learning locations of various food items in his kitchen at home
- Determining his preference among five or fewer food choices

8d.4d: Non-examples:

- Make phone call to parents once daily
- Order items at local restaurants

8d.5c: The following examples of **employment and other postschool living objectives** support the **multi-domain** postsecondary goal for Stephanie related to accessing transportation to a job, where she will participate in on-the-job training.

Examples:

- Using the bus schedule during in class instruction and on community outings
- Using computer software to identify likes and dislikes regarding food-preparation jobs

8d.5d: Non-examples:

- Preference assessment regarding meals in local restaurants
- Going to the movies

8e.4a: The following examples of **daily living skills** support the postsecondary **education/training and independent living** goal of “Lisette will complete the non-degree program at Montgomery County College” and “upon completion of high school, Lisette will successfully utilize public transportation, including the public bus and uptown trolley.”

Examples:

- Purchase a monthly buss pass
- Safety skills in the community
- Learning to choose a seat near the bus driver
- Learning to use the pull cord to identify her upcoming stop

8e.4b: Non-examples:

- Laundry skill instruction at home
- Preparing simple meals for herself
- Instruction to improve reading comprehension

8e.4c: The following examples of **daily living skills** support the postsecondary **independent living** goal of “upon completion of high school, Jeremy will independently prepare his lunch for work each workday.”

Examples:

- Knowledge and use of simple recipes

- Consumer skills at the grocery store
- Dish washer loading and unloading instruction
- Sorting items according to temperature need (refrigerator, freezer, pantry)
- Knowledge of healthy food choices

8e.4d: Nonexamples:

- Instruction in purchasing lunch at McDonald's
- Instruction to improve bed making skills

8e.4e: The following examples of **daily living skills** support the postsecondary **independent living** goal of "upon completion of high school, Paulo will play soccer in a recreational soccer league at the YMCA."

Examples:

- Laundry instruction to wash uniform after games
- Learn proper care for equipment (cleats, knee guards, ball)

8e.4f: Nonexamples:

- Instruction related to life sciences
- Instruction related to basketball rules
- Driver's education instruction

8e.4k & l: The following examples of **daily living skills** support the postsecondary **education/training and independent living** goal of "immediately after graduation, Kevin will participate in habilitative and functional skill training through CAP services and will attend Compensatory Education classes 2 times per week at the community college , After graduation, Kevin will continue to live with his parents and will participate in his daily care routines to the maximum extent possible", and Immediately following graduation, Kevin will participate in 1- 2 age-appropriate community and individual community-based activities per week related to horticulture, socialization with young adults, animals, and music", "

Examples:

- Maintain a bank account
- Express preferences related to saving money for personal
- Safety skills in the community
- Selecting clothing for the day

8e.4n: Non-examples:

- Preparing simple meals for himself
- Travel training in the community

8e.5c: The following example of **daily living** services support the **multi-domain** postsecondary goal for Stephanie related to accessing transportation to a job, where she will participate in on-the-job training.

Examples:

- Appropriate interactions with co-workers in job shadow and work experience settings
- Food preparation and kitchen hygiene instruction

8e.5d: Nonexamples:

- Driver's education

8f.4g- 4i: The following example of **functional vocational evaluation** supports the postsecondary goals for Rolanda related to **education/ training** (1 goal), **employment** (1 goal), and **independent living** (3 goals).

Example:

- Refer to Vocational Rehabilitation for non-verbal, modified assessments of adaptive behavior, career interest, and career skills

8f.4j: Nonexample:

- Administration of assessments intended for verbal students
- Administration of assessments for preschoolers, not related to employment or adult living skills

8f.4k-m: The following example of **functional vocational evaluation** supports the postsecondary goals for Kevin in the areas of **education/ training** (1.2s), **employment** (1.3s), and **independent living** (1.4k -m).

Example:

- Refer to Vocational Rehabilitation for non-verbal, modified assessments of adaptive behavior, career interest, and career skills

8f.4n: Nonexample:

- Administration of assessments intended for verbal students
- Administration of assessments for preschoolers, not related to employment or adult living skills

8f.5c: The following example of **functional vocational evaluation** supports the postsecondary goals for Stephanie related to **education/training, employment, and independent living skills**.

Examples:

- Completing a career preference inventory
- Completing an adaptive behavior scale
- Teacher made task-analysis of cooking task in the classroom

8f.5d: Nonexamples:

- End of grade test civics
- *Brigance Early Childhood Inventory*

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INSTRUCTION

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8a: Instruction is one component of a transition program that “the student needs to receive in specific areas to complete needed courses, succeed in the general curriculum, and gain needed skills”.

Source: Storms, J., O’Leary, E., & Williams, J. (2000). *Transition requirements: A guide for states, districts, schools, universities and families*. Eugene: University of Oregon, Western Regional Resource Center.

8a.2a: The following examples of **instruction** support the postsecondary **education/training** goal of “upon completion of high school, John will enroll at Ocean County Community College.”

Examples:

- Instruction related to word processing / keyboarding skills
- Tutoring (peer or teacher) in reading comprehension strategies
- Self-monitoring instruction related to on-task behavior
- Self-advocacy training

8a.2b: Nonexamples:

- Filling out an application
- Touring a community college campus
- Adapted physical education course
- Paid work
- Field trips to the grocery store
- Volunteer experiences at the local elementary school

8a.2c The following examples of **instruction** support the postsecondary **education/training** goal of “Allison will obtain a four-year degree from a liberal arts college with a major in child development.”

Examples:

- Instructional support of guided notes for lessons
- Instructional support of syllabi in advance, as requested
- Instructional support of preferential seating in Spanish I
- Audio-taped texts for English 12
- Extended time on tests in Algebra II and Advanced Biology
- Modified ACT testing

8a.2d: Nonexamples:

- Touring child care facilities
- Paid work

8a.2e: The following examples of **instruction** support the postsecondary **education/training and employment** goals of “upon graduation from high school, Jamarreo will successfully complete welding courses at Central Piedmont Community College to attain the Entry Level Welding Certificate” and “Jamarreo will be self-employed as a welder”.

Examples:

- Social skills training
- Instruction related to on the job safety
- Community based instructional experiences related to construction work
- Work-based instruction with a local welder
- Self-determination training

8a.2f: Nonexamples:

- Community based instructional experiences related to the food service industry
- Coursework related to visual arts
- Two trips to adult vocational day placement
- Field trips related to recreational opportunities
- Interpreter services for the hearing impaired

8a.2g: The following examples of **instruction** support the postsecondary **education/training** goal of “after graduation, Rolanda will participate in an in-home or center-based program designed to provide habilitative and vocational training with medical and therapeutic supports.”

Examples:

- Training of family members in use, care and maintenance of technology
- Participation in academic and functional curriculum

8a.2h: Nonexamples:

- Class field trip to the mall to go Christmas shopping
- Referral to vocational rehabilitation for assessments

8a.2i: The following examples of **instruction** support the postsecondary **education/training and employment** goals of “Jodi will enroll in courses (non-degree) at Gaston Community College” and “Jodi will attain a part-time position in a community retail environment independently.”

Examples:

- Travel instruction
- Instruction related to hygiene
- Instruction related to functional math skills
- Personal banking instruction
- Community based instruction at Wal-Mart to introduce to retail employment skills
- Instruction related to social skills in school and work settings

8a.2j: Nonexamples:

- Instruction related to janitorial skills
- Community based instructional experiences in restaurant settings

8a.2k: The following examples of **instruction** support the postsecondary **education** goal of “Alex will take a business math course at Kings College” and “after finishing high school, Alex will increase his work hours in the business department of a local office supply store, contacting XYZ Adult Agency for employment support services.”

Examples:

- Instruction related to social skills in a work setting
- Instruction related to self-advocacy skills
- Personal banking instruction
- Computer skills (word-processing, data entry) instruction

8a.2l: Nonexamples:

- Community-based instruction at a local church for exposure to industrial cleaning skills
- Tour of adult job training centers

8a.2m: The following examples of **instruction** support the postsecondary **education/training and independent living** goals of “Lisette will complete the non-degree program at Montgomery County College” and “upon completion of high school, Lisette will successfully utilize public transportation, including the public bus and uptown trolley.”

Examples:

- Instruction on Community Safety skills
- Travel instruction
- Math instruction related to money usage
- Literacy instruction related to sight word identification
- Instruction related to community safety and self defense at the YMCA
- Math instruction related to telling time on a variety of watches and clocks

8a.2s: The following examples of **instruction** support the postsecondary **education/training** goal of “immediately after graduation, Kevin will participate in habilitative and functional skill training through CAP services and will attend courses designed to provide specialized academic, functional, and occupational preparation for individuals with disabilities 2 times per week at the community college.”

Examples:

- Participation in academic and functional curriculum
- Participation in self-advocacy training

8a.2t: Nonexamples:

- Class field trip to the movies
- Situational assessment at local hotels

8a.3e: The following examples of **instruction** support the postsecondary **education/training and employment** goals of “upon graduation from high school, Jamarreo will successfully complete welding courses at Central Piedmont Community College to attain the Entry Level Welding Certificate” and “Jamarreo will be self-employed as a welder”.

Examples:

- Social skills training
- Instruction related to on the job safety
- Community based instructional experiences related to construction work
- Work-based instruction with a local welder
- Self-determination training

8a.3f: Nonexamples:

- Community based instructional experiences related to the food service industry
- Coursework related to visual arts
- Two trips to adult vocational day placement
- Field trips related to recreational opportunities
- Interpreter services for the hearing impaired

8a.3g: The following example of **instruction** supports the postsecondary **employment** goal of “immediately after graduation Rolanda will receive job development services from vocational rehabilitation or a community rehabilitation program and will participate in technologically supported self-employment or volunteer work within 1 year of graduation.”

Example:

- Participation in the adapted academic and functional curriculum

8a.3h: Nonexamples:

- Instruction in word processing
- Travel instruction

8a.3i: The following examples of **instruction** support the postsecondary **education/training and employment** goals of “Jodi will enroll in courses (non-degree) at Gaston Community College” and “Jodi will attain a part-time position in a community retail environment independently.”

Examples:

- Travel instruction
- Instruction related to hygiene
- Instruction related to functional math skills

- Personal banking instruction
- Community based instruction at Wal-Mart to introduce to retail employment skills
- Instruction related to social skills in school and work settings

8a.3j: Nonexamples:

- Instruction related to janitorial skills
- Community based instructional experiences in restaurant settings

8a.3k: The following examples of **instruction** support the postsecondary **employment** goal of “Alex will take a business math course at Kings College” and “after finishing high school Alex will increase his work hours in the business department of a local office supply store, contacting XYZ Adult Agency for employment support services.”

Examples:

- Instruction related to social skills in a work setting
- Instruction related to self-advocacy skills
- Personal banking instruction
- Computer skills (word-processing, data entry) instruction

8a.3l: Nonexamples:

- Community-based instruction at a local church for exposure to industrial cleaning skills
- Tour of adult job training centers

8a.3o: The following examples of **instruction** support the postsecondary **employment and independent living** goals of “upon completion of high school, Jeremy will independently prepare for work each day, including dressing, making his bed, making his lunch, and accessing transportation.”

Examples:

- Instruction on using picture symbol recipes
- Instruction on personal hygiene
- Community-based instruction on purchasing lunch supplies

8a.3s: The following example of **instruction** supports the postsecondary **employment** goal of “within three months of graduation, Kevin will obtain a supported employment position that allows him to work to his maximum stamina and incorporates the use of assistive technology.”

Example:

- Participation in the adapted academic and functional curriculum
- Participation in Career Technical Education Courses
- Participation in community based instruction related to employability skills

8a.3t: Nonexample:

- Instruction in word processing
- Participation in adapted physical education
- Visit to a local sheltered workshop

8a.4a: The following examples of **instruction** support the postsecondary **education/training and independent living** goals of “Lissette will complete the non-degree program at Montgomery County College” and “upon completion of high school, Lissette will successfully utilize public transportation, including the public bus and uptown trolley.”

Examples:

- Instruction on Community Safety skills
- Travel instruction
- Math instruction related to money usage
- Literacy instruction related to sight word identification
- Instruction related to community safety and self defense at the YMCA
- Math instruction related to telling time on a variety of watches and clocks

8a.4b: Nonexamples:

- Instruction related to life science
- Intelligence testing
- Job shadowing with school bus driver
- Participating in chorus

8a.4c: The following examples of **instruction** support the postsecondary **employment and independent living** goals of “upon completion of high school, Jeremy will independently prepare for work each day, including dressing, making his bed, making his lunch, and accessing transportation.”

Examples:

- Instruction on using picture symbol recipes
- Instruction on personal hygiene
- Community-based instruction on purchasing lunch supplies

8a.4d: Nonexamples:

- Instruction related to laundry skills
- Instruction related to the water cycle
- Visit to a McDonald’s food prep area

8a.4e: The following examples of **instruction** support the postsecondary **individual living** goal of “upon completion of high school, Paulo will play soccer in a recreational soccer league at the YMCA.”

Examples:

- Social skills training

- Travel training
- Soccer skills training in adaptive physical education
- Instruction related to preparation for sport activities
- Self-advocacy training

8a.4f: Nonexamples:

- Instruction related to civil rights
- Instruction on food preparation
- Math coursework
- Schedule and calendar skill instruction

8a.5a: The following examples of **instruction** support the **multi-domain** postsecondary goal for Jason of attending college to gain employment as a teacher.

Examples:

- Digital version of U.S. History texts
- Extended time on end of course tests
- Self-advocacy instruction
- Tutoring for college entrance exams

8a.5b: Nonexamples:

- Field trips to the grocery store

8a.5c: The following examples of **instruction** support the **multi-domain** postsecondary goal for Stephanie related to accessing transportation to her job, where she will participate in on-the-job training.

Examples:

- Travel instruction
- Instruction on use of a picture schedule
- Instruction in telling and calculating time
- Reading instruction

8a.5d: Nonexamples:

- Instruction on the life cycle of insects
- Instruction on domestic independence skills (e.g., bed-making, cleaning bathrooms)

[BACK TO CHECKLIST](#)

RELATED SERVICE

[BACK TO CHECKLIST](#)

8b: Related services is defined as “transportation, and such developmental, corrective, and other supportive services (including speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, social work services, school nurse services designed to enable a child with a disability to receive a free appropriate public education as described in the individualized education program of the child, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services, except that such medical services shall be for diagnostic and evaluation purposes only) as may be required to assist a child with a disability to benefit from special education, and includes the early identification and assessment of disabling conditions in children. However, the term does not include a medical device that is surgically implanted or the replacement of such device”.

Source: Individuals with Disabilities Education Improvement Act of 2004, Public Law No. 108-446, 20 U. S. C. 1400, H. R. 1350.

Retrieved from: <http://www.ed.gov/policy/speced/guid/idea/tb-second-trans.pdf> on June 27, 2006.

8b.2a: The following examples of **related service** support the postsecondary **education/training and employment** goals of “upon completion of high school, John will enroll at Ocean County Community College” and “John will work in an on-campus part-time job while in college”.

Examples:

- Speech language services to improve expressive communication
- Occupational therapy services to improve handwriting

8b.2b: Non-examples:

- Self-advocacy instruction
- Career interest inventory

8b.2e: The following examples of **related service** support the postsecondary **education/training and employment** goals of “upon graduation from high school, Jamarreo will successfully complete welding courses at Central Piedmont Community College to attain the Entry Level Welding Certificate” and “Jamarreo will be self-employed as a welder”.

Examples:

- Interpreter services for the hearing impaired
- Counseling services to increase ability to manage anger

8b.2f:

Non-examples:

- Instruction related to safety in the workplace
- Instruction related to workplace social behavior

8b.2g: The following examples of **related service** support the postsecondary **education/training** goal of “after graduation, Rolanda will participate in an in-home or center-based program designed to provide habilitative and vocational training with medical and therapeutic supports.”

Examples:

- Speech therapy services for training in use of augmentative communication device
- Speech therapy, occupational therapy for augmentative communication evaluation and selection of appropriate augmentative communication device for school and postschool environments
- Occupational therapy for use of assistive technology
- Occupational therapy for assistive technology evaluation for determination of devices to increase independence in home and center-based environment
- Physical therapy to maintain and improve strength and flexibility
- Nursing services to increase Rolanda’s ability access to community environments
- Transfer of therapy services to adult service arena

8b.2h: Nonexample:

- Speech therapy to improve Rolanda’s verbal communication skills

8b.2i: The following examples of **related service** support the postsecondary **education/training and employment** goal of “upon graduation from high school, Jodi will attain a part-time position in a community retail environment independently.”

Examples:

- Counseling services to improve self-confidence
- Occupational therapy to improve fine motor skills and performance of activities of daily living

8b.2j: Non-examples:

- Community visits to retail environments
- Instruction related to money usage

8b.2k: The following example of **related service** support the postsecondary **employment** goal of “after finishing high school Alex will increase his work hours in the business department of a local office supply store, contacting XYZ Adult Agency for employment support services.”

Examples:

- Speech language services to increase oral language fluency

8b.2l: Nonexamples:

- Reading instruction

8b.2s: The following examples of **related service** support the postsecondary **education/training** goal of “immediately after graduation, Kevin will participate in habilitative and functional skill training through CAP services and will attend courses designed to provide specialized academic, functional, and occupational preparation for individuals with disabilities 2 times per week at the community college.”

Examples:

- Speech therapy services for training in use of augmentative communication device
- Speech therapy, occupational therapy for augmentative communication evaluation and selection of appropriate augmentative communication device for school and postschool environments
- Occupational therapy consultation for use of assistive technology
- Occupational therapy consultation for assistive technology evaluation for determination of devices to increase independence in home and community environments
- Physical therapy to maintain and improve strength and flexibility
- Transfer of therapy services to adult service arena

8b.2t: Nonexamples:

- Counseling services related to anger management
- Instruction related to self-determination

8b.3i: The following examples of **related service** support the postsecondary **education/training and employment** goal of “upon graduation from high school, Jodi will attain a part-time position in a community retail environment independently.”

Examples:

- Counseling services to improve self-confidence
- Occupational therapy to improve fine motor skills and performance of activities of daily living

8b.3j: Non-examples:

- Community visits to retail environments
- Instruction related to money usage

8b.3k: The following example of **related service** support the postsecondary **employment** goal of “after finishing high school Alex will increase his work hours in the business department of a local office supply store, contacting XYZ Adult Agency for employment support services.”

Examples:

- Speech language services to increase oral language fluency

8b.3l: Nonexamples:

- Reading instruction

8b.4a: The following examples of **related service** support the postsecondary **independent living** goal of “upon completion of high school, Lissette will successfully utilize public transportation, including the public bus and uptown trolley, to arrive safely at work at the appropriate time.”

Examples:

- Assistive technology services to increase use of voice output device
- Physical therapy to improve independent ambulation

8b.4b: Non-examples:

- Travel training
- Self-determination instruction

8b.4c: The following examples of **related service** support the postsecondary **independent living** goal of “upon completion of high school, Jeremy will independently prepare for work each day, including dressing, making his bed, making his lunch, and accessing transportation.”

Examples:

- Orientation and mobility services to identify storage areas in kitchen
- Occupational therapy services to improve spreading and cutting with knife
- Speech therapy to improve communication through use of picture symbols

8b.4d: Nonexamples:

- Instruction related to making simple meals
- Training to use an automated bank machine

8b.4e: The following examples of **related service** support the postsecondary **independent living** goal of “upon completion of high school, Paulo will play soccer in a recreational soccer league at the YMCA.”

Examples:

- Physical therapy services to improve dribbling ball
- Therapeutic recreation services to improve sportsmanship

8b.4f: Nonexamples:

- Participation in after school intramural sports
- Instruction related to first aid

8b.4h: The following examples of **related service** support the **independent living** goal of “after graduation Rolanda will participate in community-integrated recreational/leisure activities related to music, movies, and art at movie theaters, concerts at the local community college, art and craft museums downtown, and the entertainment store at the mall.”

Examples:

- Speech therapy services for training in use of augmentative communication device
- Speech therapy, occupational therapy for augmentative communication evaluation and selection of appropriate augmentative communication device for school and postschool environments
- Occupational therapy for use of assistive technology
- Occupational therapy for assistive technology evaluation for determination of devices to increase independence in home and center-based environment
- Physical therapy to maintain and improve strength and flexibility
- Nursing services to increase Rolanda's ability access to community environments
- Transfer of therapy services to adult service arena

8b.4i: Nonexamples:

- Participation in a school club
- Instruction related to hygiene

8b.4i: The following examples of **related service** support the **independent living** goal of "immediately following graduation, Kevin will participate in 1- 2 age-appropriate community and individual community-based activities per week related to horticulture, socialization with young adults, animals, and music."

Examples:

- Speech therapy services for training in use of augmentative communication device
- Speech therapy, occupational therapy for augmentative communication evaluation and selection of appropriate augmentative communication device for school and postschool environments
- Occupational therapy consultation for use of assistive technology
- Occupational therapy consultation for assistive technology evaluation for determination of devices to increase independence in home and community environments
- Physical therapy to maintain and improve strength and flexibility
- Transfer of therapy services to adult service arena

8b.4n: Nonexamples:

- Participation in a school club
- Instruction related to hygiene

[BACK TO CHECKLIST](#)

COMMUNITY EXPERIENCE

[BACK TO CHECKLIST](#)

8c: Community experiences is one component of a transition program “that are provided outside the school building or in community settings. Examples include community-based work experiences and/ or exploration, job site training, banking, shopping, transportation, counseling and recreation activities”.

Source: Storms, J., O’Leary, E., & Williams, J. (2000). *Transition requirements: A guide for states, districts, schools, universities and families*. Eugene: University of Oregon, Western Regional Resource Center.

8c.2a: The following examples of **community experience** support the postsecondary **education/training and employment** goals of “upon completion of high school, John will enroll at Ocean County Community College” and “John will work in an on-campus part-time job while in college.”

Examples:

- Three visits to community college (contact with school’s Learning Assistance Program)
- Training using a public telephone to call group home
- Trips to community college using public transportation
- Trip to community college bookstore to purchase supplies needed
- Tour of community college campus to familiarize student with surroundings

8c.2b: Nonexamples:

- Field trip to four-year college dormitory
- Sleep over orientation at four-year college campus
- Visit adult vocational day placement agency

8c.2c: The following examples of **community experiences** support the postsecondary **education/training and employment** goals of “Allison will obtain a four-year degree from a liberal arts college with major in child development” and “Allison will have a career in the field of early childhood education.”

Examples:

- Job shadow experiences with children
- Visit three university campuses, including a tour through the admissions department and a visit to the disability services office, between the late Spring and early Fall 2006

8c.2d: Non-examples:

- Role play admissions interview in special education resource classroom

8c.3a: The following examples of **community experience** support the postsecondary **education/training and employment** goals of “upon completion of high school, John will enroll at Ocean County Community College” and “John will work in an on-campus part-time job while in college.”

Examples:

- Three visits to community college (contact with school’s Learning Assistance Program)
- Training using a public telephone to call group home
- Trips to community college using public transportation
- Trip to community college bookstore to purchase supplies needed.
- Tour of community college campus to familiarize student with surroundings

8c.3b: Nonexamples:

- Field trip to four-year college dormitory
- Sleep over orientation at four-year college campus
- Visit adult vocational day placement agency

8c.3c: The following examples of **community experiences** support the postsecondary **education/training and employment** goals of “Allison will obtain a four-year degree from a liberal arts college with major in child development” and “Allison will have a career in the field of early childhood education.”

Examples:

- Job shadow experiences with children
- Visit three university campuses, including a tour through the admissions department and a visit to the disability services office between the late Spring and early Fall, 2006

8c.3d: Non-examples:

- Role play admissions interview in special education resource classroom

8c.3i: The following examples of **community experience** support the postsecondary **employment** goal of “upon graduation from high school, Jodi will attain a part-time position in a community retail environment independently.”

Examples:

- Job shadowing in a retail environment
- Practice using public transportation
- Visit four retail settings that are prospective employers
- Mock interviews with an employment specialist at a community based instruction site

8c.3j: Nonexamples:

- Watch series of videos depicting appropriate community behavior
- Participate in role play activities in the classroom related to using a register
- Visit aquatic center for Special Olympics swimming practice

- Use internet to identify directions to job site
- Call bus company to ask about route and schedule information

8c.4g: The following example of **community experience** support the **independent living** goal of “after graduation Rolanda will participate in community-integrated recreational/leisure activities related to music, movies, and art at movie theaters, concerts at the local community college, art and craft museums downtown, and the entertainment store at the mall.”

Examples:

- Visits to recreational agencies/facilities in the community
- Leisure and recreational interest survey through student response to different leisure opportunities in the community

8c.4j: Nonexamples:

- Job shadowing in a retail environment
- Practice using public transportation

8c.4l: The following example of **community experience** support the **independent living** goal of “immediately following graduation, Kevin will participate in 1- 2 age-appropriate community and individual community-based activities per week related to horticulture, socialization with young adults, animals, and music.”

Examples:

- Visits to recreational agencies/facilities in the community
- Leisure and recreational interest survey through student response to different leisure opportunities in the community
- Referral to Teens on the Town, a recreation program for young adults with developmental disabilities

8c.4n: Nonexamples:

- Employment preference survey
- Watching a movie in the classroom
- Calling the movie theater from the classroom to determine movie times

8c.5a: The following examples of **community experience** support the **multi-domain** postsecondary goal for Jason of attending college to gain employment as a teacher.

Examples:

- Structured observations of teachers
- Visit to at least one college with a teacher preparation program
- Conduct teacher interviews

8c.5b: Nonexample:

- Watch series of videos on various professional careers

8c.5c: The following examples of **community experience** support the **multi-domain** postsecondary goal for Stephanie related to accessing transportation to her job, where she will participate in on-the-job training.

Examples:

- Job shadowing in a food-service environment
- Taking the bus to access job shadowing site

8c.5d: Nonexamples:

- Preparing sandwiches in the classroom
- Role-playing interviews with classmates

[BACK TO CHECKLIST](#)

EMPLOYMENT and OTHER POST-SCHOOL ADULT LIVING OBJECTIVES

[BACK TO CHECKLIST](#)

8d: Employment and other post-school adult living objectives are components of a transition program that “the student needs to achieve desired post-secondary goals. These could be services leading to a job or career or those that support activities done occasionally such as registering to vote, filing taxes, renting a home, accessing medical services, filing for insurance or accessing adult services such as Social Security Income (SSI)”.

Source: Storms, J., O’Leary, E., & Williams, J. (2000). *Transition requirements: A guide for states, districts, schools, universities and families*. Eugene: University of Oregon, Western Regional Resource Center.

8d.2c: The following example of **employment and other postschool living objectives** supports the postsecondary **education/training and employment** goals of “Allison will obtain a four-year degree from a liberal arts college with major in child development” and “Allison will have a career in the field of early childhood education.”

Example:

- Part time employment in a position related to working with children
- Apply for possible college financial aid
- Vocational rehabilitation referral to determine eligibility for tuition assistance
- Apply for college and disability support service, no later than December 2006

8d.2d: Non-examples:

- Complete application process at community college
- Interview for a full-time position at a local day care

8d.2g: The following example of **employment and other postschool living objectives** supports Rolanda’s postsecondary **education/training and employment** goals of “will participate in an in-home or center-based program designed to provide habilitative and vocational training with medical and therapeutic supports” and “will receive job development services from vocational rehabilitation or a community rehabilitation program and will participate in technologically supported self-employment or volunteer work within one year of graduation.”

Example:

- Meeting with SSI representative to determine possible financial benefits
- Vocational rehabilitation referral

8d.2h: Nonexamples:

- Apply for college disability support services
- Complete application for job at local mall

8d.2s: The following example of **employment and other postschool living objectives** supports Kevin’s postsecondary **education/training** and **employment** goals of “immediately after graduation, Kevin will participate in habilitative and functional skill training through CAP services and will attend Compensatory Education classes 2 times per week at the community college” and “within three months of graduation, Kevin will obtain a supported employment position that allows him to work to his maximum stamina and incorporates the use of assistive technology”

Example:

- Meeting with job coach in classroom and community settings
- Meeting with SSI representative to determine possible financial benefits
- Vocational rehabilitation referral

8d.2t: Nonexamples:

- Apply for college disability support services
- Complete application for job at local mall

8d.3c: The following example of **employment and other postschool living objectives** supports the postsecondary **education/training** and **employment** goals of “Allison will obtain a four-year degree from a liberal arts college with major in child development” and “Allison will have a career in the field of early childhood education.”

Example:

- Part time employment in a position related to working with children
- Apply for possible college financial aid
- Vocational rehabilitation referral to determine eligibility for tuition assistance
- Apply for college and disability support service, no later than December 2006

8d.3d: Non-examples:

- Complete application process at community college
- Interview for a full-time position at a local day care

8d3g: The following example of **employment and other postschool living objectives** supports Rolanda’s postsecondary **education/training** and **employment** goals of “will participate in an in-home or center-based program designed to provide habilitative and vocational training with medical and therapeutic supports” and “will receive job development services from vocational rehabilitation or a community rehabilitation program and will participate in technologically supported self-employment or volunteer work within one year of graduation.”

Examples:

- Meeting with SSI representative to determine possible financial benefits
- Vocational rehabilitation referral

8d.3h: Nonexamples:

- Apply for college disability support services
- Complete application for job at local mall

8d.3i: The following examples of **employment and other postschool living objectives** support the postsecondary **employment** goal of “upon graduation from high school, Jodi will attain a part-time position in a community retail environment independently.”

Examples:

- After school paid work experience at Target
- Volunteer position at Habitat for Humanity Thrift Store

8d.3j: Nonexamples:

- Paid at home to walk family pet two times daily
- Job coaching services at veterinary clinic

8d.3k: The following examples of **employment and other postsecondary living objectives** support the postsecondary **employment** goal of “after finishing high school Alex will increase his work hours in the business department of a local office supply store, contacting XYZ Adult Agency for employment support services”.

Examples:

- Work hours (for credit) in the school district business department (already engaged)
- After school paid work experience in the business office of Office Depot (already engaged)
- Interview with adult agency staff regarding possible future needs (self-advocacy support, tax form completion assistance, transportation services)
- Voter registration

8d.3l: Nonexamples:

- Job coaching services at a local laundry facility
- Allowance provided by parents for completing “jobs” at home
- Field trip to the mall

8d.3s: The following example of **employment and other postschool living objectives** supports Kevin’s postsecondary **education/training** and **employment** goals of “immediately after graduation, Kevin will participate in habilitative and functional skill training through CAP services and will attend Compensatory Education classes 2 times per week at the community college” and “within three months of graduation, Kevin will obtain a supported employment position that allows him to work to his maximum stamina and incorporates the use of assistive technology”

Example:

- Meeting with job coach in classroom and community settings
- Meeting with SSI representative to determine possible financial benefits
- Vocational rehabilitation referral

8d.3t: Nonexamples:

- Apply for college disability support services
- Complete application for job at local mall

8d.4c: The following examples of **employment and other postschool living objectives** support the postsecondary **independent living** goal of “upon completion of high school, Jeremy will independently prepare for work each day, including dressing, making his bed, making his lunch, and accessing transportation.”

Examples:

- Learning locations of various food items in his kitchen at home
- Determining his preference among five or fewer food choices

8d.4d: Non-examples:

- Make phone call to parents once daily
- Order items at local restaurants

8d.5c: The following examples of **employment and other postschool living objectives** support the **multi-domain** postsecondary goal for Stephanie related to accessing transportation to a job, where she will participate in on-the-job training.

Examples:

- Using the bus schedule during in class instruction and on community outings
- Using computer software to identify likes and dislikes regarding food-preparation jobs

8d.5d: Non-examples:

- Preference assessment regarding meals in local restaurants
- Going to the movies

[BACK TO CHECKLIST](#)

DAILY LIVING SKILLS

[BACK TO CHECKLIST](#)

8e. Acquisition of Daily living skills is one component of a transition program that is included “if appropriate” to support student ability to do those activities that “adults do every day (e. g., preparing meals, budgeting, maintaining a home, paying bills, caring for clothes, grooming)”.

Source: Storms, J., O’Leary, E., & Williams, J. (2000). *Transition requirements: A guide for states, districts, schools, universities and families*. Eugene, OR: University of Oregon, Western Regional Resource Center.

8e.2m: The following examples of **daily living skills** support the postsecondary **education/training and independent living** goal of “Lissette will complete the non-degree program at Montgomery County College” and “upon completion of high school, Lissette will successfully utilize public transportation, including the public bus and uptown trolley.”

Examples:

- Purchase a monthly bus pass
- Safety skills in the community
- Learning to choose a seat near the bus driver
- Learning to use the pull cord to identify her upcoming stop

8e.2n: Non-examples:

- Laundry skill instruction at home
- Preparing simple meals for herself
- Instruction to improve reading comprehension

8e.2s: The following examples of **daily living skills** support the postsecondary **education/training and independent living** goal of “immediately after graduation, Kevin will participate in habilitative and functional skill training through CAP services and will attend Compensatory Education classes 2 times per week at the community college , After graduation, Kevin will continue to live with his parents and will participate in his daily care routines to the maximum extent possible”, and Immediately following graduation, Kevin will participate in 1- 2 age-appropriate community and individual community-based activities per week related to horticulture, socialization with young adults, animals, and music”,

Examples:

- Maintain a bank account
- Express preferences related to saving money for personal
- Safety skills in the community
- Selecting clothing for the day

8e.2t: Non-examples:

- Preparing simple meals for himself
- Travel training in the community

8e.4a: The following examples of **daily living skills** support the postsecondary **education/training and independent living** goal of “Lissette will complete the non-degree program at Montgomery County College” and “upon completion of high school, Lissette will successfully utilize public transportation, including the public bus and uptown trolley.”

Examples:

- Purchase a monthly buss pass
- Safety skills in the community
- Learning to choose a seat near the bus driver
- Learning to use the pull cord to identify her upcoming stop

8e.4b: Non-examples:

- Laundry skill instruction at home
- Preparing simple meals for herself
- Instruction to improve reading comprehension

8e.4c: The following examples of **daily living skills** support the postsecondary **independent living** goal of “upon completion of high school, Jeremy will independently prepare his lunch for work each workday.”

Examples:

- Knowledge and use of simple recipes
- Consumer skills at the grocery store
- Dish washer loading and unloading instruction
- Sorting items according to temperature need (refrigerator, freezer, pantry)
- Knowledge of healthy food choices

8e.4d: Nonexamples:

- Instruction in purchasing lunch at McDonald’s
- Instruction to improve bed making skills

8e.4e: The following examples of **daily living skills** support the postsecondary **independent living** goal of “upon completion of high school, Paulo will play soccer in a recreational soccer league at the YMCA.”

Examples:

- Laundry instruction to wash uniform after games
- Learn proper care for equipment (cleats, knee guards, ball)

8e.4f: Nonexamples:

- Instruction related to life sciences
- Instruction related to basketball rules
- Driver's education instruction

8e.4k & l: The following examples of **daily living skills** support the postsecondary **education/training and independent living** goal of "immediately after graduation, Kevin will participate in habilitative and functional skill training through CAP services and will attend Compensatory Education classes 2 times per week at the community college , After graduation, Kevin will continue to live with his parents and will participate in his daily care routines to the maximum extent possible", and Immediately following graduation, Kevin will participate in 1- 2 age-appropriate community and individual community-based activities per week related to horticulture, socialization with young adults, animals, and music",

Examples:

- Maintain a bank account
- Express preferences related to saving money for personal
- Safety skills in the community
- Selecting clothing for the day

8.4n: Non-examples:

- Preparing simple meals for himself
- Travel training in the community

8e.5c: The following example of **daily living** services support the **multi-domain** postsecondary goal for Stephanie related to accessing transportation to a job, where she will participate in on-the-job training.

Examples:

- Appropriate interactions with co-workers in job shadow and work experience settings
- Food preparation and kitchen hygiene instruction

8e.5d: Nonexamples:


- Driver's education

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Secondary Transition Resource Guide

Current as of August 24, 2009

Purpose: To facilitate access to information and resources developed by the National Secondary Transition Technical Assistance Center (NSTTAC), National Post Secondary Outcomes Center (NPSO), and National Dropout Prevention Center for Students with Disabilities (NDPC-SD), related to IDEA Part B Indicators 1, 2, 13, 14.

	Existing Tools/ Resources (current date: MM/YY)	Ind	Intended Audience(s)	How is it used?	Examples Included?
General Information	NPSO Indicator 14 SEA Activity Timeline with NPSO Resources (5/08)	14	SEA	A month-by-month calendar to assist states in developing, implementing and evaluating B14 strategies, including APR. It has hot links to specific tools.	No
	NPSO Parent & Student Flyers The flyers are listed in the middle of the page. (12/08).	14	SEA, LEA, Families	Examples of several informational flyers encouraging students and families to respond to surveys.	Yes
	 NPSO Frequently Asked Questions (FAQ) for Indicator B14. (7/09)	14	SEA	OSEP approved FAQ regarding recent changes to B14.	Yes
	NDPC-SD: Tools and Resources - Dropout (no date)	2	SEA & LEA	A compilation of resources ranging from data collection to development of improvement strategies.	Several resources include LEA examples
	NDPC-SD: Tools and Resources - Graduation (no date)	1	SEA & LEA	A compilation of resources ranging from data collection to development of improvement strategies.	Several resources include LEA examples
	NDPC-SD: Teleseminars and Web Events (no date)	1, 2,	SEA & LEA	Archive of web seminars.	No







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	Existing Tools/ Resources (current date: MM/YY)	Ind	Intended Audience(s)	How is it used?	Examples Included?
		14			
	 NSTTAC: Website, Indicator 13. www.nsttac.org/indicator13/indicator13.aspx (7/09)	13	SEA, LEA, Parents	Web page with a variety of B13-related links, including a brief description of B13 and what is required. Includes current FAQs	No
	IDEA Partnership: Collaborative Work on Secondary Transition (no date)	13	SEA & LEA	Website that provides a variety of resources, including the <i>Partnership Users Guide to the NSTTAC Evidence-based Collection</i> . The site also provides a “transition community of practice” dialogue feature that brings together educators nationwide.	No
Collecting reliable and valid data	 NPSO <u>Post-School Data Collection Protocol Stage 1: Recommended Essential Questions to Address Indicator 14.</u> (9/06)	14	SEA & LEA	Recommended survey questions.	No
	 NPSO Post-School Data Collection Protocol <u>Question Bank: Stage 2</u> (3/07)	14	SEA & LEA	Additional optional post-school outcome related questions.	No
	NPSO/NDPC-SD: <u>Strategies for Increasing Response Rates</u> (1/07)	14	SEA & LEA	Practical suggestions to increase the response rate when gathering post-school outcomes data.	No
	NPSO <u>Data Collection Guide: Training Interviewers</u> (12/06)	14	SEA & LEA	Guidance on hiring and training data collectors.	Example from New York state
	NPSO Data Collection & Use (7/06)	14	SEA & LEA	Specific questions to be asked by data managers.	No
	 NSTTAC: I-13 Checklist FAQ (OSEP approved 11/06). If your word processor cannot open this link, paste the following URL into your web browser: www.nsttac.org/pdf/i13checklistqa.pdf	13	SEA & LEA	Set of Frequently Asked Questions about the NSTTAC Indicator 13 Checklist. Responses were approved by OSEP on 11/16/06.	No






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	Existing Tools/ Resources (current date: MM/YY)	Ind	Intended Audience(s)	How is it used?	Examples Included?
	 NSTTAC: I-13 Data Collection Tool (no date)	13	LEA	Downloadable file to gather and summarize B13 monitoring data, by student.	No
	 NSTTAC Indicator 13 Checklist: Form A (7/09). If your word processor cannot open this link, paste the following URL into your web browser: www.nsttac.org/pdf/checklista.pdf	13	SEA & LEA	A single column form designed to meet minimum requirements for collecting and reporting Indicator 13 SPP/APR data. A school, district, or state can review data for each item simultaneously across all postsecondary goal areas.	No
	 NSTTAC Indicator 13 Checklist: Form B (7/09). If your word processor cannot open this link, paste the following URL into your web browser: www.nsttac.org/pdf/checklistb.pdf (this is a program improvement tool also)	13	SEA & LEA	A multiple column form to meet the requirements for collecting and reporting Indicator 13. It enables a school, district, or state to analyze professional development and program change needs by providing data on each item for each postsecondary goal area.	No
Analyzing data	NPSO Response Calculator (page updated 11/08)	1, 2, 14	SEA	Allows states to compare the similarity of respondents to the leaver group.	No
	NPSO: PSO for Youth with Disabilities: Establishing a Representative Sample of Your State to Address Indicator 14 and Sampling Calculator	14	SEA	Allows states to establish representative samples of school districts and students to include in the annual post-school data collection effort.	1 training case and 1 from Alabama
	NSTTAC: I-13 Annual Performance Report Checklist (9/08). If your word processor cannot open this link, paste the following URL into your web browser: www.nsttac.org/pdf/i13aprchecklist.pdf (this is an effective data reporting tool also)	13	SEA	This checklist is designed to help SEAs improve their APR for Part B, Indicator 13.	No







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	Existing Tools/ Resources (current date: MM/YY)	Ind	Intended Audience(s)	How is it used?	Examples Included?
	NDPC-SD: Part B Dropout - Investigative Questions (no date)	2	SEA	A series of questions related to data collection, analysis and reporting to help SEAs evaluate previous year results and determine appropriate future technical assistance activities.	No
	NDPC-SD: Part B Graduation - Investigative Questions (no date)	1	SEA	A series of questions related to data collection, analysis and reporting to help SEAs evaluate previous year results and determine appropriate future technical assistance activities.	No
Program improvement information	 NSTTAC Indicator 13 Checklist: Form B (7/09). (this is an analyzing data tool also. The same alternate URL access information applies.)	13	SEA & LEA	See “Collecting reliable and valid data” above.	No
	 NSTTAC: I-13 Training Materials (8/13/07)	13	SEA & LEA	This document contains examples and non-examples that can be used to train personnel to: (a) develop IEPs that meet Indicator 13, and, (b) collect data using the NSTTAC I-13 Checklists.	Includes examples for each of 6 questions that comprise Indicator 13 compliance
	 NSTTAC Case Studies for the I-13 Training Materials (I-13 Checklist Form B). If your word processor cannot open this link, paste the following URL into your web browser: www.nsttac.org/pdf/case_studies.pdf	13	SEA & LEA	Twelve (12) case studies include students with a variety of disabilities and provide context for the examples and non-examples used in the NSTTAC I-13 training materials.	Yes

Existing Tools/ Resources (current date: MM/YY)	Ind	Intended Audience(s)	How is it used?	Examples Included?
 NSTTAC: Examples for Severe Disabilities PowerPoint presentation and Examples-nonexamples, Students with severe disabilities	13, 14	SEA & LEA	These two documents provide examples of I-13 materials for students with severe disabilities. The PowerPoint presentation contains information from an NSTTAC teleconference and the examples/non-examples is an I-13 case study for an individual with severe disabilities.	Case study with in-depth instruction
NDPC-SD: Recommendations for Administrators (2008)	1, 2	LEA	A 12 page document with the self-explanatory title, " Addressing Dropout Related Factors at the Local Level: Recommendations for Administrators "	No
NDPC-SD: Making Connections Across Indicators to Improve Post-School Outcomes: Early State Efforts - Interactive Guide	1, 2, 13, 14	SEA	This interactive guide provides descriptive accounts of how six states have begun to display, analyze, and apply data across Indicators 1, 2, 13, and 14.	From 6 states: AL, IN, NY, TX, WA, WI
NDPC-SD: Evidence-based dropout-prevention programs (page last updated 1-28/09)	2	SEA & LEA	A web page that links to brief descriptions of several evidence-based programs in the U.S.	Yes
NDPC-SD: Cognitive behavioral interventions: An effective approach to help students with disabilities stay in school. (8/05)	1, 2	LEA	A brief document describing various cognitive behavioral interventions and how to implement at the local level.	No
NDPC-SD: A Few Steps to Better Data (11/06)	1, 2	SEA	A brief document outlining how states can improve the efficient collection, analysis and evaluation of data, leading to program improvement.	No
NSTTAC: Evidence-Based Practices (no date, ongoing)	13	SEA & LEA	Provides a gateway to the complete set of Secondary Transition Evidence-Based Practices in the areas of student-focused planning, student development, interagency collaboration, family	No




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	Existing Tools/ Resources (current date: MM/YY)	Ind	Intended Audience(s)	How is it used?	Examples Included?
				involvement, and program structure.	
	NSTTAC: Research to Practice Lesson Plan Library (no date, ongoing)	1, 2, 13, 14	SEA & LEA	Teachers can use this research-based, evidence-based information to develop lesson plans to teach secondary transition skills.	Included in research articles
	NSTTAC: Predictors of Post-School Success (no date)	13, 14	SEA & LEA	Provides information from correlation research on identified “predictors” correlated with improved post-school outcomes in education, employment, and/or independent living.	No
	NSTTAC: What Works Transition Research Synthesis Project (no date)	1, 2, 13, 14	SEA & LEA	Provides summaries of meta-analyses on secondary transition, academic, and dropout prevention strategies for high school students with disabilities.	Included in research articles
	NDPC-SD: Recommendations for Teachers (2008)	1, 2	LEA	A 13 page document with the self-explanatory title, “ Addressing Dropout Related Factors at the Local Level: Recommendations for Teachers ”	No
	NSTTAC: Sample Planning Tools from State Institutes (2006-2007)	13	SEA	These tools can be used by States to assist their LEAs in developing action plans for improving local transition services.	Examples from: AR, CO,NM,O K
Effective data reporting	 NPSO Data Display Template (12/07 & 10/08)	14	SEA and LEA	Create various graphic displays of post-school outcome data.	No
	NSTTAC: I-13 Annual Performance Report Checklist (9/08) (this is an “analyzing data” tool also).). If your word processor cannot open this link, paste the	13	SEA	See “Analyzing Data” above.	No



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	Existing Tools/ Resources (current date: MM/YY)	Ind	Intended Audience(s)	How is it used?	Examples Included?
	following URL into your web browser: www.nsttac.org/pdf/i13aprchecklist.pdf				

NOTE: These resources are available on the SPP/APR Calendar at <http://spp-apr-calendar.rrfcnetwork.org/> and are updated/ revised regularly. Additional resources may be available on the calendar website.



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FUNCTIONAL VOCATIONAL EVALUATION

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8f. Functional vocational evaluation is one component of a transition program that is included “if appropriate”. This evaluation involves “an assessment process that provides information about job or career interests, aptitudes, and skills. Information may be gathered through situational assessment, observations or formal measures, and should be practical. The IEP team could use this information to refine services outlined in the IEP”.

Source: Storms, J., O’Leary, E., & Williams, J. (2000). *Transition requirements: A guide for states, districts, schools, universities and families*. Eugene, OR: University of Oregon, Western Regional Resource Center.

8f.2g: The following example of **functional vocational evaluation** supports the postsecondary goals for Rolanda in the areas of **education/ training** (1 goal), **employment** (1 goal), and **independent living** (3 goals).

Example:

- Refer to Vocational Rehabilitation for non-verbal, modified assessments of adaptive behavior, career interest, and career skills

8f.2h: Nonexamples:

- Administration of assessments intended for verbal students
- Administration of assessments for preschoolers, not related to employment or adult living skills

8f.2s: The following example of **functional vocational evaluation** supports the postsecondary goals for Kevin in the areas of **education/ training** (1.2s), **employment** (1.3s), and **independent living** (1.4k - m).

Example:

- Refer to Vocational Rehabilitation for non-verbal, modified assessments of adaptive behavior, career interest, and career skills

8f.2t: Nonexample:

- Administration of assessments intended for verbal students
- Administration of assessments for preschoolers, not related to employment or adult living skills

8f.3e: The following example of **functional vocational evaluation** supports the postsecondary goals for Rolanda in the areas of **education/ training** (1 goal), **employment** (1 goal), and **independent living** (3 goals).

Example:

- Refer to Vocational Rehabilitation for non-verbal, modified assessments of adaptive behavior, career interest, and career skills

8f.3f: Nonexamples:

- Administration of assessments intended for verbal students
- Administration of assessments for preschoolers, not related to employment or adult living skills

8f.3i: The following examples of **functional vocational evaluation** support the postsecondary **employment** goal of “upon graduation from high school, Jodi will attain a part-time position in a community retail environment independently.”

Examples:

- Completing a career preference inventory
- Completing an adaptive behavior scale
- Completing a self-determination scale

8f.3j: Nonexamples:

- Completing an algebra exam
- End of grade testing for language arts and civics
- Scholastic Aptitude Test (SAT) completion

8f.3k: The following example of **functional vocational evaluation** supports the **employment** goal of “after finishing high school Alex will increase his work hours in the business department of a local office supply store, contacting XYZ Adult Agency for employment support services.”

Examples:

- Completing a computation/ business math skill inventory
- Completing a office skill inventory

8f.3l: Nonexamples:

- End of grade civics test
- ACT test completion

8f.3s: The following example of **functional vocational evaluation** supports the postsecondary goals for Kevin in the areas of **education/ training (1.2s)**, **employment (1.3s)**, and **independent living (1.4k -m)**.

Example:

- Refer to Vocational Rehabilitation for non-verbal, modified assessments of adaptive behavior, career interest, and career skills

8f.3t: Nonexample:

- Administration of assessments intended for verbal students
- Administration of assessments for preschoolers, not related to employment or adult living skills

8f.4g- 4i: The following example of **functional vocational evaluation** supports the postsecondary goals for Rolanda related to **education/ training** (1 goal), **employment** (1 goal), and **independent living** (3 goals).

Example:

- Refer to Vocational Rehabilitation for non-verbal, modified assessments of adaptive behavior, career interest, and career skills

8f.4j: Nonexample:

- Administration of assessments intended for verbal students
- Administration of assessments for preschoolers, not related to employment or adult living skills

8f.4k-m: The following example of **functional vocational evaluation** supports the postsecondary goals for Kevin in the areas of **education/ training (1.2s)**, **employment (1.3s)**, and **independent living (1.4k -m)**.

Example:

- Refer to Vocational Rehabilitation for non-verbal, modified assessments of adaptive behavior, career interest, and career skills

8f.4n: Nonexample:

- Administration of assessments intended for verbal students
- Administration of assessments for preschoolers, not related to employment or adult living skills

8f.5c: The following example of **functional vocational evaluation** supports the postsecondary goals for Stephanie related to **education/training, employment, and independent living skills**.

Examples:

- Completing a career preference inventory
- Completing an adaptive behavior scale
- Teacher made task-analysis of cooking task in the classroom

8f.5d: Nonexamples:

- End of grade test civics
- *Brigance Early Childhood Inventory*

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SERVICE COORDINATION

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9: “The term **service coordination** reflects current concepts of family and person-centered philosophies, and emphasizes the central role the individual/family plays in identifying needed services. Service coordination will assist individuals and families in working with complex systems across agency lines, and will enhance their ability to live full lives in the community and school.”

Source: Minnesota System of Interagency Coordination. (2001, Spring). *Service coordination for children and youth with disabilities ages 3-21*. Minneapolis, MN: Author.

IDEA 2004 requires that, “to the extent appropriate, with the consent of the parents or a child who has reached the age of majority, in implementing the requirements of paragraph (b)(1) of this section, the public agency must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services” (300.321 [b][3]).

EVIDENCE OF COORDINATION: EDUCATION/ TRAINING

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EXAMPLES

9.2a: The following examples of **evidence of coordination** support John's postsecondary **education/training and employment** goals.

Examples:

- A consent form signed by John's father, indicating that the LEA may contact the disability services office of the Ocean County Community College
- An invitation to conference in the file, and mailed to professional staff in the disability services office of Ocean County Community College

9.2b: Nonexamples:

- John verbally stating that he will attend the local college fair
- A statement from John written on the IEP documenting that he will contact the Ocean County Community College disability support services office by November 2006

9.2c: The following examples of **evidence of coordination** support Allison's postsecondary **education/training and employment** goals.

Examples:

- A consent form signed by Allison, who is 18, indicating that the LEA may contact the disability services office of the Ocean County Community College
- An invitation to conference in the file, mailed to an individual in the disability services office of the university to which Allison has been conditionally accepted

9.2d: Nonexamples:

- Statement on IEP regarding services received that Allison will receive 45 minutes/month rehabilitation counseling from adult Rehabilitation Services
- Allison verbally reporting to her special education case manager that she plans to visit college campuses over the summer with her family*

* This would be an adequate activity in preparation for the postsecondary goal, but would not demonstrate evidence of coordination beyond the family and LEA.

9.2e: The following examples of **evidence of coordination** support Jamarreo's postsecondary **education/training and employment** goals.

Examples:

- A consent form signed by Jamarreo, who is 19, indicating that the LEA may contact Central Piedmont Community College
- An invitation to conference in the file for a representative of the job training program at CPCC

9.2f: Nonexamples:

- A list of the welding coursework under Jamarreo's course of study
- A statement from Jamarreo's parents that they attended the local college fair

9.2g, 4g-i: The following examples of **evidence of coordination** support Rolanda's postsecondary **education/ training, employment, and independent living** goals.

Examples:

- A consent form signed by Rolanda's mother indicating that the local education agency (LEA) may contact vocational rehabilitative (VR) services to make a referral for services
- A consent form signed by Rolanda's mother indicating that the LEA may contact Social Security Administration (SSA) to schedule a meeting with the family regarding Rolanda's benefits
- A consent form signed by Rolanda's mother indicating that the LEA may contact Medicaid to coordinate referrals to outside agencies therapy referrals

9.2h, 4h: Nonexamples:

- An invitation to conference to the VR agency representative
- Notes from a phone call with outside PT provider by the LEA PT (without consent on file)

9.2i: The following examples of **evidence of coordination** support Jodi's postsecondary **education/training and employment** goals."

Examples:

- A consent form signed by Jodi's guardian, indicating that the LEA may contact employers to coordinate job shadowing
- An invitation to conference in the file for the four local employers

9.2j: Nonexamples:

- A brochure from each employer's company inserted as an attachment to the student's confidential file
- The names of each company listed on the IEP as persons responsible for providing the transition service

9.2k: The following examples of **evidence of coordination** support Alex's postsecondary goals in the areas of **education/training and employment**.

Examples:

- Signed consent by Alex's father for the LEA to communicate with the vocational rehabilitative services office
- Summary of evaluation completed by vocational rehabilitation with recommendations for the IEP team
- Invitation to conference for a representative from the VR agency

9.2l: Nonexamples:

- The career interest evaluation report from VR in the student's folder (this alone would not meet the requirements of **evidence of coordination**)

9.2m, 4a: The following examples of **evidence of coordination** support Lissette's postsecondary **education/training, employment, and independent living** goal of "upon completion of high school, Lissette will successfully utilize public transportation, including the public bus and uptown trolley, by August 2007."

Examples:

- A consent form signed by Lissette's mother, indicating that the LEA may contact the Vocational Rehabilitation office and the Down Syndrome Association (DSA)
- An invitation to conference in the file for a rehabilitation counselor and a representative of the DSA

9.2n, 4b: Nonexamples:

- Meeting notes from a meeting with the transition support teacher and vocational rehabilitation counselor documenting the routes and destinations in the community that meet ADA accessibility guidelines
- Notes in a phone log documenting the phone conversation between the transition support teacher and the Down Syndrome Association of North Carolina on available curricula to teach travel training
- A bus schedule from the transit authority attached to the IEP.
- A signature from Lissette's transition support teacher documenting that she will be responsible to provide all of the transition services associated with teaching Lissette to travel in the community independently

9.2o, 4c: The following examples of **evidence of coordination** support Jeremy's postsecondary **education/ training, employment, and independent living** goals.

Examples:

- A consent form signed by Jeremy's grandmother, indicating that the LEA may contact the Vocational Rehabilitation office
- An invitation to conference in the file for a rehabilitation counselor and an occupational therapist from VR

9.2p, 4d: Nonexamples:

- A signature on the IEP from Jeremy's mother documenting that she has helped Jeremy with sandwich making at home
- A verbal statement from Jeremy indicating that he knows the steps in making a sandwich

9.2q, 4e: The following examples of **evidence of coordination** support Paulo's postsecondary **education/training, employment, and independent living** goals.

Examples:

- A consent form signed by Paulo's guardian, indicating that the LEA may contact the YMCA
- A consent form signed by Paulo's guardian, indicating that the LEA may contact the state and local Vocational Rehabilitation offices
- An invitation to conference in the file for a rehabilitation counselor
- An invitation to conference in the file for a representative of inclusive programming from the YMCA

9.2r, 4f: Nonexamples:

- A signature from Paulo and a representative from the YMCA documenting that Paulo requested the YMCA application
- A statement from Paulo's CBS (community based services) worker and Paulo documenting that they researched the Yellow Pages for the contact information for the local YMCA

9.2s: The following examples of **evidence of coordination** support Kevin's postsecondary **education/ training, employment, and independent living** goals.

Examples:

- A consent form signed by Kevin's mother, indicating that the local education agency (LEA) may contact vocational rehabilitative (VR) services to make a referral for services
- A consent form signed by Kevin's mother, indicating that the LEA may contact Social Security Administration (SSA) to schedule a meeting with the family regarding Kevin's benefits
- A consent form signed by Kevin's mother, indicating that the LEA may contact Medicaid to coordinate referrals to outside agencies therapy referrals
- An invitation to conference the VR agency representative
- Notes on file from conversation between LEA physical therapy (PT) and private practice PT provider

9.2t: Nonexamples:

- An invitation to conference to the VR agency representative
- Notes from a phone call with outside PT provider by the LEA PT (without consent on file)

9.5a: The following examples of **evidence of coordination** support the postsecondary **education & employment** goal of "Jason will obtain his undergraduate degree in history and education, to become a high school social studies teacher."

Examples:

- A consent form signed by Jason's father, indicating that the LEA may contact the disability services office of two state colleges and vocational rehabilitation
- An invitation to conference in the file for a rehabilitation counselor from VR

9.5b: Nonexamples:

- Indication on the IEP that Jason and his guidance counselor will communicate with disability services at the two state colleges that have teacher preparation programs
- An indication in the IEP that the LEA will provide necessary test information to VR to assist Jason in obtaining assistive technology funding for college
- The signature of a VR counselor on the IEP indicating plans to assist Jason in accessing assistive technology services in college

9.5c: The following examples of **evidence of coordination** support the postsecondary **education, employment, & independent living** goal of “the summer after leaving high school Stephanie will independently ride the bus each work day to her job with Marriot Food Services, where she will participate in classes each year, as offered by her employer, to advance her industrial kitchen skills.”

Examples:

- A consent form signed by Stephanie, who is 20, indicating that the LEA may contact the four employment training centers in the county as well as the Vocational Rehabilitation office listed on the consent form
- An invitation to conference in the file for a rehabilitation counselor from VR
- An invitation to conference in the file for a representative from each of the four employment training centers

9.5d: Nonexample:

- Indication on the IEP that Stephanie’s transition coordinator will arrange orientation visits for her with the agreement of the four employment training centers and the assistance of Stephanie’s assigned rehabilitation counselor

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EVIDENCE OF COORDINATION: EMPLOYMENT

[BACK TO CHECKLIST](#)

EXAMPLES

9.3a: The following examples of **evidence of coordination** support John's postsecondary **education/training and employment** goals.

Examples:

- A consent form signed by John's father, indicating that the LEA may contact the disability services office of the Ocean County Community College
- An invitation to conference in the file, mailed to professional staff in the disability services office of Ocean County Community College

9.3b: Nonexamples:

- John verbally stating that he will attend the local college fair
- A statement from John written on the IEP documenting that he will contact the Ocean County Community College disability support services office by November, 2006

9.3c: The following examples of **evidence of coordination** support Allison's postsecondary **education/training and employment** goals.

Examples:

- A consent form signed by Allison, who is 18, indicating that the LEA may contact the disability services office of the Ocean County Community College
- An invitation to conference in the file, mailed to an individual in the disability services office of the university to which Allison has been conditionally accepted

9.3d: Nonexamples:

- Statement on IEP that Allison will receive 45 minutes/month rehabilitation counseling from adult Rehabilitation Services
- Allison verbally reporting to her special education case manager that she plans to visit college campuses over the summer with her family*

* This would be an adequate activity in preparation for the postsecondary goal, but would not demonstrate evidence of coordination beyond the family and LEA.

9.3e: The following examples of **evidence of coordination** support Jamarreo's postsecondary **education/training and employment** goals.

Examples:

- A consent form signed by Jamarreo, who is 19, indicating that the LEA may contact Central Piedmont Community College
- An invitation to conference in the file for a representative of the job training program at CPCC

9.3f: Nonexamples:

- A list of the welding coursework under Jamarreo's course of study
- A statement from Jamarreo's parents that they attended the local college fair

9.3g, 4g-i: The following examples of **evidence of coordination** support Rolanda's postsecondary **education/ training, employment, and independent living** goals.

Examples:

- A consent form signed by Rolanda's mother, indicating that the local education agency (LEA) may contact vocational rehabilitative (VR) services to make a referral for services
- A consent form signed by Rolanda's mother, indicating that the LEA may contact Social Security Administration (SSA) to schedule a meeting with the family regarding Rolanda's benefits
- A consent form signed by Rolanda's mother, indicating that the LEA may contact Medicaid to coordinate referrals to outside agencies therapy referrals
- Notes on file from conversation between LEA physical therapy (PT) and private practice PT provider

9.3h, 4h: Nonexamples:

- An invitation to conference to the VR agency representative
- Notes from a phone call with outside PT provider by the LEA PT (without consent on file)

9.3i: The following examples of **evidence of coordination** support Jodi's postsecondary **education/training and employment** goals."

Examples:

- A consent form signed by Jodi's guardian, indicating that the LEA may contact employers to coordinate job shadowing
- An invitation to conference in the file for the four local employers

9.3j: Nonexamples:

- A brochure from each employer's company inserted as an attachment to the student's confidential file
- The names of each company listed on the IEP as persons responsible for providing the transition service

9.3k: The following examples of **evidence of coordination** support Alex's postsecondary goals in the areas of **education/training and employment**.

Examples:

- Signed consent by Alex's father for the LEA to communicate with the vocational rehabilitative services office

- Summary of evaluation completed by vocational rehabilitation with recommendations for the IEP team
- Invitation to conference for a representative from the VR agency

9.3l: Nonexamples:

- The career interest evaluation report from VR in the student's folder (this alone would not meet the requirements of **evidence of coordination**)

9.3m: The following examples of **evidence of coordination** support Lissette's postsecondary **education/training, employment, and independent living** goal of "upon completion of high school, Lissette will successfully utilize public transportation, including the public bus and uptown trolley, by August 2007."

Examples:

- A consent form signed by Lissette's mother, indicating that the LEA may contact the Vocational Rehabilitation office and the Down Syndrome Association (DSA)
- An invitation to conference in the file for a rehabilitation counselor and a representative of the DSA

9.3n: Nonexamples:

- Meeting notes from a meeting with the transition support teacher and vocational rehabilitation counselor documenting the routes and destinations in the community that meet ADA accessibility guidelines
- Notes in a phone log documenting the phone conversation between the transition support teacher and the Down Syndrome Association of North Carolina on available curricula to teach travel training
- A bus schedule from the transit authority attached to the IEP.
- A signature from Lissette's transition support teacher documenting that she will be responsible to provide all of the transition services associated with teaching Lissette to travel in the community independently

9.3o: The following examples of **evidence of coordination** support Jeremy's postsecondary **education/ training, employment, and independent living** goals.

Examples:

- A consent form signed by Jeremy's grandmother, indicating that the LEA may contact the Vocational Rehabilitation office
- An invitation to conference in the file for a rehabilitation counselor and an occupational therapist from VR

9.3p: Nonexamples:

- A signature on the IEP from Jeremy's mother documenting that she has helped Jeremy with sandwich making at home
- A verbal statement from Jeremy indicating that he knows the steps in making a sandwich

9.3q: The following examples of **evidence of coordination** support Paulo's postsecondary **education/training, employment, and independent living** goals.

Examples:

- A consent form signed by Paulo's guardian, indicating that the LEA may contact the YMCA
- A consent form signed by Paulo's guardian, indicating that the LEA may contact the state and local Vocational Rehabilitation offices
- An invitation to conference in the file for a rehabilitation counselor
- An invitation to conference in the file for a representative of inclusive programming from the YMCA

9.3r: Nonexamples:

- A signature from Paulo and a representative from the YMCA documenting that Paulo requested the YMCA application
- A statement from Paulo's CBS (community based services) worker and Paulo documenting that they researched the Yellow Pages for the contact information for the local YMCA

9. 3s: The following examples of **evidence of coordination** support Kevin's postsecondary **education/ training, employment, and independent living** goals.

Examples:

- A consent form signed by Kevin's mother, indicating that the local education agency (LEA) may contact vocational rehabilitative(VR) services to make a referral for services
- A consent form signed by Kevin's mother, indicating that the LEA may contact Social Security Administration (SSA) to schedule a meeting with the family regarding Kevin's benefits
- A consent form signed by Kevin's mother, indicating that the LEA may contact Medicaid to coordinate referrals to outside agencies therapy referrals
- An invitation to conference the VR agency representative
- Notes on file from conversation between LEA physical therapy (PT) and private practice PT provider

9.3t: Nonexamples:

- An invitation to conference to the VR agency representative
- Notes from a phone call with outside PT provider by the LEA PT (without consent on file)

9.5a: The following examples of **evidence of coordination** support the postsecondary **education & employment** goal of "Jason will obtain his undergraduate degree in history and education, to become a high school social studies teacher."

Examples:

- A consent form signed by Jason's father, indicating that the LEA may contact the disability services office of two state colleges and vocational rehabilitation
- An invitation to conference in the file for a rehabilitation counselor from VR

9.5b: Nonexamples:

- Indication on the IEP that Jason and his guidance counselor will communicate with disability services at the two state colleges that have teacher preparation programs
- An indication in the IEP that the LEA will provide necessary test information to VR to assist Jason in obtaining assistive technology funding for college
- The signature of a VR counselor on the IEP indicating plans to assist Jason in accessing assistive technology services in college

9.5c: The following examples of **evidence of coordination** support the postsecondary **education, employment, & independent living** goal of "the summer after leaving high school Stephanie will independently ride the bus each work day to her job with Marriot Food Services, where she will participate in classes each year, as offered by her employer, to advance her industrial kitchen skills."

Examples:

- A consent form signed by Stephanie, who is 20, indicating that the LEA may contact the four employment training centers in the county as well as the Vocational Rehabilitation office listed on the consent form
- An invitation to conference in the file for a rehabilitation counselor from VR
- An invitation to conference in the file for a representative from each of the four employment training centers

9.5d: Nonexample:

- Indication on the IEP that Stephanie's transition coordinator will arrange orientation visits for her with the agreement of the four employment training centers and the assistance of Stephanie's assigned rehabilitation counselor

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EVIDENCE OF COORDINATION: INDEPENDENT LIVING

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EXAMPLES

9.4a: The following examples of **evidence of coordination** support Lissette's postsecondary **education/training, employment, and independent living** goal of "upon completion of high school, Lissette will successfully utilize public transportation, including the public bus and uptown trolley, by August 2007."

Examples:

- A consent form signed by Lissette's mother, indicating that the LEA may contact the Vocational Rehabilitation office and the Down Syndrome Association (DSA)
- An invitation to conference in the file for a rehabilitation counselor and a representative of the DSA

9.4b: Nonexamples:

- Meeting notes from a meeting with the transition support teacher and vocational rehabilitation counselor documenting the routes and destinations in the community that meet ADA accessibility guidelines
- Notes in a phone log documenting the phone conversation between the transition support teacher and the Down Syndrome Association of North Carolina on available curricula to teach travel training
- A bus schedule from the transit authority attached to the IEP.
- A signature from Lissette's transition support teacher documenting that she will be responsible to provide all of the transition services associated with teaching Lissette to travel in the community independently

9.4c: The following examples of **evidence of coordination** support Jeremy's postsecondary **education/ training, employment, and independent living** goals.

Examples:

- A consent form signed by Jeremy's grandmother, indicating that the LEA may contact the Vocational Rehabilitation office
- An invitation to conference in the file for a rehabilitation counselor and an occupational therapist from VR

9.4d: Nonexamples:

- A signature on the IEP from Jeremy's mother documenting that she has helped Jeremy with sandwich making at home
- A verbal statement from Jeremy indicating that he knows the steps in making a sandwich

9.4e: The following examples of **evidence of coordination** support Paulo's postsecondary **education/training, employment, and independent living** goals.

Examples:

- A consent form signed by Paulo's guardian, indicating that the LEA may contact the YMCA
- A consent form signed by Paulo's guardian, indicating that the LEA may contact the state and local Vocational Rehabilitation offices
- An invitation to conference in the file for a rehabilitation counselor
- An invitation to conference in the file for a representative of inclusive programming from the YMCA

9.4f: Nonexamples:

- A signature from Paulo and a representative from the YMCA documenting that Paulo requested the YMCA application
- A statement from Paulo's CBS (community based services) worker and Paulo documenting that they researched the Yellow Pages for the contact information for the local YMCA

9.4g-i: The following examples of **evidence of coordination** support Rolanda's postsecondary **education/ training, employment, and independent living** goals.

Examples:

- A consent form signed by Rolanda's mother, indicating that the local education agency (LEA) may contact vocational rehabilitative(VR) services to make a referral for services
- A consent form signed by Rolanda's mother, indicating that the LEA may contact Social Security Administration (SSA) to schedule a meeting with the family regarding Rolanda's benefits
- A consent form signed by Rolanda's mother, indicating that the LEA may contact Medicaid to coordinate referrals to outside agencies therapy referrals
- An invitation to conference the VR agency representative
- Notes on file from conversation between LEA physical therapy (PT) and private practice PT provider

9.4j: Nonexamples:

- An invitation to conference to the VR agency representative
- Notes from a phone call with outside PT provider by the LEA PT (without consent on file)

9.4k-m: The following examples of **evidence of coordination** support Kevin's postsecondary **education/ training, employment, and independent living** goals.

Examples:

- A consent form signed by Kevin’s mother, indicating that the local education agency (LEA) may contact vocational rehabilitative (VR) services to make a referral for services
- A consent form signed by Kevin’s mother, indicating that the LEA may contact Social Security Administration (SSA) to schedule a meeting with the family regarding Kevin’s benefits
- A consent form signed by Kevin’s mother, indicating that the LEA may contact Medicaid to coordinate referrals to outside agencies therapy referrals
- An invitation to conference the VR agency representative
- Notes on file from conversation between LEA physical therapy (PT) and private practice PT provider

9.4n: Nonexamples:

- An invitation to conference to the VR agency representative
- Notes from a phone call with outside PT provider by the LEA PT (without consent on file)

9.5c: The following examples of **evidence of coordination** support the postsecondary **education, employment, & independent living** goal of “the summer after leaving high school Stephanie will independently ride the bus each work day to her job with Marriot Food Services, where she will participate in classes each year, as offered by her employer, to advance her industrial kitchen skills.”

Examples:

- A consent form signed by Stephanie, who is 20, indicating that the LEA may contact the four employment training centers in the county as well as the Vocational Rehabilitation office listed on the consent form
- An invitation to conference in the file for a rehabilitation counselor from VR
- An invitation to conference in the file for a representative from each of the four employment training centers

9.5d: Nonexample:

- Indication on the IEP that Stephanie’s transition coordinator will arrange orientation visits for her with the agreement of the four employment training centers and the assistance of Stephanie’s assigned rehabilitation counselor

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AGE APPROPRIATE TRANSITION ASSESSMENT

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10a: Age appropriate: activities, assessments, content, environments, instruction, and/or materials that reflect a student's chronological age (Snell, 1987; Wehmeyer, 2002; Ysseldyke & Algozzine, 1995). Age appropriate assessments may necessitate adaptations to the administration for some students, so that meaningful data are obtained.

10: Transition assessment "is the ongoing process of collecting data on the individual's needs, preferences, and interests as they relate to the demands of current and future working, educational, living, and personal and social environments. Assessment data serve as the common thread in the transition process and form the basis for defining goals and services to be included in the Individualized Education Program" (Sitlington, Neubert, & Leconte, *Career Development for Exceptional Individuals*, 1997, p. 70-71).

***10.2.1:** All students who have been on a general education track and plan on enrolling in post-secondary education (2 or 4-year college) should have the following information in their files:

1. State mandated test scores gathered during high school
2. Quarterly or semester grades throughout high school
3. Current psychological assessment data indicating areas of strength and weakness, while documenting the presence of a diagnosed disability
4. College entrance exam scores if applying to 4-year colleges

This information would include data gathered over time that can be associated with current and future environments. Additional information may include informal interviews with students, student completion of interest inventories or questionnaires to establish student interests and preferences in transition planning to meet the basic requirements of **age appropriate transition assessment**.

Best practices would also include assessment information (a) provided by multiple people, (b) regarding student performance in multiple environments, (c) based on naturally occurring experiences, (c) that is understandable, and (d) that was gathered through instruments and methods sensitive to cultural diversity.

10.2.2: All students have the following data sources on file:

1. State mandated test scores (standardized or alternate)
2. Current psychological evaluation data
3. Quarterly grades, semester grades, or progress notes
4. Career Interest Inventory, Adaptive Behavior Scale, and/or Career Skill Inventory

An adaptive behavior scale (with a student self-assessment component included), interest inventory, and interview with the student should provide information to document student strengths, interests, and preferences. Presence of the above information in the student's

file and a clear link of such information to the student's postsecondary goal(s) would meet the requirements of **age appropriate transition assessment**. Additional data may include teacher/ employer observations of school or community based work experiences, teacher/ transition coordinator completion of ecological assessments, or various student self-assessments.

10.4.1: All students with independent living postsecondary goal(s) on their IEPs should have the following data sources on file:

1. State mandated test scores from high school (alternate or standardized)
2. Psychological evaluation data indicating areas of strengths and weaknesses
3. Adaptive behavior scale
4. Quarterly grades, semester grades, or progress notes

These sources of data combined with a source of student interests and preferences (family interview, student interview, preference assessment data, observation of student choices in activities, formal self-report measure of interests) and a connection of this information to the postsecondary goal(s) would satisfy the inclusion of **age appropriate transition assessment**.

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TRANSITION ASSESSMENT: EDUCATION/ TRAINING

[BACK TO CHECKLIST](#)

***10.2.1:** All students who have been on a general education track and plan on enrolling in post-secondary education (2 or 4-year college) should have the following information in their files:

1. State mandated test scores gathered during high school
2. Quarterly or semester grades throughout high school
3. Current psychological assessment data indicating areas of strength and weakness, while documenting the presence of a diagnosed disability
4. College entrance exam scores if applying to 4-year colleges

This information would include data gathered over time that can be associated with current and future environments. Additional information may include informal interviews with students, student completion of interest inventories or questionnaires to establish student interests and preferences in transition planning to meet the basic requirements of **age appropriate transition assessment**.

Best practices would also include assessment information (a) provided by multiple people, (b) regarding student performance in multiple environments, (c) based on naturally occurring experiences, (c) that is understandable, and (d) that was gathered through instruments and methods sensitive to cultural diversity.

10.2.2: All students have the following data sources on file:

1. State mandated test scores (standardized or alternate)
2. Current psychological evaluation data
3. Quarterly grades, semester grades, or progress notes
4. Career Interest Inventory, Adaptive Behavior Scale, and/or Career Skill Inventory

An adaptive behavior scale (with a student self-assessment component included), interest inventory, and interview with the student should provide information to document student strengths, interests, and preferences. Presence of the above information in the student's file and a clear link of such information to the student's postsecondary goal(s) would meet the requirements of **age appropriate transition assessment**. Additional data may include teacher/ employer observations of school or community based work experiences, teacher/ transition coordinator completion of ecological assessments, or various student self-assessments.

EXAMPLES (all examples)

10.2a & 3a: This example reflects **age appropriate transition assessment** for the **education/training and employment** goals of "upon completion of high school, John will enroll at Ocean County Community College*" and "John will work on-campus part-time while in college."

Example:

The IEP's Present Levels of Educational Performance states that "John has had perfect attendance throughout high school and particularly enjoys computer-based activities.. John reads at a 5th grade level with some fluency problems, but struggles with oral reading comprehension and written expression. John's reported skills and interests match various occupations, including business data processing and medical technology."

- a) This information meets I-13 standards for Item #5 for the following reasons:
- Data were obtained over time (not one snapshot).
 - There is an indication of being responsive to student strengths, preferences, and interests.
 - The information considers present and possible future environments.
 - There is no indication that the sources of information are not **age appropriate**.

Example reflecting best practice**:

"When completing the *Transition Planning Inventory*, John identified specific transition-related needs in the areas of locating suitable jobs that match his interests and abilities and identifying area college programs and their application requirements. John noted that he feels supported by school staff and his parents in reaching his goals related to attending OCC after high school, but that he 'doesn't always know what to do when he doesn't meet a goal right off'. John's reported skills and interests matched highly with the fields of business data processing and medical technology, according to results of the *Self-Directed Search Form R* (Holland, 1996), which John reports may help him decide what he wants to do after taking classes at OCC.

John is observed in his classes to be most attentive with tasks that use computers. He is a diligent student and has perfect attendance.

John demonstrates below average reading skills, based on the *Woodcock Johnson Revised* (WJ-R) administered March 30, 2004. His math skills were in the average range, based on the math component of the same assessment. Standardized testing supports John's diagnosis of a specific learning disability in reading fluency, reading comprehension, written expression, and oral language processing. John demonstrates strengths related to managing money, but struggles with use of calendar or other planners. In reading, teacher records, indicate that John reads at a eighth grade level with fluency, but struggles with oral reading comprehension and written expression. John's reading and writing performance require accommodations for testing and participation in the general curriculum, including extended time, read-aloud, and computer software resources to support listening comprehension and writing."

- This example reflects additional best practices suggested for **age appropriate transition assessment** because
 - It includes each of the components noted to meet I-13 for Item #5.
 - Multiple places/sources/persons were utilized for assessment information.
 - It indicates a student-centered process.
 - The information is understandable.

10.2b & 3b: Non-examples:

Verbal IQ: 84 (*WISC-IV*)

- This information does not meet I-13 standards for Item #5 for the following reasons:
 - The information is from only one source.
 - There is no attempt of providing information associated with the student's future.

OR

Results of the *Aptitude Test for Occupations* indicate that John may perform well in retail or business-related careers.

- This information does not meet I-13 standards for Item #5 for the following reasons:
 - The information is from only one source.
 - The source is not clearly connected with John's stated post-secondary goal, so the information does not necessarily support the identification of annual goals and transition services that will support his stated post-secondary goal.

10.2c & 3c: This example reflect **age appropriate transition assessment** for the **education/training** goal of "Allison will obtain a degree from a liberal arts university* with a major in child development" and "Allison will have a career in the field of early childhood education."

Example:

Record of student grades throughout high school, indicating a B average throughout high school (9th through first half of 11th grades), a summary of student Psychological test scores obtained during her 3-year re-evaluation in the spring of 10th grade indicating specific learning disabilities in reading comprehension and written expression. End of grade test scores from the end of 10th grade demonstrating her participation in the standard course of study with passing scores of 3's (on a 4-point scale) in reading and math. A statement by Allison recorded on the IEP regarding her interest in attending a university to pursue a degree in Child Development.

- This example meets I-13 standards for Item #5 for the following reasons:
 - Data were obtained over time.
 - It reflects student strengths, preferences, and interests.
 - It considers present and possible future environments, because the data relate logically with Allison's stated post-secondary goals.
 - There is no indication that the data sources are not **age appropriate**.

Example reflecting best practice:

From the Present Levels of Academic and Functional Performance statement on the IEP: "Allison is currently functioning in the average range of intelligence according to the *WISC IV*, administered on 5-23-2005. Her relative strengths are in the areas of short and long-term memory and problem solving. Her specific learning disability is reading comprehension and written expression, which require accommodations in her general education classes described in the Statement of Transition Service Needs. Allison's oral expression skills are strengths for her as are her interpersonal skills. Academically she has maintained B's with a C in Chemistry during her 10th and first half of 11th grade school years. She met her IEP goals for the 2005-2006 school year."

- This example reflects additional best practices suggested for **age appropriate transition assessment** because
 - It indicates multiple sources of information (formal and informal).

10.2d & 3d: Nonexample:

Allison has strong problem solving, interpersonal, and oral expression skills. Allison's learning disabilities are in written expression and reading comprehension, which necessitate accommodations for her to be successful in her general education classes.

- This information does not meet I-13 standards for Item #5 for the following reasons:
 - There is no documentation of Allison's interests or preferences.
 - There is no indication of an ongoing process of collecting such information.
 - There is no evidence of a connection between this information and future environments.

10.2e & 3e: This example reflects **age appropriate transition assessment** for the **education/training** goal of "upon graduation from high school, Jamarreo will successfully complete welding courses at Central Piedmont Community College and attain the Entry Level Welding Certificate" and "Jamarreo will be self-employed as a welder."

Example:

From the Present Level of Educational Performance, "Jamarreo's performance IQ is in the high average range while his Verbal IQ is in the low average range (WAIS-R, administered 9/10/05). He also performed in the high average range on the *Differential Aptitude Test* – Mechanical Comprehension and Spatial Reasoning subtests. Academic achievement in reading and written language, below average (*Woodcock Johnson*, administered 9/15/05). SLD in written expression, oral language processing, and reading. Accommodations: guided notes, assistive technology, testing accommodations for state, district, and classroom assessments.

Jamarreo reported to his special education case manager on 3/22/06 that he has worked part-time in his uncle's metal shop for the past year and is interested in welding as a career. *Career Planning Survey* completed in 2005 and *Work Adjustment Inventory* completed March, 2006: Jamarreo has strengths in the area of mechanical work and likely be a serious, dedicated employee."

- This example meets I-13 standards for Item #5 for the following reasons:
 - Data are collected over a period of time.
 - It reflects student strengths, preferences, and interests.
 - It addresses information important for current and future environments.
 - The assessment information is age-appropriate.

Example reflecting best practice:

Jamarreo's post-secondary goal is written in first-person and indicates his desire to be a welder.

TRANSITION ASSESSMENT: EMPLOYMENT

[BACK TO CHECKLIST](#)

10.2.2: All students have the following data sources on file:

1. State mandated test scores (standardized or alternate)
2. Current psychological evaluation data
3. Quarterly grades, semester grades, or progress notes
4. Career Interest Inventory, Adaptive Behavior Scale, and/or Career Skill Inventory

An adaptive behavior scale (with a student self-assessment component included), interest inventory, and interview with the student should provide information to document student strengths, interests, and preferences. Presence of the above information in the student's file and a clear link of such information to the student's postsecondary goal(s) would meet the requirements of **age appropriate transition assessment**. Additional data may include teacher/ employer observations of school or community based work experiences, teacher/ transition coordinator completion of ecological assessments, or various student self-assessments.

EXAMPLES (all examples)

10.2a & 3a: This example reflects **age appropriate transition assessment** for the **education/training and employment** goals of "upon completion of high school, John will enroll at Ocean County Community College*" and "John will work on-campus part-time while in college."

Example:

The IEP's Present Levels of Educational Performance states that "John has had perfect attendance throughout high school and particularly enjoys computer-based activities.. John reads at a 5th grade level with some fluency problems, but struggles with oral reading comprehension and written expression. John's reported skills and interests match various occupations, including business data processing and medical technology."

- a) This information meets I-13 standards for Item #5 for the following reasons:
- Data were obtained over time (not one snapshot).
 - There is an indication of being responsive to student strengths, preferences, and interests.
 - The information considers present and possible future environments.
 - There is no indication that the sources of information are not **age appropriate**.

Example reflecting best practice**:

"When completing the *Transition Planning Inventory*, John identified specific transition-related needs in the areas of locating suitable jobs that match his interests and abilities and identifying area college programs and their application requirements. John noted that he feels supported by school staff and his parents in reaching his goals related to attending OCC after high school, but that he 'doesn't always know what to do when he doesn't meet a goal right off'. John's reported skills and interests matched highly with the fields of business data processing and medical technology, according to results of the

Self-Directed Search Form R (Holland, 1996), which John reports may help him decide what he wants to do after taking classes at OCC.

John is observed in his classes to be most attentive with tasks that use computers. He is a diligent student and has perfect attendance.

John demonstrates below average reading skills, based on the *Woodcock Johnson Revised* (WJ-R) administered March 30, 2004. His math skills were in the average range, based on the math component of the same assessment. Standardized testing supports John's diagnosis of a specific learning disability in reading fluency, reading comprehension, written expression, and oral language processing. John demonstrates strengths related to managing money, but struggles with use of calendar or other planners. In reading, teacher records, indicate that John reads at a eighth grade level with fluency, but struggles with oral reading comprehension and written expression. John's reading and writing performance require accommodations for testing and participation in the general curriculum, including extended time, read-aloud, and computer software resources to support listening comprehension and writing."

- This example reflects additional best practices suggested for **age appropriate transition assessment** because
 - It includes each of the components noted to meet I-13 for Item #5.
 - Multiple places/sources/persons were utilized for assessment information.
 - It indicates a student-centered process.
 - The information is understandable.

10.2b & 3b: Non-examples:

Verbal IQ: 84 (*WISC-IV*)

- This information does not meet I-13 standards for Item #5 for the following reasons:
 - The information is from only one source.
 - There is no attempt of providing information associated with the student's future.

OR

Results of the *Aptitude Test for Occupations* indicate that John may perform well in retail or business-related careers.

- This information does not meet I-13 standards for Item #5 for the following reasons:
 - The information is from only one source.
 - The source is not clearly connected with John's stated post-secondary goal, so the information does not necessarily support the identification of annual goals and transition services that will support his stated post-secondary goal.

10.2c & 3c: This example reflect **age appropriate transition assessment** for the **education/training** goal of “Allison will obtain a degree from a liberal arts university* with a major in child development” and “Allison will have a career in the field of early childhood education.”

Example:

Record of student grades throughout high school, indicating a B average throughout high school (9th through first half of 11th grades), a summary of student Psychological test scores obtained during her 3-year re-evaluation in the spring of 10th grade indicating specific learning disabilities in reading comprehension and written expression. End of grade test scores from the end of 10th grade demonstrating her participation in the standard course of study with passing scores of 3’s (on a 4-point scale) in reading and math. A statement by Allison recorded on the IEP regarding her interest in attending a university to pursue a degree in Child Development.

- This example meets I-13 standards for Item #5 for the following reasons:
 - Data were obtained over time.
 - It reflects student strengths, preferences, and interests.
 - It considers present and possible future environments, because the data relate logically with Allison’s stated post-secondary goals.
 - There is no indication that the data sources are not **age appropriate**.

Example reflecting best practice:

From the Present Levels of Academic and Functional Performance statement on the IEP: “Allison is currently functioning in the average range of intelligence according to the *WISC IV*, administered on 5-23-2005. Her relative strengths are in the areas of short and long-term memory and problem solving. Her specific learning disability is reading comprehension and written expression, which require accommodations in her general education classes described in the Statement of Transition Service Needs. Allison’s oral expression skills are strengths for her as are her interpersonal skills. Academically she has maintained B’s with a C in Chemistry during her 10th and first half of 11th grade school years. She met her IEP goals for the 2005-2006 school year.”

- This example reflects additional best practices suggested for **age appropriate transition assessment** because
 - It indicates multiple sources of information (formal and informal).

10.2d & 3d: Nonexample:

Allison has strong problem solving, interpersonal, and oral expression skills. Allison’s learning disabilities are in written expression and reading comprehension, which necessitate accommodations for her to be successful in her general education classes.

- This information does not meet I-13 standards for Item #5 for the following reasons:
 - There is no documentation of Allison’s interests or preferences.
 - There is no indication of an ongoing process of collecting such information.
 - There is no evidence of a connection between this information and future environments.

10.2e & 3e: This example reflects **age appropriate transition assessment** for the **education/training** goal of “upon graduation from high school, Jamarreo will successfully complete welding courses at Central Piedmont Community College and attain the Entry Level Welding Certificate” and “Jamarreo will be self-employed as a welder.”

Example:

From the Present Level of Educational Performance, “Jamarreo’s performance IQ is in the high average range while his Verbal IQ is in the low average range range (*WAIS-R*, administered 9/10/05). He also performed in the high average range on the *Differential Aptitude Test* – Mechanical Comprehension and Spatial Reasoning subtests. Academic achievement in reading and written language, below average (*Woodcock Johnson*, administered 9/15/05). SLD in written expression, oral language processing, and reading. Accommodations: guided notes, assistive technology, testing accommodations for state, district, and classroom assessments.

Jamarreo reported to his special education case manager on 3/22/06 that he has worked part-time in his uncle’s metal shop for the past year and is interested in welding as a career. *Career Planning Survey* completed in 2005 and *Work Adjustment Inventory* completed March, 2006: Jamarreo has strengths in the area of mechanical work and likely be a serious, dedicated employee.”

- This example meets I-13 standards for Item #5 for the following reasons:
 - Data are collected over a period of time.
 - It reflects student strengths, preferences, and interests.
 - It addresses information important for current and future environments.
 - The assessment information is age-appropriate.

Example reflecting best practice:

Jamarreo’s post-secondary goal is written in first-person and indicates his desire to be a welder.

Jamarreo’s special education teacher recorded notes from a meeting with Jamarreo and his mother, that were referenced in the Present Level of Performance section related to his annual reading and work skill goals. The notes indicated that Jamarreo’s mother is concerned about his academic performance in relation to End of Grade test scores, but feels that he shows strengths in all of his vocational courses and math. She reported that he is very responsible with his younger siblings and cousins and complimented the work he’s done with her brother. Jamarreo reported that he doesn’t like school, with the exception of auto mechanics, job-skills, and environmental science classes. He credited his teacher, from the Career Zone unit, and his uncle with him helping to understand that he will be better off if he gets his welding certificate after school, rather than just going straight to work.

From the services listed on the IEP it is clear that Jamarreo utilizes accommodations including guided notes, assistive technology for writing and reading, as well as testing

accommodations (i.e., extended time, read-aloud) for state, district, and classroom assessments.

- This example reflects additional best practices suggested for **age appropriate transition assessment** because
 - The information was gathered over time.
 - The information is from multiple sources and places.
 - The report of information is understandable (ongoing, naturally occurring data).
 - The information collected was sensitive to cultural diversity, in its involvement of the family in the assessment process.

10.2f & 3f: Non-example:

From the Present Levels of Educational Performance statement on the IEP: “Jamarreo is currently functioning in the average range of intelligence according to the *WISC-IV* administered on 5-23-2005. His strengths are in the area of short and long-term memory and problem solving. His specific learning disability in the areas of reading, reading comprehension, oral language, and written expression require accommodations in his general education classes and testing. Jamarreo’s interpersonal skills and work ethic are strengths for him. Academically, he has maintained Cs and Bs in 10th and 11th grade.

- This information does not meet I-13 standards for Item #5 for the following reasons:
 - All of the information relates to academic performance.
 - No information is provided that would suggest development of Jamarreo’s identified post-secondary goals.

10.2g, 3g, & 4g-i: The following is an example of **age appropriate transition assessment** that supports Rolanda’s postsecondary **education/training, employment, and independent living** goals.

Example:

Summarized on front page of IEP.

“*Strengths:* Rolanda is curious; stays alert and awake throughout the school day; seems to enjoy activity around her. She enjoys getting verbal and tactile attention from her peers and staff. Tolerant of position changes on mat table and allows hand-over-hand assistance to participate in activities. Likes using a switch (with assistance) to activate a variety of devices, including the radio and computer”.

“*Present Levels of Academic Achievement and Functional Abilities:* Rolanda accesses the general education curriculum through extension activities. She benefits from sensory stimulating activities and activities to improve her independence and communication.

Rolanda uses facial gestures to communicate her pleasure and displeasure with her current state. She offers a smile to show happiness and a blank stare to indicate disinterest. Picture/symbol augmentative communication supports have not been successful. She uses simple one-button communication devices with assistance when offered during class activities.

Rolanda uses a manual wheelchair dependently. She requires a 2-person lift or mechanical device for all transfers. She tolerates positioning on a mat table and demonstrates limited fine motor skills which results in her dependency for all care and hand-over-hand assistance for all activities.”

Signed examination summary from Rolanda’s pediatrician, dated during the current year indicated that she is:

18 years old

Is fed via G-tube

Has a tracheotomy and uses a ventilator with oxygen to breathe

- This example meets the I-13 standards for Item #5 for the following reasons:
 - Information regarding the students strengths and needs is provided.
 - Information considers current and future environments.
 - Information is from multiple sources, relevant to Rolanda’s strengths, preferences, and interests.

Example reflecting best practice:

The information in the above example, as well as:

Summary evaluations from various dates during the previous 3 years by

LEA’s physical therapist

LEA’s occupational therapist

Private occupational therapist

LEA’s contracted nursing services provider

Summary of notes from Person Centered Planning meeting conducted at family’s home, recorded by Rolanda’s aunt.

- This example reflects additional best practices suggested for **age appropriate transition assessment** because
 - The information was obtained from multiple sources.
 - The information reflects the input of the student/family regarding strengths, needs, preferences, and interests.

10.2h, 3h, & 4j: Nonexample:

Rolanda is a non-academic student. She has severe limitations in fine and gross motor skills.

- The information provided does not meet I-13 standards for Item #5 for the following reasons:
 - A “non-academic” student is not an informative term, since any student can access the academic curriculum through extension activities, even if they are not performing skills independently on a grade level.
 - There is no information regarding the student’s strengths and skills that are currently present.

10.2i & 3i: This example reflects **age appropriate transition assessment** for the postsecondary **education/training and employment** goals of “Jodi will enroll in courses at Gaston Community College” and “upon graduation from high school, Jodi will attain a part-time position in a community retail environment.”

Example:

File indicates quarterly progress notes since 9th grade that document Jodi’s progress in her classes, including employment-related skills in school and community based work experiences. File includes an employee evaluation completed by one of Jodi’s employers regarding her performance during the fall semester of the current year. Jodi completed the *Self-Directed Search Form E* with the transition coordinator one year prior to this IEP and the results are referenced in the Present Level of Performance related to an career training annual goal.

- This example meets I-13 standards for Item #5 for the following reasons:
 - It includes information gathered over time.
 - It reflects student, strengths, interests, and preferences (*Self-Directed Search*).
 - It is associated with present (progress notes) and future environments (employer checklist and the *Self-Directed Search*).
 - The data sources are age-appropriate.

Example reflecting best practice:

From the Documentation of Evaluation Data and Present Levels of Performance section of Jodi’s IEP the following information is available:

- Academic Evaluations:
 - *Woodcock Johnson Tests of Achievement*: below average in reading and math achievement, administered 01/31/04
 - Language Arts quarterly grades: 9th grade 1st quarter: D, 2nd quarter: C, 3rd: C, 4th: C; 10th grade 1st quarter C: 2nd: B, 3rd: B
 - Math quarterly grades: 9th grade 1st quarter: B, 2nd: B, 3rd: B, 4th: C; 10th grade 1st quarter: B, 2nd: A, 3rd: B
 - State End of Grade Scores for Reading in 10th grade: 1; Math: 2, Writing in 8th grade: 1 (on a 4 point scale, with 3 and 4 as passing scores)
- Social/Emotional/Adaptive Evaluations:
 - Scores from the *Life Centered Career Education Knowledge* (Brolin, 1996) and *Performance Batteries* (Brolin & Lloyd, 2004) administered 9/15/05 and 01/15/06
 - Written report from interview with Jodi by her IEP Case Manager on April 5, 2006

Jodi is an outgoing young woman. She is able to express her strengths and areas in which she needs to develop skills. Within the structure of the classroom and worksite, she demonstrates good decision-making skills; however, if there are infinite choices, she needs assistance from someone in authority. Jodi has strong verbal communication skills and is perceptive about the moods of others. She is narrowing

her ideas about job choices, based on experiences in the community. She is able to make correct change and count money; however, she struggles to accurately budget her finances in simulated activities. She demonstrates independence in caring for her food and hygiene needs, but is not able to independently navigate in the community..

- Transition/Life Skills:
 - Written observation of Jodi by her Career Exploration teacher during a job shadowing experience on March 30, 2006
 - *Life Centered Career Education Knowledge* (Brolin, 1996) and *Performance Batteries* (Brolin & Lloyd, 2004) administered 9/15/05 and 01/15/06
 - *Self-Directed Search Form E* (Holland, 1996)
 - Jodi is narrowing her ideas about job choices, based on experiences in the community. Jodi is able to make correct change and count money; however, she struggles to accurately budget her finances in simulated activities. Jodi demonstrates independence in taking of her food and hygiene needs, but is not able to navigate in the community alone. Results of the *Self-Directed Search Form E*, supported Jodi's interest in pursuing a job in retail.
- This example reflects additional best practices suggested for **age appropriate transition assessment** because
 - It reflects a comprehensive process (not results of one instrument at one point in time) of gathering information.
 - Reports on various skill and interest areas.
 - Is aimed at planning the student's education program focused on the student's primary postsecondary goal of employment. This documentation of assessment information in Jodi's IEP is clearly intended to drive the development of goals and identification of transition services necessary to achieve those goals.

10.2j & 3j: Non-example:

Jodi demonstrates consistent accuracy using a computer, calculator, or adding machine to calculate all operations with two and three digit problems. Jodi struggles with reading comprehension at the 3rd grade reading level, but demonstrates oral comprehension skills that are considerably higher. Jodi is a very outgoing young woman who enjoys interacting with others. Within the structure of the classroom and her worksites, she demonstrates good decision-making skills; however, if there are infinite choices, she needs guidance from someone in authority. Jodi has strong verbal communication skills and is perceptive about the moods of others. Jodi is able to make correct change and count money; however, she struggles to accurately budget her finances in simulated activities. Jodi demonstrates independence in caring for her food and hygiene needs, but is not able to navigate in the community alone.

- This information does not meet I-13 standards for Item #5 for the following reason:
 - There is no indication that student interests or preferences have been assessed formally or informally.

10.2k & 3k: This example reflects **age appropriate transition assessment** for the postsecondary **education/training and employment** goal of “Alex will take a business math course at King’s College” and “after finishing high school. Alex will increase his work hours in the business department of a local office supply store, contacting XYZ Adult Agency for employment support services”

Example:

- Formal observation form completed by Alex’s employment specialist regarding his first month of employment with Office Depot
- Copy of letter recognizing Alex’s perfect timeliness and attendance from Office Depot supervisor
- End of course test scores and summaries in Algebra, Biology, Language Arts 12
- End of grade test scores and summaries in reading (10th grade), math (10th grade), writing (8th grade)
- Intelligence and adaptive behavior test scores
- Copy of career interest inventory completed by Alex in the 9th and 11th grades
- Copy of business employment skill inventory completed by Alex in the 12th grade
- Copy of summary of adaptive behavior scale results
- This example meets I-13 standards for Item #5 for the following reasons:
 - It includes information gathered over time.
 - It reflects student strengths, interests, and preferences.
 - It is associated with present (end of course and grade scores) and future environments (employer letter and employment specialist observation).
 - The information is from multiple sources and places.
 - The data sources are age-appropriate.

10.2l & 3l: Nonexample:

- End of course and end of grade test scores
- Statement noting that Alex’s academic performance (below passing for reading and science and exceptional for math) indicates that he should work with numbers
- This information does not meet I-13 standards for Item #5 for the following reasons:
 - All of the information relates to academic performance and so is incomplete information

10.2m, 3m, & 4a: This example reflects **age appropriate transition assessment** for Lissette’s postsecondary **education/training, employment, and independent living** goals.

Example:

In student’s file: Results of performance on state mandated assessments taken during high school. Results of an adaptive behavior checklist completed by the teacher during Lissette’s 10th grade year and when she was 20 years old. Quarterly progress notes sent home during high school career. In the student’s IEP the present level of performance statement for each annual goal references observations or student work samples relevant

to student's independence with (a) transportation/ mobility, (b) work experience performance, and (c) functional math skills (e.g., telling time and using a schedule).

- This example meets I-13 standards for Item #5 for the following reasons:
 - It includes data gathered over time.
 - The information reported is associated with current and future environments (adaptive behavior checklist and Present Levels of Performance).
 - The information can be inferred to reflect student strengths, interests, and preferences due to use of *TPI*.
 - The sources of data are age-appropriate assessments.

Example reflecting best practice:

In the IEP's Present Level of Performance section: "Lissette is a rule-oriented, quiet young woman with strong skills and interests in service employment. Lissette demonstrates cognitive skills below those of her peers and learns best through observation and experience, due to limited verbal and reading skills. Lissette has participated in a curriculum with a functional-academic focus in which she has demonstrated strengths in independent living skills such as self-care, home management, reading for success in the community, and community math skills including time and calendar skills. Lissette has expressed an interest in and demonstrated success in the service industry, including cleaning, laundry, and food preparation. Lissette indicates that her family encourages her to do well in school and in her job experiences. Her family expresses interest in Lissette's living outside of their home as she becomes more financially independent after leaving high school.

Sources: (1) Classroom observation notes monthly August 2005 – April 2006; (2) Community Based Instruction (community and work activities) task analysis checks August 2005 – April 2006", (3) *Transition Planning Inventory*, student, home, and school forms, April 2006; (4) *Making Action Plans* [MAPS] (Forest & Lusthaus, 1990), completed May, 2005

- This example reflects additional best practices suggested for **age appropriate transition assessment** because
 - It indicates more than one source of information, including informal assessment.
 - It uses information relevant to the student's chronological age.
 - It is student centered.
 - It addresses current and future environments that will assist in identifying goals and transition services to meet those goals.
 - It is sensitive to cultural diversity, using MAPS to gather family and student information.

10.2n, 3n, & 4b: Nonexample:

Present Level of Educational Performance recorded on Lissette's IEP indicate her current skills related to each of her annual goals in (1) reading, (2) math, (3) daily living, (4) career, and (5) leisure.

- This information does not meet I-13 standards for Item #5 for the following reasons:
 - It is not clear that the information is gathered over time.

- The information does not indicate that it reflects student strengths, interests, and preferences.
- The information does not clearly relate to goals or environments beyond Lissette's current setting.

10.2o, 3o, & 4c: This example reflects **age appropriate transition assessment** for Jeremy's **education/training, employment, and independent living** goals.

Example reflecting best practice:

A file review locates evaluation reports based on the *ARC Self-Determination Scale* (Wehmeyer & Lawrence, 1995), the *Supports Intensity Scale* (AAMR, 2004), the *WISC-IV* from the past two years, as well as report cards and progress notes since Jeremy's 8th grade year (age 14), noting strengths and needs in areas of self-determination, community engagement, academic, employment, health, and social skills. The postsecondary goal and annual goals are written in first person, indicating the student's input on stated interests, strengths, and needs. These statements reflect Jeremy and his family's inputs recorded in notes from a team planning meeting, facilitated by Jeremy's parents and recorded by his teacher.

- This information meets I-13 standards for Item #5 and reflects best practices for the following reasons:
 - It includes various sources of information over time.
 - The information has been summarized regarding the student's current and future environments, so that it may inform identifying goals and transition services to support attaining those goals.
 - The student's input regarding interests, strengths, and needs are indicated.
 - There are various sources of information (informal and formal).
 - Some sources reflect interest in being sensitive to cultural diversity.
 - The sources of information are age-appropriate.

10.2p, 3p, & 4d: Non-example:

In the IEP's Present Levels of Educational Performance box for Jeremy's reading and math goal: "Results from the *Brigance Diagnostic Skills Inventory* (1995) indicate Jeremy's needs in telling time, identifying money, tying shoes, alphabetizing, and reading direction words."

- This information does not meet I-13 standards for Item #5 for the following reason:
 - The assessment instrument does not reflect the student's chronological age (this instrument is for older elementary and middle school and Jeremy is 20 years old).
 - The assessment provides no information in the context of the student's potential future environments.

10.2q, 3q, & 4e: This example reflects **age appropriate transition assessment** for Paulo's **education/training, employment, and independent living** goals.

Example:

Paulo's present level of performance statement regarding the annual goal of learning to complete an application for the soccer league, references the task analysis used to

document his performance of these skills in the past: “Paulo is unable to complete all of the steps for writing his name in the appropriate spaces on an application, given several trials, recorded on a teacher-developed task-analysis. He wants to be able to apply to participate in the soccer league at the YMCA,” is the PLEP statement for the related annual goal on the IEP.

- This information meets I-13 standards for Item #5 for the following reasons:
 - The information was gathered on more than occasion.
 - Paulo’s interests are reflected in the statement.
 - The information reflects current performance in the context of future environments.
 - The information source is age-appropriate.

Example reflecting best practice:

“Paulo’s response to a recreation activity interest questionnaire, from the county’s Parks and Recreation department, indicates that he is most interested in soccer. During a meeting in the family’s home with school staff and an adult service agency about Paulo’s interests and desires after school, his mother and brother agree that he has very much enjoyed participating in soccer activities at their neighborhood YMCA and is familiar with the environment and procedures there. Paulo wants to be able to participate with other young adults in a soccer league at the YMCA, but is not yet able to accurately complete the application, according to previous trials, using a teacher-developed task analysis, based on the application.”

- This example reflects additional best practices suggested for **age appropriate transition assessment** because
 - There are multiple sources (people, documents, times) of data.
 - The data reflect family input (sensitivity to cultural diversity).
 - The data are useful and understandable by various parties.

10.2r, 3r, & 4f: Non-example:

“When prompted, Paulo could not write his full name on an application. He likes soccer.”

- This information does not meet I-13 standards for Item #5 for the following reason:
 - There is no indication that data were gathered on more than one occasion.

10.2s, 3s, 4k-m: The following is an example of **age appropriate transition assessment** that supports Kevin’s postsecondary **education/training, employment, and independent living** goals.

Example:

Summarized on front page of IEP.

“*Strengths:* Kevin enjoys interacting with other people, music, horticulture, computers, and clerical type activities in which he has the opportunity to complete a project. He responds well to verbal praise and is able to stay focused on a task for 20+ minutes with occasional verbal redirection. Kevin has developed the skills to operate a variety of switch activated devices (e.g. button maker, blender, etc.), use a paper shredder, and collate papers with a jig. Kevin has worked successfully on an assembly line in the school-based enterprise and has held an on-campus job in the school library checking

books in and out using a scanning system and shelving books with the assistance of a teacher assistant. Kevin loves school and is always eager to learn new skills. He demonstrates a high level of motivation to please his teachers and his parents report that even when he is sick he begs to go to school.

Present Levels of Academic Achievement and Functional Abilities: Kevin is following his state's Extended Content Standards which are aligned with the general curriculum's Standard Course of Study. He receives daily instruction in Literacy (reading, writing, and communication), Math, and Science. Kevin also is involved in vocational and daily living skill training.

His coursework is delivered in individual and small group settings in the special education classroom except for Digital Communications (a general education Career Technical Course) which he has taken (using a modified curriculum) with the assistance of a one-on-one instructional assistant. Kevin also participates in a school-based enterprise through the Occupational Course of Study (a state endorsed curriculum for students with special needs leading to a high school diploma) and an on-campus work placement in the school library.

Signed examination summary from Kevin's physician, dated during the current year that he is:

18 years old

Is typically fed via G-tube to avoid asphyxiation

Uses a manual wheelchair to ambulate

- This example meets the I-13 standards for Item #5 for the following reasons:
 - Information regarding the student's strengths and needs is provided.
 - Information considers current and future environments.
 - Information is from multiple sources, relevant to Kevin's strengths, preferences, and interests.

Example reflecting best practice:

The information in the above example, as well as:

Summary evaluations from various dates during the previous 3 years by

LEA's physical therapist

LEA's occupational therapist

Private occupational therapist

Summary of notes from Person Centered Planning (using the Making Action Plans [MAPS]) forms meeting conducted at family's home, recorded by Kevin's great aunt.

- This example reflects additional best practices suggested for **age appropriate transition assessment** because
 - The information was obtained from multiple sources.
 - The information reflects the input of the student/family regarding strengths, needs, preferences, and interests.

10.2t, 3t, 4n: Nonexample:

Kevin is a student with significant cognitive disabilities. He has severe limitations in cognition, communication, fine motor and gross motor skills.

- The information provided does not meet I-13 standards for Item #5 for the following reasons:
 - Stating the type of disability is not sufficient information to conduct comprehensive transition planning, since individuals with the same disability classification likely have varying abilities
 - There is no information regarding the student's strengths and skills that are currently present.

10.5a: This example reflects **age appropriate transition assessment** for Jason relevant to the postsecondary **education/training and employment** goal of “after graduating from high school, Jason will enroll in a four-year college to obtain his undergraduate degree in history and education, to become a high school social studies teacher”.

The IEP's Present Levels of Educational Performance states that “Jason has had excellent attendance throughout high school”. He has successfully passed all the necessary academic classes, End of Course (EOC) Exams, and should earn a regular diploma. His current psychological report notes that his overall IQ is 115, while his academic levels are on par with his IQ in the areas of written language and math. His oral reading and reading comprehension are well below expected levels, qualifying him for a Specific Learning Disability in Reading and Reading Comprehension. His special education case manager notes his interest in becoming a high school teacher, which is supported by the feature that both his parents are teachers and he has served as a peer tutor while in high school . Jason's scores on the *Self-Directed Search Form R* further established his interests in teaching and related jobs entailing working with and for others in some way. His score on the *Career Interest Inventory – Level Two* also showed a distinct preference for professional jobs like teaching.

- This information meets I-13 standards for Item #5 for the following reasons:
 - Data were obtained over time (not one snapshot).
 - There is an indication of being responsive to of student strengths, preferences, and interests.
 - The information considers present and possible future environments.
 - There is no indication that the sources of information are not age appropriate.

Example reflecting best practice:**

“When completing the *Self-Directed Search Form R* his score profile matched that for Social, Artistic, and Enterprising (SAE) which matches that for high school teacher. On the *Career Interest Inventory – Level Two*, Jason scored in the High Range for Educational Service, Health Service, and Mathematics and Science. Given his previous work history, he also took the *Work Adjustment Inventory* scoring high on the Activity, Empathy and Adaptability scales and low on Assertiveness. This score pattern suggests a preference for jobs that keep him active, work with co-workers who appreciate his empathy for others and is comfortable with adapting to changes in work routines and

settings. Conversely, his low score suggests that he may have difficulty asserting himself in some work situations.

When completing the *Transition Planning Inventory*, Jason identified specific transition-related needs in the area of planning for further education and training. Specifically, he expressed concern with knowing how to gain entry into the college or university of his choice and succeeding in an appropriate postsecondary program. Jason has also purchased *Scholastic Achievement Test* (SAT) practice books and worked with the school's SAT preparation software.

On his most recent psychological, Jason demonstrated below average reading skills, based on the *Woodcock Johnson Revised*, administered March 30, 2005. His written language and math skills were in the high average range. Jason has a diagnosis of a specific learning disability in reading and reading comprehension. His reading performance requires accommodations for testing (e.g., extended time, testing in a separate room) and participation in the general curriculum (e.g., access to text on a CD or DVD format to allow for access to an independent reader).

- This example reflects additional best practices suggested for **age appropriate transition assessment** because
 - a) It includes each of the components noted to meet I-13 for Item #5.
 - b) Multiple places/sources/persons were utilized for assessment information.
 - c) It indicates a student-centered process.
 - d) The information is understandable.

10.5b: Non-example:

The IEP's Present Levels of Educational Performance provide general academic skill levels, with companion instructional goals targeting 10% levels of improvement in reading and passing 90% or more of his academic classes. Reference is made to Jason indicating wanting to become a teacher and the statement that his teachers 'feel this is an appropriate goal for him.'

- This information does not meet I-13 standards for item #5 for the following reason:
 - There is no formal assessment of student interests or preference.
 - The informal evaluation of him having said what he wants to do is suspect.
 - The assessment information is unclear as to whether it is ongoing or a one-time evaluation.

10.5c: This example of **age appropriate transition assessment** is relevant to Stephanie's postsecondary **education/training, employment, and independent living** goal that "the summer after leaving high school Stephanie will independently ride the bus each work day to her job with Marriot Food Services, where she will participate in classes each year, as offered by her employer, to advance industrial kitchen skills".

The IEP's Present Levels of Educational Performance indicates that Stephanie has missed less than 2% of her school days throughout high school and that most of the absences

were due to illness. She has successfully passed all the necessary vocational/technical and adapted academic classes for earning an Occupational Diploma. Her current psychological report notes an overall IQ in the upper limits of the Borderline Intellectually Deficient Range, with commensurate academic skills in reading, writing, and math. Her Adaptive Behavior scores on the on *The Supports Intensity Scale* show a need for additional training in the areas of community living activities, home living activities, employment activities, and protection and advocacy activities. Her special education case manager notes that Stephanie has expressed interest working in the restaurant or food service area, which is supported by her scores on the *Self-Directed Search Form E* and *Wide Range Interest and Opinion Test – 2*. Her work site coordinator noted relative on the job strengths in personal hygiene, punctuality, getting along with co-workers, overall job performance, work ethic and responsive to supervision.

- This information meets I-13 standards for Item #5 for the following reasons:
 - Data were obtained over time (not one snapshot).
 - There is an indication of inclusion [or being responsive to] of student strengths, preferences, and interests.
 - The information considers present and possible future environments.
 - There is no indication that the sources of information are not age appropriate.

10.5d: Non-example:

The IEP's Present Levels of Educational Performance shows her skill levels to be on par with her overall IQ and Adaptive Behavior skill levels. She has target goals of improving her advocacy, community living, and overall activities of daily living (ADL).

- This information does not meet I-13 standards for item #5 for the following reason:
 - The assessment provides no information in the context of the student's potential future environments.
 - There is no formal or informal assessment of student strengths or preferences.
 - The assessment information is unclear as to whether it is ongoing or a one-time evaluation.

[BACK TO CHECKLIST](#)

TRANSITION ASSESSMENT: INDEPENDENT LIVING

[BACK TO CHECKLIST](#)

10.4.1: All students with independent living postsecondary goal(s) on their IEPs should have the following data sources on file:

1. State mandated test scores from high school (alternate or standardized)
2. Psychological evaluation data indicating areas of strengths and weaknesses
3. Adaptive behavior scale
4. Quarterly grades, semester grades, or progress notes

These sources of data combined with a source of student interests and preferences (family interview, student interview, preference assessment data, observation of student choices in activities, formal self-report measure of interests) and a connection of this information to the postsecondary goal(s) would satisfy the inclusion of **age appropriate transition assessment**.

EXAMPLES

10.2g, 3g, & 4g-i: The following is an example of **age appropriate transition assessment** that supports Rolanda's postsecondary **education/training, employment, and independent living** goals.

Example:

Summarized on front page of IEP.

“Strengths: Rolanda is curious; stays alert and awake throughout the school day; seems to enjoy activity around her. She enjoys getting verbal and tactile attention from her peers and staff. Tolerant of position changes on mat table and allows hand-over-hand assistance to participate in activities. Likes using a switch (with assistance) to activate a variety of devices, including the radio and computer”.

“Present Levels of Academic Achievement and Functional Abilities: Rolanda accesses the general education curriculum through extension activities. She benefits from sensory stimulating activities and activities to improve her independence and communication.

Rolanda uses facial gestures to communicate her pleasure and displeasure with her current state. She offers a smile to show happiness and a blank stare to indicate disinterest. Picture/symbol augmentative communication supports have not been successful. She uses simple one-button communication devices with assistance when offered during class activities.

Rolanda uses a manual wheelchair dependently. She requires a 2-person lift or mechanical device for all transfers. She tolerates positioning on a mat table and demonstrates limited fine motor skills which results in her dependency for all care and hand-over-hand assistance for all activities.”

Signed examination summary from Rolanda's pediatrician, dated during the current year indicated that she is:

18 years old

Is fed via G-tube

Has a tracheotomy and uses a ventilator with oxygen to breathe

- This example meets the I-13 standards for Item #5 for the following reasons:
 - Information regarding the students strengths and needs is provided.
 - Information considers current and future environments.
 - Information is from multiple sources, relevant to Rolanda's strengths, preferences, and interests.

Example reflecting best practice:

The information in the above example, as well as:

Summary evaluations from various dates during the previous 3 years by

LEA's physical therapist

LEA's occupational therapist

Private occupational therapist

LEA's contracted nursing services provider

Summary of notes from Person Centered Planning meeting conducted at family's home, recorded by Rolanda's aunt.

- This example reflects additional best practices suggested for **age appropriate transition assessment** because
 - The information was obtained from multiple sources.
 - The information reflects the input of the student/family regarding strengths, needs, preferences, and interests.

10.2h, 3h, & 4j: Nonexample:

Rolanda is a non-academic student. She has severe limitations in fine and gross motor skills.

- The information provided does not meet I-13 standards for Item #5 for the following reasons:
 - A "non-academic" student is not an informative term, since any student can access the academic curriculum through extension activities, even if they are not performing skills independently on a grade level.
 - There is no information regarding the student's strengths and skills that are currently present.

10.2m, 3m, & 4a: This example reflects **age appropriate transition assessment** for Lissette's postsecondary **education/training, employment, and independent living** goals.

Example:

In student's file: Results of performance on state mandated assessments taken during high school. Results of an adaptive behavior checklist completed by the teacher during Lissette's 10th grade year and when she was 20 years old. Quarterly progress notes sent home during high school career. In the student's IEP the present level of performance

statement for each annual goal references observations or student work samples relevant to student's independence with (a) transportation/ mobility, (b) work experience performance, and (c) functional math skills (e.g., telling time and using a schedule).

- This example meets I-13 standards for Item #5 for the following reasons:
 - It includes data gathered over time.
 - The information reported is associated with current and future environments (adaptive behavior checklist and Present Levels of Performance).
 - The information can be inferred to reflect student strengths, interests, and preferences due to use of *TPI*.
 - The sources of data are age-appropriate assessments.

Example reflecting best practice:

In the IEP's Present Level of Performance section: "Lissette is a rule-oriented, quiet young woman with strong skills and interests in service employment. Lissette demonstrates cognitive skills below those of her peers and learns best through observation and experience, due to limited verbal and reading skills. Lissette has participated in a curriculum with a functional-academic focus in which she has demonstrated strengths in independent living skills such as self-care, home management, reading for success in the community, and community math skills including time and calendar skills. Lissette has expressed an interest in and demonstrated success in the service industry, including cleaning, laundry, and food preparation. Lissette indicates that her family encourages her to do well in school and in her job experiences. Her family expresses interest in Lissette's living outside of their home as she becomes more financially independent after leaving high school.

Sources: (1) Classroom observation notes monthly August 2005 – April 2006; (2) Community Based Instruction (community and work activities) task analysis checks August 2005 – April 2006", (3) *Transition Planning Inventory*, student, home, and school forms, April 2006; (4) *Making Action Plans [MAPS]* (Forest & Lusthaus, 1990), completed May, 2005

- This example reflects additional best practices suggested for **age appropriate transition assessment** because
 - It indicates more than one source of information, including informal assessment.
 - It uses information relevant to the student's chronological age.
 - It is student centered.
 - It addresses current and future environments that will assist in identifying goals and transition services to meet those goals.
 - It is sensitive to cultural diversity, using MAPS to gather family and student information.

10.2n, 3n, & 4b: Nonexample:

Present Level of Educational Performance recorded on Lissette's IEP indicate her current skills related to each of her annual goals in (1) reading, (2) math, (3) daily living, (4) career, and (5) leisure.

- This information does not meet I-13 standards for Item #5 for the following reasons:

- It is not clear that the information is gathered over time.
- The information does not indicate that it reflects student strengths, interests, and preferences.
- The information does not clearly relate to goals or environments beyond Lissette's current setting.

10.2o, 3o, & 4c: This example reflects **age appropriate transition assessment** for Jeremy's **education/training, employment, and independent living** goals.

Example reflecting best practice:

A file review locates evaluation reports based on the *ARC Self-Determination Scale* (Wehmeyer & Lawrence, 1995), the *Supports Intensity Scale* (AAMR, 2004), the *WISC-IV* from the past two years, as well as report cards and progress notes since Jeremy's 8th grade year (age 14), noting strengths and needs in areas of self-determination, community engagement, academic, employment, health, and social skills. The postsecondary goal and annual goals are written in first person, indicating the student's input on stated interests, strengths, and needs. These statements reflect Jeremy and his family's inputs recorded in notes from a team planning meeting, facilitated by Jeremy's parents and recorded by his teacher.

- This information meets I-13 standards for Item #5 and reflects best practices for the following reasons:
 - It includes various sources of information over time.
 - The information has been summarized regarding the student's current and future environments, so that it may inform identifying goals and transition services to support attaining those goals.
 - The student's input regarding interests, strengths, and needs are indicated.
 - There are various sources of information (informal and formal).
 - Some sources reflect interest in being sensitive to cultural diversity.
 - The sources of information are age-appropriate.

10.2p, 3p, & 4d: Non-example:

In the IEP's Present Levels of Educational Performance box for Jeremy's reading and math goal: "Results from the *Brigance Diagnostic Skills Inventory* (1995) indicate Jeremy's needs in telling time, identifying money, tying shoes, alphabetizing, and reading direction words."

- This information does not meet I-13 standards for Item #5 for the following reason:
 - The assessment instrument does not reflect the student's chronological age (this instrument is for older elementary and middle school and Jeremy is 20 years old).
 - The assessment provides no information in the context of the student's potential future environments.

10.2q, 3q, & 4e: This example reflects **age appropriate transition assessment** for Paulo's **education/training, employment, and independent living** goals.

Example:

Paulo's present level of performance statement regarding the annual goal of learning to complete an application for the soccer league, references the task analysis used to document his performance of these skills in the past: "Paulo is unable to complete all of the steps for writing his name in the appropriate spaces on an application, given several trials, recorded on a teacher-developed task-analysis. He wants to be able to apply to participate in the soccer league at the YMCA," is the PLEP statement for the related annual goal on the IEP.

- This information meets I-13 standards for Item #5 for the following reasons:
 - The information was gathered on more than occasion.
 - Paulo's interests are reflected in the statement.
 - The information reflects current performance in the context of future environments.
 - The information source is age-appropriate.

Example reflecting best practice:

"Paulo's response to a recreation activity interest questionnaire, from the county's Parks and Recreation department, indicates that he is most interested in soccer. During a meeting in the family's home with school staff and an adult service agency about Paulo's interests and desires after school, his mother and brother agree that he has very much enjoyed participating in soccer activities at their neighborhood YMCA and is familiar with the environment and procedures there. Paulo wants to be able to participate with other young adults in a soccer league at the YMCA, but is not yet able to accurately complete the application, according to previous trials, using a teacher-developed task analysis, based on the application."

- This example reflects additional best practices suggested for **age appropriate transition assessment** because
 - There are multiple sources (people, documents, times) of data.
 - The data reflect family input (sensitivity to cultural diversity).
 - The data are useful and understandable by various parties.

10.2r, 3r, & 4f: Non-example:

"When prompted, Paulo could not write his full name on an application. He likes soccer."

- This information does not meet I-13 standards for Item #5 for the following reason:
 - There is no indication that data were gathered on more than one occasion.

10.2s, 3s, 4k-m: The following is an example of **age appropriate transition assessment** that supports Kevin's postsecondary **education/training, employment, and independent living** goals.

Example:

Summarized on front page of IEP.

Strengths: Kevin enjoys interacting with other people, music, horticulture, computers, and clerical type activities in which he has the opportunity to complete a project. He responds well to verbal praise and is able to stay focused on a task for 20+ minutes with occasional verbal redirection. Kevin has developed the skills to operate a variety of switch activated devices (e.g. button maker, blender, etc.), use a paper shredder, and

collate papers with a jig. Kevin has worked successfully on an assembly line in the school-based enterprise and has held an on-campus job in the school library checking books in and out using a scanning system and shelving books with the assistance of a teacher assistant. Kevin loves school and is always eager to learn new skills. He demonstrates a high level of motivation to please his teachers and his parents report that even when he is sick he begs to go to school.

Present Levels of Academic Achievement and Functional Abilities: Kevin is following his state's Extended Content Standards which are aligned with the general curriculum's Standard Course of Study. He receives daily instruction in Literacy (reading, writing, and communication), Math, and Science. Kevin also is involved in vocational and daily living skill training.

His coursework is delivered in individual and small group settings in the special education classroom except for Digital Communications (a general education Career Technical Course) which he has taken (using a modified curriculum) with the assistance of a one-on-one instructional assistant. Kevin also participates in a school-based enterprise through the Occupational Course of Study (a state endorsed curriculum for students with special needs leading to a high school diploma) and an on-campus work placement in the school library.

Signed examination summary from Kevin's physician, dated during the current year that he is:

18 years old

Is typically fed via G-tube to avoid asphyxiation

Uses a manual wheelchair to ambulate

- This example meets the I-13 standards for Item #5 for the following reasons:
 - Information regarding the student's strengths and needs is provided.
 - Information considers current and future environments.
 - Information is from multiple sources, relevant to Kevin's strengths, preferences, and interests.

Example reflecting best practice:

The information in the above example, as well as:

Summary evaluations from various dates during the previous 3 years by

LEA's physical therapist

LEA's occupational therapist

Private occupational therapist

Summary of notes from Person Centered Planning (using the Making Action Plans [MAPS]) forms meeting conducted at family's home, recorded by Kevin's great aunt.

- This example reflects additional best practices suggested for **age appropriate transition assessment** because
 - The information was obtained from multiple sources.

- The information reflects the input of the student/family regarding strengths, needs, preferences, and interests.

10.2t, 3t, 4n: Nonexample:

Kevin is a student with significant cognitive disabilities. He has severe limitations in cognition, communication, fine motor and gross motor skills.

- The information provided does not meet I-13 standards for Item #5 for the following reasons:
 - Stating the type of disability is not sufficient information to conduct comprehensive transition planning, since individuals with the same disability classification likely have varying abilities
 - There is no information regarding the student's strengths and skills that are currently present.

10.5c: This example of **age appropriate transition assessment** is relevant to Stephanie's postsecondary **education/training, employment, and independent living** goal that "the summer after leaving high school Stephanie will independently ride the bus each work day to her job with Marriot Food Services, where she will participate in classes each year, as offered by her employer, to advance industrial kitchen skills".

The IEP's Present Levels of Educational Performance indicates that Stephanie has missed less than 2% of her school days throughout high school and that most of the absences were due to illness. She has successfully passed all the necessary vocational/technical and adapted academic classes for earning an Occupational Diploma. Her current psychological report notes an overall IQ in the upper limits of the Borderline Intellectually Deficient Range, with commensurate academic skills in reading, writing, and math. Her Adaptive Behavior scores on the on *The Supports Intensity Scale* show a need for additional training in the areas of community living activities, home living activities, employment activities, and protection and advocacy activities. Her special education case manager notes that Stephanie has expressed interest working in the restaurant or food service area, which is supported by her scores on the *Self-Directed Search Form E* and *Wide Range Interest and Opinion Test – 2*. Her work site coordinator noted relative on the job strengths in personal hygiene, punctuality, getting along with co-workers, overall job performance, work ethic and responsive to supervision.

- This information meets I-13 standards for Item #5 for the following reasons:
 - Data were obtained over time (not one snapshot).
 - There is an indication of inclusion [or being responsive to] of student strengths, preferences, and interests.
 - The information considers present and possible future environments.
 - There is no indication that the sources of information are not age appropriate.

10.5d: Non-example:

The IEP's Present Levels of Educational Performance shows her skill levels to be on par with her overall IQ and Adaptive Behavior skill levels. She has target goals of improving her advocacy, community living, and overall activities of daily living (ADL).

- This information does not meet I-13 standards for item #5 for the following reason:
 - The assessment provides no information in the context of the student's potential future environments.
 - There is no formal or informal assessment of student strengths or preferences.
 - The assessment information is unclear as to whether it is ongoing or a one-time evaluation.

[BACK TO CHECKLIST](#)

COURSES OF STUDY

[BACK TO CHECKLIST](#)

11: Courses of study are defined as a multi-year description of coursework to achieve the student's desired post-school goals, from the student's current to anticipated exit year.

Source: Storms, J., O'Leary, E., & Williams, J. (2000). *Transition requirements: A guide for states, districts, schools, universities, and families*. Minneapolis, MN: Western Regional Resource Center. Is this the proper place MN?

COURSES OF STUDY: EDUCATION/ TRAINING

[BACK TO CHECKLIST](#)

EXAMPLES (all examples)

11.2a & 3a: This example reflects **courses of study** that support the postsecondary **education/training and employment** goals of “upon completion of high school, John will enroll at Ocean County Community College” and “John will be employed in an on-campus part-time job while in college.”

Example:

The box on the IEP is checked showing that the student will engage in the North Carolina standard College Preparatory courses of study during the next 4 years of high school:

- These **courses of study** meet I-13 standards for Item #6 for the following reason:
 - John plans to attend a community college to complete courses for an associate’s degree after he graduates high school.
 - John’s high school coursework throughout high school will need to prepare him for admissions to the community college and so should include college preparatory work and the requirements for the diploma that will allow him admissions to the community college.

11.2b & 3b: Nonexample:

The IEP lists John’s courses for the current year:

1. English II (1 Credit)
 2. Algebra (1 Credit)
 3. Physical Science (1 Credit)
 4. Government (1 Credit)
 5. Theatre Arts II (1 Credit)
- These courses of study do not meet I-13 standards for Item #6 for the following reasons:
 - The IEP does not indicate the series of courses that constitute the course of study, throughout the four years of high school, which will help him meet his post-secondary goal.

11.2c & 3c: This example reflects **courses of study** that support the post-secondary **education/training and employment** goal of “Allison will obtain a degree from a liberal arts university with a major in child development” and “Allison will have a career in the field of early childhood education.”

Example:

For Allison’s upcoming 12th grade year the courses listed include Psychology (semester), English 12 (year), Algebra II (year), Band (year), Phys Ed. (semester), Cooperative Work Experience (semester), Advanced Biology (year), Child Development (semester), Resource Room (year)

- These **courses of study** meet I-13 standards for Item #6 for the following reasons:

- The courses listed are relevant to the student's postsecondary goals.
- Courses listed reflect the student's current (12th grade) to anticipated exit (12th grade) years.

11.2d & 3d: Nonexample:

1. Occupational English I, II, III, IV (4 Credits)
2. Occupational Mathematics I, II, III (3 Credits)
3. Life Skills Science I, II (2 Credits)
4. Social Studies I (Government/US History), II (Self-advocacy/Problem solving) (2 Credits)
5. Computer proficiency as specified in IEP
6. Health and Physical Education (1 Credit)
7. Career Technical Education (4 Credit)
8. Occupational Preparation (6 Credit)
- These courses of study do not meet I-13 standards for Item #6 for the following reason:
 - These courses do not reflect adequate courses of study to meet Allison's postsecondary goal of graduating from a four-year liberal arts university.

11.2e & 3e: This example reflects **courses of study** that support the postsecondary **education/training and employment** goals of "upon graduation from high school, Jamarreo will successfully complete welding courses at Central Piedmont Community College to attain the Entry Level Welding Certificate" and "Jamarreo will be self-employed as a welder".

Example:

Courses are listed identifying what Jamarreo will take each year of high school. These courses are:

1. English I, II, III, IV (4 Credits)
2. Mathematics I, II, III (Algebra I, Geometry, Algebra II OR Algebra I, Technical Math I & II, OR Integrated Mathematics I, II, & III) (3 Credits)
3. Science (A physical science course, Biology, Earth/Environmental Science) (3 Credits)
4. Social Studies (Government/Economics, US History, World Studies) (3 Credits)
5. Demonstration of proficiency in state testing of computer skills
6. Health and Physical Education (1 Credit)
7. Career/Technical (4 Credits)
8. Electives (2 Credits)
- These **courses of study** meet I-13 standards for Item #6 for the following reason:
 - Jamarreo's post-secondary goal is to take courses at Central Piedmont Community College so that he can attain a welding certificate and be employed as a welder; therefore, it would be appropriate for him to take courses that are designed for students that want to attain a technical degree.

11.2f & 3f: Nonexample:

The IEP list the following courses as Jamarreo's course of study:

1. Functional Reading (1 Credit)
 2. Problem Solving in the Workplace (1 Credit)
 3. Functional Math (1 Credit)
- These courses of study do not meet I-13 standards for Item #6 for the following reasons:
 - The courses listed are not courses that will help Jamarreo meet his post-secondary goal of completing the coursework for a welding certificate at a technical college and full-time employment. Instead, these courses would be more appropriate for a student whose goal is to live independently.
 - The courses do not reflect multi-year coursework that will help Jamarreo meet his post-secondary goals.

11a.2g, 3g, 4g-4i: This example reflects **courses of study** that support Rolanda's postsecondary goals for **education/training** (1 goal), **employment** (1 goal), and **independent living** (3 goals).

Example:

Receives specially designed instruction with an alternate curriculum, including instruction focused on self-care and communication skills and linked to the state standard course of study (SCS) in Language Arts, Math, and Science.

- These **courses of study** meet I-13 standards for Item #6 for the following reasons:
 - Rolanda is a medically fragile student with significant cognitive and physical disabilities whose curriculum must be modified
 - The curriculum described is relevant to her postsecondary goals
 - The curriculum described includes opportunities to access the standard course of study through alternative methods

11a.2h, 3h, 4j: Nonexample:

The box is checked on the IEP indicating that the student is completing the coursework for a standard diploma.

- These courses of study do not meet I-13 standards for Item #6 for the following reasons:
 - While it would be adequate to check a box to describe the courses of study, the standard diploma option without any explanation of accommodations, modifications, or alternative paths would be inappropriate based on our knowledge of Rolanda's strengths and needs and her postsecondary goals.

11a.2i & 3i: This example reflects **courses of study** that support the postsecondary **education/ training and employment** goals of "Jodi will enroll in courses at Gaston Community College" and "upon graduation from high school, Jodi will attain a part-time position in a community retail environment independently."

Example:

The box on the IEP is checked showing that the student will engage in the North Carolina Occupational Course of Study:

1. Occupational English I, II, III, IV (4 Credits)
2. Occupational Mathematics I, II, III (3 Credits)
3. Life Skills Science I, II (2 Credits)
4. Social Studies I (Government/US History), II (Self-advocacy/Problem solving) (2 Credits)
5. Computer proficiency as specified in IEP
6. Health and Physical Education (1 Credit)
7. Career Technical Education (4 Credit)
8. Occupational Preparation (6 Credit)
9. Includes completion of 300 hours of school-based training, 240 hours of community-based training, and 360 hours of paid employment
10. Elective credits/completion of IEP objectives/Career portfolio
- These **courses of study** meet I-13 standards for Item #6 for the following reason:
 - Jodi is a student with cognitive disabilities who has an IEP and is receiving special education services at her local high school. She participates in the North Carolina Occupational Course of Study which is a course of study for students with disabilities who have an Individualized Education Program. Since her ultimate goal is to obtain gainful employment and be able to continue to take courses (non-degree) at the local community college after she graduates high school and her academic ability is aligned with the occupational coursework the occupational course of study is most appropriate for Jodi.

11.2j & 3j: Nonexample:

The box on the IEP is checked showing that the student will engage in the North Carolina College Tech Prep Course of Study:

1. English I, II, III, IV (4 Credits)
2. Mathematics I, II, III (Algebra I, Geometry, Algebra II OR Algebra I, Technical Math I&II, OR Integrated Mathematics I, II,&III) (3 Credits)
3. Science (A physical science course, Biology, Earth/Environmental Science) (3 Credits)
4. Social Studies (Government/Economics, US History, World Studies) (3 Credits)
5. Demonstration of proficiency in state testing of computer skills

6. Health and Physical Education (1 Credit)
7. Career/Technical (4 Credits)
8. Electives (2 Credits)
- These courses of study does not meet I-13 standards for Item #6 for the following reason:
 - The IEP indicates that Jodi will participate in the North Carolina College Tech Prep Course of Study; however, the College Tech Prep Course of Study was designed for students that would like to pursue a degree at a community or technical college. Therefore, the College Tech Prep Course of Study would not be appropriate for Jodi whose post-secondary goal is to work part-time in the retail environment and take non-degree focused courses after graduating from high school.

11.2k & 3k: This example reflects **courses of study** that support the postsecondary **education/training and employment** goals of “Alex will take a business math course at Kings College” and “after finishing high school Alex will increase his work hours in the business department of a local office supply store, contacting XYZ Adult Agency for employment support services.”

Example:

1. Work Study
2. Business Math
3. Community Living
- These **courses of study** meet I-13 standards for Item #6 for the following reasons:
 - The courses listed are for Alex’s current and anticipated exit year (same year)
 - The courses listed support Alex’s postsecondary goals

11.2l & 3l: Nonexample:

Alex attends the self-contained classroom for students with developmental disabilities who are older than 18.

- This example does not meet I-13 standards for Item #6 for the following reason:
 - Noting the student’s setting does not indicate information about the curriculum and its relevance to the student’s postsecondary goals.

11.2m, 3m, & 4a: This example reflects **courses of study** that support Lissette’s postsecondary **education/training, employment, and independent living** goals.

Example:

Courses are listed identifying what Lissette will take each year of high school. These courses are:

1. Functional Math I, II, III, IV (4 Credits)
2. Functional Reading I, II, III, IV (4 Credits)
3. Introduction to Cooking I, II, III, IV (4 Credits)
4. Safety in the Community I, II, III, IV (4 Credits)
5. Recreation Leisure I, II, III (3 Credits)
6. Work Study Skills I, II, III, IV (4 Credits)

- These **courses of study** meet I-13 standards for Item #6 for the following reason:
 - The coursework listed is appropriate for Lissette because her post-secondary goals include participation in the non-degree program for students with cognitive disabilities at the community college, part-time supported employment, and using public transportation independently; therefore, her coursework is intended to include courses that have a functional foundation in instruction and will allow her to meet her IEP objectives.

11.2n, 3n, & 4b: Nonexample:

The IEP lists the following courses as Lissette's course of study:

1. English I, II, III, IV (4 Credits)
 2. Mathematics (Algebra I, Algebra II, Geometry, and higher level math course) (4 Credits)
 3. Science (Physical Science, Biology, Earth/Environmental Science) (3 Credits)
 4. Social Studies (Civics and Economics, US History, World History) (3 Credits)
 5. Second Language (2 Credits)
 6. Computer skills (1 Credit)
 7. Health and Physical Education (1 Credit)
 8. Electives (3 Credits)
- These **courses of study** do not meet I-13 standards for Item #6 for the following reasons:
 - The courses listed are not appropriate for Lissette because they will not help her meet her post-secondary goals of participating in life-skill & employment focused education program and traveling independently in the community. Instead, these courses are intended for a student that would like to pursue a 4-year degree from a community college or university.

11.2o, 3o, & 4c: This example reflects **courses of study** that support Jeremy's postsecondary **education/training, employment, and independent living** goals.

Example:

Please note that in this example we are assuming that the IEP does not have a box to check the type of course of study. Instead, in this example the IEP team will have to list the courses that make up the course of study.

The IEP lists Jeremy's courses for the next year:

1. Career Exploration (1 Credit)
 2. Daily Living Skills II (1 Credit)
 3. Social Skills II (1 Credit)
 4. Functional Math II (1 Credit)
 5. Functional Reading II (1 Credit)
 6. Cooking II (1 Credit)
- These **courses of study** meet I-13 standards for Item #6 for the following reasons:
 - The coursework listed is appropriate for Jeremy because his post-secondary goals are to participate in a center-based training program, earning wages in a part-time

job in the community, and preparing his lunch; therefore, courses that will help Jeremy become more independent and meet his IEP objectives are most appropriate.

- Because Jeremy is entering his final year of school, the courses for more than that year do not need to be listed

11.2p, 3p, & 4d: Nonexample:

The box on the IEP is checked showing that the student will engage in the North Carolina standard College Preparatory courses of study during the next 3 years of high school

- These **courses of study** do not meet I-13 standards for Item #6 for the following reason:
 - The courses indicated are would not adequately prepare Jeremy for his postsecondary goals

11.2q, 3q, & 4e: This example reflects **courses of study** that support Paulo's postsecondary **education/training, employment, and independent living** goals.

Example:

1. Functional Math I, II, III, IV (4 Credits)
 2. Functional Reading I, II, III, IV (4 Credits)
 3. Occupational Skills I, II, III, IV (4 Credits)
 4. Recreation/Leisure I, II, III (3 Credits)
 5. Communication at the Workplace (1 Credit)
 6. Career Awareness (1 Credit)
 7. Career Preparation (1 Credit)
- These courses of study meet I-13 standards for Item #6 for the following reasons:
 - This course of study is appropriate for Paulo to meet his post-secondary goals because it allows him to take recreation/leisure courses and also take functional courses that will help him meet his IEP objectives.

11.2r, 3r, & 4f: Nonexample:

1. Functional Math (1 Credit)
 2. Functional Reading (1 Credit)
 3. Occupational Skills (1 Credit)
 4. PE (1 Credit)
 5. Career Awareness (1 Credit)
- These courses of study do not meet I-13 standards for Item #6 for the following reason:
 - The courses listed only reflect one year of the 3 years Paulo has remaining in school.

11.2s, 3s, & 4k-m: This example reflects **courses of study** that support Kevin's postsecondary goals for **education/training (1.2s), employment (1.3s), and independent living (4.k-m)**.

Example:

Receives specially designed instruction with an alternate curriculum, including instruction focused career development, functional academics, and community referenced skills that are linked to the state standard course of study in Language Arts, Math, and Science.

- These **courses of study** meet I-13 standards for Item #6 for the following reasons:
 - Kevin is a student with significant cognitive and physical disabilities whose curriculum must be modified
 - The curriculum described is relevant to his postsecondary goals
 - The curriculum described includes opportunities to access the standard course of study through alternative methods

11.2t, 3t, 4n: Nonexample:

The box is checked on the IEP indicating that the student is completing the coursework for a standard diploma.

- These courses of study do not meet I-13 standards for Item #6 for the following reasons:
 - While it would be adequate to check a box to describe the courses of study, the standard diploma option without any explanation of accommodations, modifications, or alternative paths would be inappropriate based on our knowledge of Kevin's strengths and needs and his postsecondary goals.

11.5a: This example reflects **courses of study** that support the postsecondary **education/training and employment** goal of "Jason will obtain his undergraduate degree in history and education, to become a high school social studies teacher."

Example:

The box on the IEP is checked showing that the student will engage in the North Carolina standard College Preparatory courses of study during the next 3 years of high school.

- These **courses of study** meet I-13 standards for Item #6 for the following reasons:
 - Jason plans to attend a four-year college to complete courses for a bachelor's degree after he graduates high school
 - Jason's coursework throughout high school will need to prepare him for admissions to a college and so should include college preparatory work and the requirements for the diploma that will allow him admissions to the college

11.5b: Nonexample:

The IEP lists Jason's courses for the current year:

1. English II (1 Credit)
2. Algebra (1 Credit)

3. Physical Science (1 Credit)
4. Government (1 Credit)
5. Theatre Arts II (1 Credit)
- These courses of study do not meet I-13 standards for Item #6 for the following reasons:
 - The IEP does not indicate the series of courses that constitute the course of study, throughout the four years of high school, which will help him meet his post-secondary goal.

11.5c: This example reflects **courses of study** that support the postsecondary **education/training, employment, and independent living** goal of “the summer after leaving high school Stephanie will independently ride the bus each work day to her job with Marriot Food Services, where she will participate in classes each year, as offered by her employer, to advance her industrial kitchen skills.”

Example:

Courses are listed identifying what Stephanie will take each year of high school. These courses are:

1. Functional Math I, II, III, IV (4 Credits)
2. Functional Reading I, II, III, IV (4 Credits)
3. Introduction to Cooking I (1 Credit)
4. Introduction to Service Employment (1 Credit)
5. Safety in the Community I, II, III, IV (4 Credits)
6. Recreation Leisure I, II, III (3 Credits)
7. Employment Readiness (2 Credits)
8. Work Study I & II (6 Credits)
- These **courses of study** meet I-13 standards for Item #6 for the following reason:
 - The coursework listed is appropriate for Stephanie because it supports preparation for her post-secondary goal is focused on employment (job training in that employment) and independent navigation of the community.

11.5d: Nonexample:

The IEP lists the following courses as Stephanie’s courses of study:

1. English I, II, III, IV (4 Credits)
2. Mathematics (Algebra I, Algebra II, Geometry, and higher level math course) (4 Credits)
3. Science (Physical Science, Biology, Earth/Environmental Science) (3 Credits)
4. Social Studies (Civics and Economics, US History, World History) (3 Credits)
5. Second Language (2 Credits)
6. Computer skills (1 Credit)
7. Health and Physical Education (1 Credit)
8. Electives (3 Credits)
- These courses of study do not meet I-13 standards for Item #6 for the following reason:

- The courses listed are not appropriate for Stephanie because they will not help her meet her post-secondary goal of traveling independently to her food services job where she intends to advance her skills through employer provided training opportunities. Instead, these courses are intended for a student that would like to pursue postsecondary education at a college or university.

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COURSES OF STUDY: EMPLOYMENT

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EXAMPLES (all examples)

11.2a & 3a: This example reflects **courses of study** that support the postsecondary **education/training and employment** goals of “upon completion of high school, John will enroll at Ocean County Community College” and “John will be employed in an on-campus part-time job while in college.”

Example:

The box on the IEP is checked showing that the student will engage in the North Carolina standard College Preparatory courses of study during the next 4 years of high school:

- These **courses of study** meet I-13 standards for Item #6 for the following reason:
 - John plans to attend a community college to complete courses for an associate’s degree after he graduates high school.
 - John’s high school coursework throughout high school will need to prepare him for admissions to the community college and so should include college preparatory work and the requirements for the diploma that will allow him admissions to the community college.

11.2b & 3b: Nonexample:

The IEP lists John’s courses for the current year:

1. English II (1 Credit)
 2. Algebra (1 Credit)
 3. Physical Science (1 Credit)
 4. Government (1 Credit)
 5. Theatre Arts II (1 Credit)
- These courses of study do not meet I-13 standards for Item #6 for the following reasons:
 - The IEP does not indicate the series of courses that constitute the course of study, throughout the four years of high school, which will help him meet his post-secondary goal.

11.2c & 3c: This example reflects **courses of study** that support the post-secondary **education/training and employment** goal of “Allison will obtain a degree from a liberal arts university with a major in child development” and “Allison will have a career in the field of early childhood education.”

Example:

For Allison’s upcoming 12th grade year the courses listed include Psychology (semester), English 12 (year), Algebra II (year), Band (year), Phys Ed. (semester), Cooperative Work Experience (semester), Advanced Biology (year), Child Development (semester), Resource Room (year)

- These **courses of study** meet I-13 standards for Item #6 for the following reasons:
 - The courses listed are relevant to the student's postsecondary goals.
 - Courses listed reflect the student's current (12th grade) to anticipated exit (12th grade) years.

11.2d & 3d: Nonexample:

1. Occupational English I, II, III, IV (4 Credits)
 2. Occupational Mathematics I, II, III (3 Credits)
 3. Life Skills Science I, II (2 Credits)
 4. Social Studies I (Government/US History), II (Self-advocacy/Problem solving) (2 Credits)
 5. Computer proficiency as specified in IEP
 6. Health and Physical Education (1 Credit)
 7. Career Technical Education (4 Credit)
 8. Occupational Preparation (6 Credit)
- These courses of study do not meet I-13 standards for Item #6 for the following reason:
 - These courses do not reflect adequate courses of study to meet Allison's postsecondary goal of graduating from a four-year liberal arts university.

11.2e & 3e: This example reflects **courses of study** that support the postsecondary **education/training and employment** goals of "upon graduation from high school, Jamarreo will successfully complete welding courses at Central Piedmont Community College to attain the Entry Level Welding Certificate" and "Jamarreo will be self-employed as a welder".

Example:

Courses are listed identifying what Jamarreo will take each year of high school. These courses are:

1. English I, II, III, IV (4 Credits)
 2. Mathematics I, II, III (Algebra I, Geometry, Algebra II OR Algebra I, Technical Math I & II, OR Integrated Mathematics I, II, & III) (3 Credits)
 3. Science (A physical science course, Biology, Earth/Environmental Science) (3 Credits)
 4. Social Studies (Government/Economics, US History, World Studies) (3 Credits)
 5. Demonstration of proficiency in state testing of computer skills
 6. Health and Physical Education (1 Credit)
 7. Career/Technical (4 Credits)
 8. Electives (2 Credits)
- These **courses of study** meet I-13 standards for Item #6 for the following reason:
 - Jamarreo's post-secondary goal is to take courses at Central Piedmont Community College so that he can attain a welding certificate and be employed as a welder; therefore, it would be appropriate for him to take courses that are designed for students that want to attain a technical degree.

11.2f & 3f: Nonexample:

The IEP list the following courses as Jamarreo's course of study:

1. Functional Reading (1 Credit)
2. Problem Solving in the Workplace (1 Credit)
3. Functional Math (1 Credit)
- These courses of study do not meet I-13 standards for Item #6 for the following reasons:
 - The courses listed are not courses that will help Jamarreo meet his post-secondary goal of completing the coursework for a welding certificate at a technical college and full-time employment. Instead, these courses would be more appropriate for a student whose goal is to live independently.
 - The courses do not reflect multi-year coursework that will help Jamarreo meet his post-secondary goals.

11a.2g, 3g, 4g-4i: This example reflects **courses of study** that support Rolanda's postsecondary goals for **education/training** (1 goal), **employment** (1 goal), and **independent living** (3 goals).

Example:

Receives specially designed instruction with an alternate curriculum, including instruction focused on self-care and communication skills and linked to the state standard course of study (SCS) in Language Arts, Math, and Science.

- These **courses of study** meet I-13 standards for Item #6 for the following reasons:
 - Rolanda is a medically fragile student with significant cognitive and physical disabilities whose curriculum must be modified
 - The curriculum described is relevant to her postsecondary goals
 - The curriculum described includes opportunities to access the standard course of study through alternative methods

11a.2h, 3h, 4j: Nonexample:

The box is checked on the IEP indicating that the student is completing the coursework for a standard diploma.

- These courses of study do not meet I-13 standards for Item #6 for the following reasons:
 - While it would be adequate to check a box to describe the courses of study, the standard diploma option without any explanation of accommodations, modifications, or alternative paths would be inappropriate based on our knowledge of Rolanda's strengths and needs and her postsecondary goals.

11a.2i & 3i: This example reflects **courses of study** that support the postsecondary **education/ training and employment** goals of "Jodi will enroll in courses at Gaston Community College" and "upon graduation from high school, Jodi will attain a part-time position in a community retail environment independently."

Example:

The box on the IEP is checked showing that the student will engage in the North Carolina Occupational Course of Study:

1. Occupational English I, II, III, IV (4 Credits)
 2. Occupational Mathematics I, II, III (3 Credits)
 3. Life Skills Science I, II (2 Credits)
 4. Social Studies I (Government/US History), II (Self-advocacy/Problem solving) (2 Credits)
 5. Computer proficiency as specified in IEP
 6. Health and Physical Education (1 Credit)
 7. Career Technical Education (4 Credit)
 8. Occupational Preparation (6 Credit)
 9. Includes completion of 300 hours of school-based training, 240 hours of community-based training, and 360 hours of paid employment
 10. Elective credits/completion of IEP objectives/Career portfolio
- These **courses of study** meet I-13 standards for Item #6 for the following reason:
 - Jodi is a student with cognitive disabilities who has an IEP and is receiving special education services at her local high school. She participates in the North Carolina Occupational Course of Study which is a course of study for students with disabilities who have an Individualized Education Program. Since her ultimate goal is to obtain gainful employment and be able to continue to take courses (non-degree) at the local community college after she graduates high school and her academic ability is aligned with the occupational coursework the occupational course of study is most appropriate for Jodi.

11.2j & 3j: Nonexample:

The box on the IEP is checked showing that the student will engage in the North Carolina College Tech Prep Course of Study:

1. English I, II, III, IV (4 Credits)
2. Mathematics I, II, III (Algebra I, Geometry, Algebra II OR Algebra I, Technical Math I&II, OR Integrated Mathematics I, II,&III) (3 Credits)
3. Science (A physical science course, Biology, Earth/Environmental Science) (3 Credits)
4. Social Studies (Government/Economics, US History, World Studies) (3 Credits)
5. Demonstration of proficiency in state testing of computer skills

6. Health and Physical Education (1 Credit)
7. Career/Technical (4 Credits)
8. Electives (2 Credits)
- These courses of study does not meet I-13 standards for Item #6 for the following reason:
 - The IEP indicates that Jodi will participate in the North Carolina College Tech Prep Course of Study; however, the College Tech Prep Course of Study was designed for students that would like to pursue a degree at a community or technical college. Therefore, the College Tech Prep Course of Study would not be appropriate for Jodi whose post-secondary goal is to work part-time in the retail environment and take non-degree focused courses after graduating from high school.

11.2k & 3k: This example reflects **courses of study** that support the postsecondary **education/training and employment** goals of “Alex will take a business math course at Kings College” and “after finishing high school Alex will increase his work hours in the business department of a local office supply store, contacting XYZ Adult Agency for employment support services.”

Example:

1. Work Study
2. Business Math
3. Community Living
- These **courses of study** meet I-13 standards for Item #6 for the following reasons:
 - The courses listed are for Alex’s current and anticipated exit year (same year)
 - The courses listed support Alex’s postsecondary goals

11.2l & 3l: Nonexample:

Alex attends the self-contained classroom for students with developmental disabilities who are older than 18.

- This example does not meet I-13 standards for Item #6 for the following reason:
 - Noting the student’s setting does not indicate information about the curriculum and its relevance to the student’s postsecondary goals.

11.2m, 3m, & 4a: This example reflects **courses of study** that support Lissette’s postsecondary **education/training, employment, and independent living** goals.

Example:

Courses are listed identifying what Lissette will take each year of high school. These courses are:

1. Functional Math I, II, III, IV (4 Credits)
2. Functional Reading I, II, III, IV (4 Credits)
3. Introduction to Cooking I, II, III, IV (4 Credits)
4. Safety in the Community I, II, III, IV (4 Credits)
5. Recreation Leisure I, II, III (3 Credits)
6. Work Study Skills I, II, III, IV (4 Credits)

- These **courses of study** meet I-13 standards for Item #6 for the following reason:
 - The coursework listed is appropriate for Lissette because her post-secondary goals include participation in the non-degree program for students with cognitive disabilities at the community college, part-time supported employment, and using public transportation independently; therefore, her coursework is intended to include courses that have a functional foundation in instruction and will allow her to meet her IEP objectives.

11.2n, 3n, & 4b: Nonexample:

The IEP lists the following courses as Lissette's course of study:

1. English I, II, III, IV (4 Credits)
 2. Mathematics (Algebra I, Algebra II, Geometry, and higher level math course) (4 Credits)
 3. Science (Physical Science, Biology, Earth/Environmental Science) (3 Credits)
 4. Social Studies (Civics and Economics, US History, World History) (3 Credits)
 5. Second Language (2 Credits)
 6. Computer skills (1 Credit)
 7. Health and Physical Education (1 Credit)
 8. Electives (3 Credits)
- These **courses of study** do not meet I-13 standards for Item #6 for the following reasons:
 - The courses listed are not appropriate for Lissette because they will not help her meet her post-secondary goals of participating in life-skill & employment focused education program and traveling independently in the community. Instead, these courses are intended for a student that would like to pursue a 4-year degree from a community college or university.

11.2o, 3o, & 4c: This example reflects **courses of study** that support Jeremy's postsecondary **education/training, employment, and independent living** goals.

Example:

Please note that in this example we are assuming that the IEP does not have a box to check the type of course of study. Instead, in this example the IEP team will have to list the courses that make up the course of study.

The IEP lists Jeremy's courses for the next year:

1. Career Exploration (1 Credit)
 2. Daily Living Skills II (1 Credit)
 3. Social Skills II (1 Credit)
 4. Functional Math II (1 Credit)
 5. Functional Reading II (1 Credit)
 6. Cooking II (1 Credit)
- These **courses of study** meet I-13 standards for Item #6 for the following reasons:
 - The coursework listed is appropriate for Jeremy because his post-secondary goals are to participate in a center-based training program, earning wages in a part-time

job in the community, and preparing his lunch; therefore, courses that will help Jeremy become more independent and meet his IEP objectives are most appropriate.

- Because Jeremy is entering his final year of school, the courses for more than that year do not need to be listed

11.2p, 3p, & 4d: Nonexample:

The box on the IEP is checked showing that the student will engage in the North Carolina standard College Preparatory courses of study during the next 3 years of high school

- These **courses of study** do not meet I-13 standards for Item #6 for the following reason:
 - The courses indicated are would not adequately prepare Jeremy for his postsecondary goals

11.2q, 3q, & 4e: This example reflects **courses of study** that support Paulo's postsecondary **education/training, employment, and independent living** goals.

Example:

1. Functional Math I, II, III, IV (4 Credits)
 2. Functional Reading I, II, III, IV (4 Credits)
 3. Occupational Skills I, II, III, IV (4 Credits)
 4. Recreation/Leisure I, II, III (3 Credits)
 5. Communication at the Workplace (1 Credit)
 6. Career Awareness (1 Credit)
 7. Career Preparation (1 Credit)
- These courses of study meet I-13 standards for Item #6 for the following reasons:
 - This course of study is appropriate for Paulo to meet his post-secondary goals because it allows him to take recreation/leisure courses and also take functional courses that will help him meet his IEP objectives.

11.2r, 3r, & 4f: Nonexample:

1. Functional Math (1 Credit)
 2. Functional Reading (1 Credit)
 3. Occupational Skills (1 Credit)
 4. PE (1 Credit)
 5. Career Awareness (1 Credit)
- These courses of study do not meet I-13 standards for Item #6 for the following reason:
 - The courses listed only reflect one year of the 3 years Paulo has remaining in school.

11.2s, 3s, & 4k-m: This example reflects **courses of study** that support Kevin's postsecondary goals for **education/training (1.2s), employment (1.3s), and independent living (4.k-m)**.

Example:

Receives specially designed instruction with an alternate curriculum, including instruction focused career development, functional academics, and community referenced skills that are linked to the state standard course of study in Language Arts, Math, and Science.

- These **courses of study** meet I-13 standards for Item #6 for the following reasons:
 - Kevin is a student with significant cognitive and physical disabilities whose curriculum must be modified
 - The curriculum described is relevant to his postsecondary goals
 - The curriculum described includes opportunities to access the standard course of study through alternative methods

11.2t, 3t, 4n: Nonexample:

The box is checked on the IEP indicating that the student is completing the coursework for a standard diploma.

- These courses of study do not meet I-13 standards for Item #6 for the following reasons:
 - While it would be adequate to check a box to describe the courses of study, the standard diploma option without any explanation of accommodations, modifications, or alternative paths would be inappropriate based on our knowledge of Kevin's strengths and needs and his postsecondary goals.

11.5a: This example reflects **courses of study** that support the postsecondary **education/training and employment** goal of "Jason will obtain his undergraduate degree in history and education, to become a high school social studies teacher."

Example:

The box on the IEP is checked showing that the student will engage in the North Carolina standard College Preparatory courses of study during the next 3 years of high school.

- These **courses of study** meet I-13 standards for Item #6 for the following reasons:
 - Jason plans to attend a four-year college to complete courses for a bachelor's degree after he graduates high school
 - Jason's coursework throughout high school will need to prepare him for admissions to a college and so should include college preparatory work and the requirements for the diploma that will allow him admissions to the college

11.5b: Nonexample:

The IEP lists Jason's courses for the current year:

1. English II (1 Credit)
2. Algebra (1 Credit)

3. Physical Science (1 Credit)
4. Government (1 Credit)
5. Theatre Arts II (1 Credit)
- These courses of study do not meet I-13 standards for Item #6 for the following reasons:
 - The IEP does not indicate the series of courses that constitute the course of study, throughout the four years of high school, which will help him meet his post-secondary goal.

11.5c: This example reflects **courses of study** that support the postsecondary **education/training, employment, and independent living** goal of “the summer after leaving high school Stephanie will independently ride the bus each work day to her job with Marriot Food Services, where she will participate in classes each year, as offered by her employer, to advance her industrial kitchen skills.”

Example:

Courses are listed identifying what Stephanie will take each year of high school. These courses are:

1. Functional Math I, II, III, IV (4 Credits)
2. Functional Reading I, II, III, IV (4 Credits)
3. Introduction to Cooking I (1 Credit)
4. Introduction to Service Employment (1 Credit)
5. Safety in the Community I, II, III, IV (4 Credits)
6. Recreation Leisure I, II, III (3 Credits)
7. Employment Readiness (2 Credits)
8. Work Study I & II (6 Credits)
- These **courses of study** meet I-13 standards for Item #6 for the following reason:
 - The coursework listed is appropriate for Stephanie because it supports preparation for her post-secondary goal is focused on employment (job training in that employment) and independent navigation of the community.

11.5d: Nonexample:

The IEP lists the following courses as Stephanie’s courses of study:

1. English I, II, III, IV (4 Credits)
2. Mathematics (Algebra I, Algebra II, Geometry, and higher level math course) (4 Credits)
3. Science (Physical Science, Biology, Earth/Environmental Science) (3 Credits)
4. Social Studies (Civics and Economics, US History, World History) (3 Credits)
5. Second Language (2 Credits)
6. Computer skills (1 Credit)
7. Health and Physical Education (1 Credit)
8. Electives (3 Credits)
- These courses of study do not meet I-13 standards for Item #6 for the following reason:
 - The courses listed are not appropriate for Stephanie because they will not help her meet her post-secondary goal of traveling independently to her food services job

where she intends to advance her skills through employer provided training opportunities. Instead, these courses are intended for a student that would like to pursue postsecondary education at a college or university.

[BACK TO CHECKLIST](#)

COURSES OF STUDY: INDEPENDENT LIVING

[BACK TO CHECKLIST](#)

EXAMPLES

11a.2g, 3g, 4g-4i: This example reflects **courses of study** that support Rolanda's postsecondary goals for **education/training** (1 goal), **employment** (1 goal), and **independent living** (3 goals).

Example:

Receives specially designed instruction with an alternate curriculum, including instruction focused on self-care and communication skills and linked to the state standard course of study (SCS) in Language Arts, Math, and Science.

- These **courses of study** meet I-13 standards for Item #6 for the following reasons:
 - Rolanda is a medically fragile student with significant cognitive and physical disabilities whose curriculum must be modified
 - The curriculum described is relevant to her postsecondary goals
 - The curriculum described includes opportunities to access the standard course of study through alternative methods

11a.2h, 3h, 4j: Nonexample:

The box is checked on the IEP indicating that the student is completing the coursework for a standard diploma.

- These courses of study do not meet I-13 standards for Item #6 for the following reasons:
 - While it would be adequate to check a box to describe the courses of study, the standard diploma option without any explanation of accommodations, modifications, or alternative paths would be inappropriate based on our knowledge of Rolanda's strengths and needs and her postsecondary goals.

11.2m, 3m, & 4a: This example reflects **courses of study** that support Lissette's postsecondary **education/training, employment, and independent living** goals.

Example:

Courses are listed identifying what Lissette will take each year of high school. These courses are:

1. Functional Math I, II, III, IV (4 Credits)
2. Functional Reading I, II, III, IV (4 Credits)
3. Introduction to Cooking I, II, III, IV (4 Credits)
4. Safety in the Community I, II, III, IV (4 Credits)
5. Recreation Leisure I, II, III (3 Credits)
6. Work Study Skills I, II, III, IV (4 Credits)

- These **courses of study** meet I-13 standards for Item #6 for the following reason:

- The coursework listed is appropriate for Lissette because her post-secondary goals include participation in the non-degree program for students with cognitive disabilities at the community college, part-time supported employment, and using public transportation independently; therefore, her coursework is intended to include courses that have a functional foundation in instruction and will allow her to meet her IEP objectives.

11.2n, 3n, & 4b: Nonexample:

The IEP lists the following courses as Lissette's course of study:

1. English I, II, III, IV (4 Credits)
 2. Mathematics (Algebra I, Algebra II, Geometry, and higher level math course) (4 Credits)
 3. Science (Physical Science, Biology, Earth/Environmental Science) (3 Credits)
 4. Social Studies (Civics and Economics, US History, World History) (3 Credits)
 5. Second Language (2 Credits)
 6. Computer skills (1 Credit)
 7. Health and Physical Education (1 Credit)
 8. Electives (3 Credits)
- These **courses of study** do not meet I-13 standards for Item #6 for the following reasons:
 - The courses listed are not appropriate for Lissette because they will not help her meet her post-secondary goals of participating in life-skill & employment focused education program and traveling independently in the community. Instead, these courses are intended for a student that would like to pursue a 4-year degree from a community college or university.

11.2o, 3o, & 4c: This example reflects **courses of study** that support Jeremy's postsecondary **education/training, employment, and independent living** goals.

Example:

Please note that in this example we are assuming that the IEP does not have a box to check the type of course of study. Instead, in this example the IEP team will have to list the courses that make up the course of study.

The IEP lists Jeremy's courses for the next year:

1. Career Exploration (1 Credit)
 2. Daily Living Skills II (1 Credit)
 3. Social Skills II (1 Credit)
 4. Functional Math II (1 Credit)
 5. Functional Reading II (1 Credit)
 6. Cooking II (1 Credit)
- These **courses of study** meet I-13 standards for Item #6 for the following reasons:
 - The coursework listed is appropriate for Jeremy because his post-secondary goals are to participate in a center-based training program, earning wages in a part-time job in the community, and preparing his lunch; therefore, courses that will help

Jeremy become more independent and meet his IEP objectives are most appropriate.

- Because Jeremy is entering his final year of school, the courses for more than that year do not need to be listed

11.2p, 3p, & 4d: Nonexample:

The box on the IEP is checked showing that the student will engage in the North Carolina standard College Preparatory courses of study during the next 3 years of high school

- These **courses of study** do not meet I-13 standards for Item #6 for the following reason:
 - The courses indicated are would not adequately prepare Jeremy for his postsecondary goals

11.2q, 3q, & 4e: This example reflects **courses of study** that support Paulo's postsecondary **education/training, employment, and independent living** goals.

Example:

1. Functional Math I, II, III, IV (4 Credits)
 2. Functional Reading I, II, III, IV (4 Credits)
 3. Occupational Skills I, II, III, IV (4 Credits)
 4. Recreation/Leisure I, II, III (3 Credits)
 5. Communication at the Workplace (1 Credit)
 6. Career Awareness (1 Credit)
 7. Career Preparation (1 Credit)
- These courses of study meet I-13 standards for Item #6 for the following reasons:
 - This course of study is appropriate for Paulo to meet his post-secondary goals because it allows him to take recreation/leisure courses and also take functional courses that will help him meet his IEP objectives.

11.2r, 3r, & 4f: Nonexample:

1. Functional Math (1 Credit)
 2. Functional Reading (1 Credit)
 3. Occupational Skills (1 Credit)
 4. PE (1 Credit)
 5. Career Awareness (1 Credit)
- These courses of study do not meet I-13 standards for Item #6 for the following reason:
 - The courses listed only reflect one year of the 3 years Paulo has remaining in school.

11.2s, 3s, & 4k-m: This example reflects **courses of study** that support Kevin's postsecondary goals for **education/training (1.2s), employment (1.3s), and independent living (4.k-m)**.

Example:

Receives specially designed instruction with an alternate curriculum, including instruction focused career development, functional academics, and community referenced skills that are linked to the state standard course of study in Language Arts, Math, and Science.

- These **courses of study** meet I-13 standards for Item #6 for the following reasons:
 - Kevin is a student with significant cognitive and physical disabilities whose curriculum must be modified
 - The curriculum described is relevant to his postsecondary goals
 - The curriculum described includes opportunities to access the standard course of study through alternative methods

11.2t, 3t, 4n: Nonexample:

The box is checked on the IEP indicating that the student is completing the coursework for a standard diploma.

- These courses of study do not meet I-13 standards for Item #6 for the following reasons:
 - While it would be adequate to check a box to describe the courses of study, the standard diploma option without any explanation of accommodations, modifications, or alternative paths would be inappropriate based on our knowledge of Kevin's strengths and needs and his postsecondary goals.

11.5c: This example reflects **courses of study** that support the postsecondary **education/training, employment, and independent living** goal of "the summer after leaving high school Stephanie will independently ride the bus each work day to her job with Marriot Food Services, where she will participate in classes each year, as offered by her employer, to advance her industrial kitchen skills."

Example:

Courses are listed identifying what Stephanie will take each year of high school. These courses are:

1. Functional Math I, II, III, IV (4 Credits)
 2. Functional Reading I, II, III, IV (4 Credits)
 3. Introduction to Cooking I (1 Credit)
 4. Introduction to Service Employment (1 Credit)
 5. Safety in the Community I, II, III, IV (4 Credits)
 6. Recreation Leisure I, II, III (3 Credits)
 7. Employment Readiness (2 Credits)
 8. Work Study I & II (6 Credits)
- These **courses of study** meet I-13 standards for Item #6 for the following reason:
 - The coursework listed is appropriate for Stephanie because it supports preparation for her post-secondary goal is focused on employment (job training in that employment) and independent navigation of the community.

11.5d: Nonexample:

The IEP lists the following courses as Stephanie's courses of study:

1. English I, II, III, IV (4 Credits)
 2. Mathematics (Algebra I, Algebra II, Geometry, and higher level math course) (4 Credits)
 3. Science (Physical Science, Biology, Earth/Environmental Science) (3 Credits)
 4. Social Studies (Civics and Economics, US History, World History) (3 Credits)
 5. Second Language (2 Credits)
 6. Computer skills (1 Credit)
 7. Health and Physical Education (1 Credit)
 8. Electives (3 Credits)
- These courses of study do not meet I-13 standards for Item #6 for the following reason:
 - The courses listed are not appropriate for Stephanie because they will not help her meet her post-secondary goal of traveling independently to her food services job where she intends to advance her skills through employer provided training opportunities. Instead, these courses are intended for a student that would like to pursue postsecondary education at a college or university.

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