

Allison

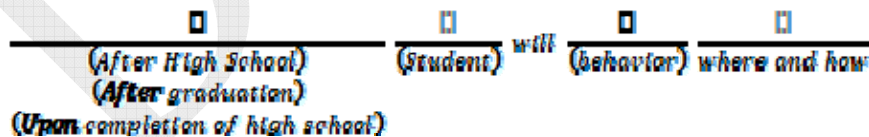
Allison is an 18 year old student with a specific learning disability in reading comprehension and written expression. She is a friendly student who has several friends and interests outside of school. Allison’s oral expression skills are strengths for her as are her interpersonal skills. Academically 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 does not 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.

Formula for writing a post secondary goal:



Formula for writing an annual goal that supports the postsecondary goal:

Given: **/(condition@(teaching strategies)@e.g., direct instruction@modeling@peertutoring) /((student)) will /((behavior))**

**NSTTAC Indicator 13 Checklist Form A
(Meets Minimum SPP/APR Requirements)**

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. (20 U.S.C. 1416(a)(3)(B))

| 1. Is there an appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living? | |
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| Example | Non Example |
| <p>(Education and Training 1) After graduation from high school, Allison will attend a 4-year Liberal Arts College and take coursework leading to a major in the area of Child Development.</p> <p>(Education and Training 2) The summer after high school, Allison will take a course in first aid and CPR and obtain certification through the local red cross.</p> <p><i>These goals meet I-13 standards for item #1 for the following reasons:</i></p> <ul style="list-style-type: none"> a) <i>Participation in postsecondary education is the focus of this goal.</i> b) <i>Obtaining a degree at a college can be observed, as Allison gets a degree or does not.</i> c) <i>Obtaining a college degree occurs after graduation from high school.</i> d) <i>Obtain CPR certification is an observable goal</i> <p>(Employment 1) After graduation from college, Allison will become an early childhood education teacher in the public schools in her community.</p> <p>(Employment 2) The summer after high school, Allison will work part-time at the child development center near her home.</p> <p><i>These goals meet I-13 standards for Item #1 for the following reasons:</i></p> <ul style="list-style-type: none"> a) <i>Focus of the goal statement is Allison’s postsecondary employment.</i> b) <i>Goal does indicate an outcome (having a career in a particular field) that can be observed as occurring or not.</i> c) <i>Outcome must occur after high school.</i> d) <i>Goal is supported by Allison’s postsecondary education/training goal.</i> | <p>(Education and Training 1) The fall after graduation from high school, Allison plans to enroll in a four-year university in the Southeast.</p> <p>(Education and Training 2) Allison wants to take a CPR/first aid class after high school.</p> <p><i>These goals do not meet I-13 standards for item #1 for the following reasons:</i></p> <ul style="list-style-type: none"> a) <i>“Plans” does not indicate something that must occur after high school and can be ongoing after exit</i> b) <i>“wants” is not an observable goal</i> <p>(Employment 1) Allison hopes to work with young children someday.</p> <p>(Employment 2) Allison is thinking about applying for a job at a daycare.</p> <p><i>These goals do not meet I-13 requirements for Item #1 for the following reasons:</i></p> <ul style="list-style-type: none"> a) <i>“Hopes” is not a measurable outcome.</i> b) <i>“thinking about” is not measurable</i> c) <i>It is not clear if the goals take place after high school completion</i> |

2 . Is (are) the postsecondary goal(s) updated annually?

| Example | Non Example |
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| <p>(Education and Training 1 & 2) The statement of Present Level of Academic and Functional Performance (PLAAFP) indicates that “Allison’s educational goals beyond high school were considered and updated based on transition assessment information in developing this IEP”.</p> <p><i>The goals meet I-13 standards for Item #2 for the following reasons:</i></p> <p><i>a) The annual review of the postsecondary goal is clearly stated and updated in the PLAAFP in the IEP document.</i></p> <p>(Employment 1 & 2) The statement of Present Level of Academic and Functional Performance (PLAAFP) indicates that “Allison’s employment goals beyond high school were considered in developing this IEP”.</p> <p><i>The goals meet I-13 standards for Item #2 for the following reasons:</i></p> <p><i>a) The annual review of the postsecondary goal is clearly stated in the PLAAFP in the IEP document.</i></p> | <p>Postsecondary goals were evident (see examples for Education and Training and Employment for Allison in Item #1), but PLAAFP indicates “Allison passed her classes .” Further the assessment data documented in the IEP (formal and informal) are two and three years old .</p> <p><i>These goals do not meet I-13 standards for Item #2 for the following reasons:</i></p> <p><i>a) The present level of academic and functional performance statement should have some connection to the student’s identified postsecondary goal(s)</i></p> <p><i>b) Transition assessment is meant to be a continuous process which should inform the identification of, development of, fine-tuning of postsecondary goals each year</i></p> |

3. Is there evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment?

| Example | Non Example |
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| <p>(State assessment → state present level → link to postsecondary goals)</p> <p>In the assessment section of the IEP:</p> <ul style="list-style-type: none"> • Record of student grades throughout high school, indicating a B average throughout high school (9th through first half of 11th grades) and a statement of how her GPA meets the minimal requirements for entry into college • 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 and a statement of how she has met the graduation requirements for statewide testing • Scores from curriculum-based measurements that indicate Allison's level of performance in English and math and a statement describing how her level performance is acceptable for admission into college • A statement by Allison, gathered during an informal interview, recorded on the IEP regarding her interest in attending a university to pursue a degree in Child Development. <p><i>This example meets I-13 standards for Item #3 for the following reasons:</i></p> <ul style="list-style-type: none"> ○ 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 postsecondary goals. ○ There is no indication that the data sources are not age appropriate. | <p>In the present levels of academic and functional performance section of the IEP:</p> <p>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.</p> <p><i>This information does not meet I-13 standards for Item #3 for the following reasons:</i></p> <ul style="list-style-type: none"> ○ 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. |

| 4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)? | |
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| Examples | Non Examples |
| <p>(Education and Training Instruction)</p> <ul style="list-style-type: none"> • Instructional support of guided notes for lessons • Instructional support for organization and study skills • Audio-taped texts for English 12 • Extended time on tests in English, Algebra II and Advanced Biology • Modified ACT testing <p><i>These services meet the requirements for I-13 #4 for the following reasons:</i></p> <ol style="list-style-type: none"> a) Allison has a disability in reading comprehension b) It is documented she has difficulty with time management and organization c) She receives testing accommodations throughout the school year therefore would qualify for accommodations on standardized tests <p>(Employment and Other Post School Living Objectives)</p> <ul style="list-style-type: none"> • 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 • 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 <p><i>These services meet the requirements for I-13 #4 for the following reasons:</i></p> <ol style="list-style-type: none"> a) Allison's postsecondary goal for education is to attend a 4 year institution b) Allison's postsecondary goal for employment is child development c) Allison has a learning disability and would qualify for services through VR | <p>(Education and Training Instruction)</p> <ul style="list-style-type: none"> • Instructional support for decoding • Use of calculator for math <p><i>These services do not meet the requirements for I-13 #4 for the following reasons:</i></p> <ol style="list-style-type: none"> a) Allison's reading disability is in comprehension rather than decoding b) Allison does not have a Math disability <p>(Employment and Other Post School Living Objectives)</p> <ul style="list-style-type: none"> • Complete application process at community college • Job shadowing at local fast food restaurant • Referral to the Developmental Disabilities Services <p><i>These services do not meet the requirements for I-13 #4 for the following reasons:</i></p> <ol style="list-style-type: none"> d) Allison's postsecondary goal for education is to attend a 4 year institution e) Allison's postsecondary goal for employment is child development f) Allison has a learning disability not an intellectual disability. She would not qualify for services through DDS |

5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?

| Example | Non Example |
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| <p>For Allison’s upcoming 12th grade year the courses listed include:</p> <ol style="list-style-type: none"> 1. Psychology (semester), 2. English 12 (year), 3. Algebra II (year), 4. Band (year), 5. Phys Ed. (semester), 6. Cooperative Work Experience (semester), 7. Advanced Biology (year), 8. Child Development (semester), 9. Resource Room (year) <p><i>These courses of study meet I-13 standards for Item #5 for the following reasons:</i></p> <ul style="list-style-type: none"> ○ <i>Courses listed are relevant to the student’s postsecondary goals.</i> ○ <i>Courses listed reflect the student’s current (12th grade) to anticipated exit (12th grade) years.</i> | <p>For Allison’s upcoming 12th grade year the courses listed include:</p> <ol style="list-style-type: none"> 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) <p><i>These courses of study do not meet I-13 standards for Item #5 for the following reason:</i></p> <ul style="list-style-type: none"> ○ <i>Courses do not reflect adequate courses of study to meet Allison’s postsecondary goal of graduating from a four-year liberal arts university</i> |

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6. Is (are) there annual IEP goal(s) related to the student's transition services needs?

| Example | Non Example |
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| <p>(Education and Training 1) Given direct instruction on solving algebraic equations and a problem solving mnemonic, Allison will solve multistep word problems with 80% accuracy as measured by curriculum based measurement and teacher made quizzes and tests by the end of the 1st school semester of 2010.</p> | <p>(Education and Training 1) Allison will solve single and multistep math problems.</p> |
| <p>(Education and Training 2) By the end of the first school quarter, given explicit instruction on problem solving steps during an emergency and role play activities, Allison will state the problem solving steps to be used in an emergency situation with 100% accuracy as measured by a task analysis and problem solving rubric.</p> | <p>(Education and Training 2) Allison will state the steps to follow during an emergency.</p> |
| <p><i>These goals meet I-13 standards for item #6 for the following reasons:</i></p> <ul style="list-style-type: none"> <i>a) Developing algebra skills in her Algebra II course is consistent with Allison's postsecondary goal of attending a four-year liberal arts university.</i> <i>b) Problem solving during an emergency is related to Allison's post secondary goal of obtaining CPR certification</i> <i>c) Goals include a condition, measurable behaviors, criteria, and a timeframe.</i> | <p><i>These annual goals do not meet I-13 standards for Item #6 for the following reasons:</i></p> <ul style="list-style-type: none"> <i>a) There are no criteria stated for the adequacy by which Allison will solve math problems or state steps in an emergency.</i> <i>b) Goals do not include all components (condition, measurable behavior, criteria, and timeframe).</i> |
| <p>(Employment 1) Given 2 job shadowing experiences, one in each of the following: early childhood education and elementary education, Allison will identify her likes and dislikes of each setting by completing a job site interest survey and verbally describing her preferences during the duration of this IEP.</p> | <p>(Employment 1) Allison will job shadow an elementary school teacher and a daycare worker at the local daycare.</p> |
| <p>(Employment 2) Given direct instruction for completing a job application, guided practice, and personal information, Allison will complete a job application with 100% accuracy by the end of the 1st school semester.</p> | <p>(Employment 2) Allison will complete a job application.</p> |
| <p><i>These annual goals meet I-13 standards for Item #6 for the following reasons:</i></p> <ul style="list-style-type: none"> <i>a) Behavior of identifying likes and dislikes of each early childhood setting is a logical step in helping Allison narrow her career path after college.</i> <i>b) Annual goals may also provide Allison with information that help her select courses in college that best prepare for a career in early childhood education.</i> <i>c) Goals include a condition, measurable behaviors, criteria, and a timeframe.</i> | <p><i>These annual goals do not meet I-13 standards for item #6 for the following reasons:</i></p> <ul style="list-style-type: none"> <i>a) Statements suggest an activity, rather than a learned skill.</i> <i>c) Goals do not include all components (condition, measurable behavior, criteria, and timeframe).</i> |

| 7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed? | |
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| Example | Non Example |
| <p>Telephone log documenting a conversation with Allison, inviting her to the IEP conference, prior to the date of the conference.</p> <p><i>This documentation meets I-13 standards for Item #7 for the following reasons:</i></p> <p style="margin-left: 20px;"><i>a) There is evidence that the student was invited to the IEP meeting where transition services would be discussed.</i></p> | <p>Allison's signature on the IEP.**</p> <p><i>This documentation does not meet I-13 standards for Item #7 for the following reasons:</i></p> <p style="margin-left: 20px;"><i>a) There is no evidence that the student was invited to the IEP meeting where transition services would be discussed.</i></p> <p style="margin-left: 20px;"><i>b) Attending the IEP does not indicate that Allison was invited prior to the IEP, as required by law.</i></p> <p>** Student attendance as documentation of student invitation is currently under review by OSEP (September, 2009).</p> |

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8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP meeting with the prior consent of the parent or student who has reached the age of majority?

| Example | Non Example |
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| <ul style="list-style-type: none"> • A consent form signed by Allison, who is 18, indicating that the LEA may contact the disability services office at the university of her choosing • 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 <p><i>These examples meet the I-13 requirement for item #8 for the following reasons:</i></p> <ul style="list-style-type: none"> <i>a) Parental consent or student consent, if age of majority, is required in order to contact any adult agencies and release student information</i> <i>b) An invitation documents that a representative from Disability Services of the college was invited to attend the meeting</i> | <ul style="list-style-type: none"> • 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 <p><i>These examples do not meet the requirements for I-13 item # 8 for the following reasons:</i></p> <ul style="list-style-type: none"> <i>a) If services are being provided and paid for that agency must be invited to attend the meeting and documentation of consent (parent or student if age of majority) evident</i> <i>b) Verbal report from student is not proof of participation from outside agency or consent for participation</i> |

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