

Alex

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 vocational, academic, and social skills. 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. Alex reads grade level texts independently, however, he demonstrates deficits in reading comprehension and oral expression. In elementary and middle school, he participated in general education math course and maintained a B average. In high school, he received two years of Tech Math, opting out of standard courses of Algebra I, II, and Geometry.

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 and 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 behavior 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 does not know, so sometimes he avoids talking to people he does not know well. As a result, instead of speaking to his boss, Alex usually tells problems or concerns to his school job coach who 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 support to be successful in this employment setting, especially when new tasks are assigned. She knows that after Alex graduates, 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.

Formula for writing a postsecondary goal:

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(After High School) *(Student)* will *(behavior)* *where and how*
(After graduation)
(Upon completion of high school)

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

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

**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?	
Example	Non Example
<p>(Education and Training 1) After graduation from high school, Alex will enroll at Kings College (a technical school) and take a business math class to improve his work related math skills and to advance his career in business.</p> <p>(Education and Training 2) After graduation from high school, Alex will enroll in adult education and participate in the Work Keys Test preparation course to improve his employability skill development and earn a Career Readiness Certificate.</p> <p><i>These goals meets I-13 standards for Item #1 for the following reasons:</i></p> <ul style="list-style-type: none"> a) <i>Enrolling in course in a postsecondary education environment is the focus of the goal.</i> b) <i>Goals correspond with Alex’s other postsecondary goals of continuing employment (that is highly math skill focused) with a local business.</i> c) <i>Goals reflect Alex’s strengths in the area of math.</i> <p>(Employment 1) After finishing high school Alex will increase his work hours from 10 hours per week to 20 hours per week in the business department of a local office supply store with temporary supports provided through Vocational Rehabilitation.</p> <p>(Employment 2) Upon completion of high school, Given opportunities from his boss, Alex will communicate his wants, needs, and desires to his boss in order to develop more appropriate work place communication skills.</p> <p><i>These goals meets I-13 standards for Item #1 for the following reasons:</i></p> <ul style="list-style-type: none"> a) <i>Participation in or maintenance of employment is the focus of these goals.</i> b) <i>Increasing work hours and communicating wants, needs, and desires are measurable.</i> c) <i>Expectation, or behavior, is explicit, as in Alex continues employment, or does not and Alex accesses adult agency services monthly (or does not).</i> d) <i>It is stated in this goal that increased employment and use of adult services will occur after Alex leaves high school.</i> 	<p>(Education and Training 1) Alex plans to apply to Kings College (a technical school).</p> <p>(Education and Training 2) Alex wants to take the Work Keys Assessment.</p> <p><i>These goals do not meet I-13 standards for Item #1 for the following reason:</i></p> <ul style="list-style-type: none"> a) <i>Goals are written as a process, rather than an outcome that can be demonstrated.</i> b) <i>It is not clear whether the goals take place after graduation from high school</i> <p>(Employment 1) Alex will work with vocational rehabilitative services to ensure community employment.</p> <p>(Employment 2) Alex will develop communication skills.</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>Working with VR is not measurable as stated.</i> b) <i>The expectation for learning, or behavior, is not explicitly stated.</i> c) <i>“Ensure community employment” suggests a process, not an outcome.</i> d) <i>It is not clear that the activities will continue to occur, or will occur after high school.</i>

2 . Is (are) the postsecondary goal(s) updated annually?	
Example	Non Example
<p>(Education and Training 1 & 2 and Employment 1 & 2) The statement of Present Level of Academic and Functional Performance (PLAAFP) indicates that “<u>since last school year</u>, Alex has passed Business Math I and continues to enjoy his part time job in an office supply store”.</p> <p><i>The goals meet I-13 standards for Item #2 for the following reasons:</i></p> <p style="margin-left: 20px;"><i>a) “since last year” indicates that the information was updated annually and contributed to the PS Goals identified in this IEP</i></p>	<p>Absence of postsecondary goals.</p> <p><i>These goals do not meet I-13 standards for Item #1 for the following reasons:</i></p> <p style="margin-left: 20px;"><i>a) No postsecondary goals would be a clear indication that they were not reviewed annually</i></p>

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

Example	Non Example
<p>(State assessment → state present level → link to postsecondary goals)</p> <p>A formal observation form completed by Alex’s employment specialist and immediate supervisor at Office Depot, regarding his first month of employment, demonstrates Alex’s ability to stay on task and perform to the standards required by all Office Depot employees. Alex reports to work on time each day, cooperates with his boss and co-workers, and completes all assigned task in a timely manner. Results from career interest inventories completed by Alex in the 9th and 11th grade suggest a career in business would be suitable, particularly a job that works with computers. These results suggest that Alex is on track with meeting his postsecondary goal of employment. Alex completed a business employment skill inventory in the 12th grade, which suggests he has many of the prerequisite skills to pursue a career in this area.</p> <p>Alex scored below basic in reading, math, and writing on the state exit exam; however, his scores on the Weschler Intelligence test suggest that Alex’s academic functioning should be within the average range. Results of the Vineland Adaptive behavior Scale suggest that Alex is functioning below average in the area of communication and socialization and above average in the areas of daily living and motor skills.</p> <p><i>This example meets I-13 standards for Item #3 for the following reasons:</i></p> <ul style="list-style-type: none"> ○ <i>It includes information gathered over time.</i> ○ <i>It reflects student strengths, interests, and preferences.</i> ○ <i>It is associated with present (end of course and grade scores) and future environments (employer letter and employment specialist observation).</i> ○ <i>The information is from multiple sources and places.</i> ○ <i>The data sources are age-appropriate.</i> 	<p>Alex’s academic performance is below passing for reading and science and exceptional for math which indicates that he should work with numbers.</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"> ○ <i>All of the information relates to academic performance and so is incomplete information</i> ○ <i>There is no indication of the source of information (i.e., name or type of assessment).</i> ○ <i>There is no link to postsecondary goals</i> ○ <i>It does not reflect assessment data gathered over time</i>

4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?

Examples	Non Examples
<p>(Education and Training Instruction)</p> <ul style="list-style-type: none"> • Self-advocacy skills instruction • Personal banking instruction • Work related social skills instruction • Computer skills (word-processing, data entry) instruction <p><i>These services meet the I-13 requirements for item #4 for the following reasons:</i></p> <ul style="list-style-type: none"> • <i>Instruction is related to postsecondary goals</i> • <i>Services can be provided by the school</i> 	<p>(Education and Training Instruction)</p> <ul style="list-style-type: none"> • Reading instruction • Cooking instruction • Personal Hygiene Instruction • Drivers education instruction <p><i>These services do not meet the I-13 requirements for item #4 for the following reasons:</i></p> <ul style="list-style-type: none"> • <i>Alex does not have a learning disability in reading</i> • <i>Alex performs above average in the area of daily living</i> • <i>Alex does not wish to obtain a driver’s license</i>
<p>(Education and Training Related Service)</p> <ul style="list-style-type: none"> • Speech language services to increase oral language fluency <p><i>This service meets the I-13 requirement for item #4 for the following reasons:</i></p> <ul style="list-style-type: none"> • <i>Alex has documented deficits in oral language fluency</i> 	<p>(Education and Related Service)</p> <ul style="list-style-type: none"> • Occupational therapy for object manipulation <p><i>This service does not meet the I-13 requirement for item #4 for the following reason:</i></p> <ul style="list-style-type: none"> • <i>Alex performs above average in motor skills</i>
<p>(Employment and Other Post School Living Objectives)</p> <ul style="list-style-type: none"> • Work hours (for credit) in the school district business department • After school paid work experience in the business office of Office Depot • Interview with adult agency staff regarding possible future needs (self-advocacy support, tax form completion assistance, transportation services) • Voter registration <p><i>These services meet the I-13 requirements for item #4 for the following reasons:</i></p> <ul style="list-style-type: none"> • <i>Instruction is related to postsecondary goals</i> • <i>Services can be provided by the school</i> 	<p>(Employment and Other Post School Living Objectives)</p> <ul style="list-style-type: none"> • Community-based instruction at a local church for exposure to industrial cleaning skills • Tour of adult job training centers • Job coaching services at a local laundry facility • Allowance provided by parents for completing “jobs” at home • Field trip to the mall <p><i>These services do not meet the I-13 requirements for item #4 for the following reasons:</i></p> <ul style="list-style-type: none"> • <i>Alex does not wish to work in the janitorial field</i> • <i>Alex performs above average in the area of daily living</i>
<p>(Functional Vocational Evaluation)</p> <ul style="list-style-type: none"> • Completing a computation/ business math skill inventory • Completing a office skill inventory <p><i>These services meet the I-13 requirements for item #4 for the following reasons:</i></p> <ul style="list-style-type: none"> • <i>Instruction is related to postsecondary goals</i> • <i>Services can be provided by the school</i> 	<p>(Functional Vocational Evaluation)</p> <ul style="list-style-type: none"> • End of grade civics test • ACT test completion <p><i>These services do not meet the I-13 requirements for item #4 for the following reasons:</i></p> <ul style="list-style-type: none"> • <i>Alex is not taking civics</i> • <i>Alex plans to attend a community college and for the school he plans to attend he is only required to take their placement exam.</i>

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
<ol style="list-style-type: none"> 1. Work Study 2. Business Math II 3. Community Living 4. Computer Applications I <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>The courses listed are for Alex's current and anticipated exit year (same year)</i> ○ <i>The courses listed support Alex's postsecondary goal</i> 	<p>Alex attends the self-contained classroom for students with developmental disabilities who are older than 18.</p> <p><i>This example does not meet I-13 standards for Item #5 for the following reason:</i></p> <ul style="list-style-type: none"> ○ <i>Noting the student's setting does not indicate information about the curriculum and its relevance to the student's postsecondary goals.</i>

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6 . Is (are) there annual IEP goal(s) related to the student’s transition services needs?	
Example	Non Example
<p>(Education and Training 1) Given direct instruction in the high school Business Math course and guided practice, Alex will (a) use an adding machine, and (b) create spreadsheets using money management software with 85% accuracy throughout the Spring semester of this IEP.</p> <p>(Education and Training 2) Given explicit instruction on appropriate workplace communication skills (e.g., say hello, ask questions or report concerns to boss) in a community vocational training site, Alex will demonstrate appropriate workplace communication skills during community-based vocational training 4 out of 6 opportunities for the duration of his IEP.</p> <p><i>These goal statements meet I-13 standards for Item #6 for the following reasons:</i></p> <ul style="list-style-type: none"> a) <i>Goal one is focused on Alex’s acquisition of math skills that will support his enrollment in a postsecondary level business math course.</i> b) <i>Goal two is focused on Alex’s acquisition of workplace communication skills that will support his attainment of the postsecondary career readiness certificate.</i> c) <i>Goals include a condition, measurable behaviors, criteria, and a timeframe.</i> <p>(Employment 1) Given whole task instruction using a task analysis and a weekly work schedule, Alex will follow the steps necessary to complete a time sheet of the hours worked at his community-based vocational training site with 90% accuracy for the duration of his IEP.</p> <p>(Employment 2) Given direct instruction on appropriate workplace communication behaviors, role plays and guided practice, Alex will distinguish those that require a meeting with his supervisor at his community based vocational training site with 90% or better accuracy on 1 trial/ week for the duration of the IEP.</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"> a) <i>Annual goals primarily focus on supporting the maintenance of employment.</i> b) <i>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.</i> c) <i>“Distinguish” indicates that Alex will be learning a skill.</i> d) <i>Goals include a condition, measurable behaviors, criteria, and a timeframe.</i> 	<p>(Education and Training 1) Given instruction in the high school Business Math course, Alex will participate in class assignments throughout the semester.</p> <p>(Education and Training 2) Alex will practice appropriate workplace communication skills with his job coach prior to visiting the community vocational training site.</p> <p><i>These goal statements do not meet I-13 standards for Item #6 for the following reasons:</i></p> <ul style="list-style-type: none"> a) <i>There are no criteria stated for the adequacy by which Alex should participate in assignments of the course.</i> b) <i>“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.</i> c) <i>Goals do not include all components (condition, measurable behavior, criteria, and timeframe).</i> <p>(Employment 1) Given a work schedule, Alex will practice calculating the hours that he has been assigned to work each week.</p> <p>(Employment 2) Alex will role play with his job coach different scenarios at work that require meeting with a supervisor.</p> <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"> a) <i>Statements suggest an activity, rather than a learned skill.</i> d) <i>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?	
Example	Non Example
<p>Copy of a written invitation to the student in the file.</p> <p><i>This documentation meets I-13 standards for Item #7 for the following reasons:</i></p> <p style="margin-left: 40px;"><i>a) There is evidence that the student was invited to the IEP meeting where transition services would be discussed.</i></p>	<p>No invitation or documented communication to invite on file.</p> <p><i>This documentation does not meet I-13 standards for Item #7 for the following reasons:</i></p> <p style="margin-left: 40px;"><i>a) There is no evidence that the student was invited to the IEP meeting where transition services would be discussed.</i></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
<ul style="list-style-type: none"> • Signed consent by Alex’s father for the LEA to communicate with the vocational rehabilitative services office • Invitation to conference for a representative from the VR agency • Summary of evaluation completed by vocational rehabilitation with recommendations for the IEP team <p><i>These examples meet the I-13 requirement for item #8 for the following reasons:</i></p> <ol style="list-style-type: none"> <i>a) Parental consent is required in order to contact any adult agencies and release student information</i> <i>b) An invitation documents that a representative from VR was invited to attend the meeting</i> <i>c) Summary of evaluation by VR provides evidence of communication and input for student’s Present levels of performance.</i> 	<ul style="list-style-type: none"> • Letter in file requesting consent from Alex’s father to communicate with Vocational Rehabilitation • The career interest evaluation from VR in the student’s folder • Email sent to VR representative inquiring about possible service options for Alex. <p><i>These examples do not meet the requirements for I-13 item # 8 for the following reasons:</i></p> <ol style="list-style-type: none"> <i>a) Letter in file requesting consent does not provide proof of actual consent (need parent signature)</i> <i>b) The career interest evaluation does not provide evidence of consent to request services from VR</i> <i>c) Cannot send email without parent consent</i>

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