

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 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.

This is an **example** and **Non example** of items on Indicator 13 Check list for Alex. The items under the green column meet the minimum SPP/APR requirements .

Example measurable postsecondary goal in the domain of education/training.

ITEM # 1 ON Indicator checklist

Non-example of postsecondary goal in the domain of education and training

ITEM # 1 ON Indicator checklist

After high school, Alex will take a business math class at Kings College (a technical school)

- o 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.

Alex thinks he’ll major in math in college

- o 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.

Example measurable postsecondary goal in the domain of employment.

ITEM # 1 ON Indicator checklist

Example measurable postsecondary goal in the domain of employment.

ITEM # 1 ON Indicator checklist

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.

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.

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

ITEM # 1 on indicator checklist

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.

“Distinguish” indicates that Alex will be learning a skill.

This is a nonexample of a **measurable post-secondary goal** in the domain of **employment**

ITEM # 1 on indicator checklist

Example of Corresponding **IEP Goal** for the postsecondary education/training goal: “after graduation, Alex will enroll in a business math course at Kings College (a technical school)”.

ITEM # 2 ON Indicator checklist

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.

Non example of Corresponding **IEP Goal** for the postsecondary education/training goal: “after graduation, Alex will enroll in a business math course at Kings College (a technical school)”.

ITEM # 2 ON Indicator checklist

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.

Example of Corresponding **IEP Goal** 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.”

ITEM # 2 ON Indicator checklist

- 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:
 - c) This annual goal primarily focuses on supporting the maintenance of employment.
 - d) 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.
 - e) “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.

Non example of Corresponding **IEP Goal** 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.”

ITEM # 2 ON Indicator checklist

- 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.

<p>Examples of instruction support the postsecondary education and 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.”</p> <p>ITEM #3 on Indicator checklist</p>	<p>Non examples of instruction support the postsecondary education and 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.”</p> <p>ITEM #3 on Indicator checklist</p>
<ul style="list-style-type: none"> • 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 	<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
<p>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.”</p> <p>ITEM #3 on Indicator checklist</p>	<p>Non 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.”</p> <p>ITEM #3 on Indicator checklist</p>
<ul style="list-style-type: none"> • Speech language services to increase oral language fluency 	<ul style="list-style-type: none"> • Reading instruction
<p>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”.</p> <p>ITEM #3 on Indicator checklist</p>	<p>Non 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”.</p> <p>ITEM #3 on Indicator checklist</p>
<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • Job coaching services at a local laundry facility • Allowance provided by parents for completing “jobs” at home • Field trip to the mall

<ul style="list-style-type: none"> • Voter registration 	
<p><u>Example</u> 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.”</p> <p>ITEM #3 on Indicator checklist</p>	<p><u>Non example</u> 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.”</p> <p>ITEM #3 on Indicator checklist</p>
<ul style="list-style-type: none"> • Completing a computation/ business math skill inventory • Completing a office skill inventory 	<ul style="list-style-type: none"> • End of grade civics test • ACT test completion
<p><u>Examples</u> of evidence of coordination support Alex’s postsecondary goals in the areas of education/training and employment.</p> <p>ITEM #4 on Indicator checklist</p>	<p><u>Non examples</u> of evidence of coordination support Alex’s postsecondary goals in the areas of education/training and employment.</p> <p>ITEM #4 on Indicator checklist</p>
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • The career interest evaluation report from VR in the student’s folder (this alone would not meet the requirements of evidence of coordination)
<p><u>Example</u> 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”</p> <p>ITEM #5 on Indicator checklist</p>	<p><u>Non example</u> 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”</p> <p>ITEM #5 on Indicator checklist</p>
<ul style="list-style-type: none"> • Formal observation form completed by Alex’s employment specialist regarding his first month of employment with Office Depot 	<ul style="list-style-type: none"> • End of course and end of grade test scores • Statement noting that Alex’s academic performance (below passing for reading and

- 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.

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

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.”

ITEM #6 on Indicator Checklist

Non 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.”

ITEM #6 on Indicator Checklist

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 goal

- 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.