

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 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.

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

<p>Example measurable postsecondary goal in the domain of education/training.</p> <p>ITEM # 1 ON Indicator checklist</p>	<p>Non-example of postsecondary goal in the domain of education and training</p> <p>ITEM # 1 ON Indicator checklist</p>
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Allison will obtain a four-year degree from a liberal arts college with major in Child Development**.

- o 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.

The fall after graduation from high school, Allison plans to enroll in a four-year university in the Southeast.

- o 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.

<p>Example measurable postsecondary goal in the domain of employment.</p> <p>ITEM # 1 on Indicator checklist</p>
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After college, Allison will have a career in the field of early childhood education.

- o 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

Allison hopes to work with young children someday.

- o 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.

<p>in a particular field) that can be observed as occurring or not.</p> <ul style="list-style-type: none"> c) The outcome must occur after high school. d) The goal is supported by Allison’s postsecondary education/training goal. 	
<p>Example of Corresponding IEP Goal 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)</p> <p style="text-align: center;"><i>ITEM # 2 on Indicator checklist</i></p>	<p>Non Example of Corresponding IEP Goal 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)</p> <p style="text-align: center;"><i>ITEM # 2 on Indicator checklist</i></p>
<p>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.</p> <ul style="list-style-type: none"> o This goal meets I-13 standards for item #2 for the following reasons: <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> o This goal meets I-13 standards for item #2 for the following reasons: <ul style="list-style-type: none"> 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 	<p>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.</p> <ul style="list-style-type: none"> o This annual goal does not meet I-13 standards for Item #2 for the following reasons: <ul style="list-style-type: none"> 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.

<p>with professors to advocate for her needs in the college environment.</p> <p>c) Criteria, conditions, and a timeframe for the goal are provided.</p> <p>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.</p> <ul style="list-style-type: none"> o This annual goal meets I-13 standards for Item #2 for the following reasons: <ul style="list-style-type: none"> 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. 	
<p>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.”</p> <p style="text-align: center;">ITEM #3 on Indicator Checklist</p>	<p>Non 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.”</p> <p style="text-align: center;">ITEM #3 on Indicator Checklist</p>
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Touring child care facilities • Paid work

<p><u>Examples of community experiences</u> 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.”</p> <p style="text-align: center;">ITEM # 3 on Indicator checklist</p>	<p><u>Non examples of community experiences</u> 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.”</p> <p style="text-align: center;">ITEM # 3 on Indicator Checklist</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 2006 	<ul style="list-style-type: none"> • Role play admissions interview in special education resource classroom
<p><u>Example of employment and other postschool living objectives</u> 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.”</p> <p style="text-align: center;">ITEM # 3 on Indicator checklist</p>	<p><u>Non example of employment and other postschool living objectives</u> 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.”</p> <p style="text-align: center;">ITEM # 3 on Indicator checklist</p>
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Complete application process at community college • Interview for a full-time position at a local day care
<p><u>Examples of evidence of coordination</u> support Allison’s postsecondary education/training and employment goals.</p> <p style="text-align: center;">ITEM # 4 on Indicator Checklist</p>	<p><u>Non examples of evidence of coordination</u> support Allison’s postsecondary education/training and employment goals.</p> <p style="text-align: center;">ITEM # 4 on Indicator Checklist</p>
<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 of the Ocean County Community College • An invitation to conference in the file, mailed to an individual in the disability services office of 	<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

<p>the university to which Allison has been conditionally accepted</p>	<p>college campuses over the summer with her family*</p> <p>* This would be an adequate activity in preparation for the postsecondary goal, but would not demonstrate evidence of coordination beyond the family and LEA.</p>
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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.”

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ITEM # 5 on Indicator checklist

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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**.

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.

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

<p>her 10th and first half of 11th grade school years. She met her IEP goals for the 2005-2006 school year.”</p> <ul style="list-style-type: none"> • This example reflects additional best practices suggested for age appropriate transition assessment because <ul style="list-style-type: none"> ○ It indicates multiple sources of information (formal and informal). 	
<p><u>example</u> 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.”</p> <p style="text-align: center;">ITEM #6 on Indicator Checklist</p>	<p><u>Non example</u> 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.”</p> <p style="text-align: center;">ITEM #6 on Indicator Checklist</p>
<p>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)</p> <ul style="list-style-type: none"> • These courses of study meet I-13 standards for Item #6 for the following reasons: <ul style="list-style-type: none"> ○ 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. 	<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) <ul style="list-style-type: none"> • These courses of study do not meet I-13 standards for Item #6 for the following reason: <ul style="list-style-type: none"> ○ These courses do not reflect adequate courses of study to meet Allison’s postsecondary goal of graduating from a four-year liberal arts university