

Jamarreo

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.

This is an **example** and **Non example** of items on Indicator 13 Check list for Jamarreo. 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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Upon graduation from high school, Jamarreo will successfully complete welding courses at Central Piedmont Community College to attain the Entry Level Welding Certificate.

- o 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.

Jamarreo will learn about welding.

- o 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.

<p>Example measurable postsecondary goal in the domain of employment.</p> <p>ITEM # 1 ON Indicator checklist</p>	<p>Example measurable postsecondary goal in the domain of employment.</p> <p>ITEM # 1 ON Indicator checklist</p>
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In the future Jamarreo will be a self-employed welder.

- o 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).

Jamarreo wants to work as a welder.

- o 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.

<p>Example of Corresponding IEP Goal for “<u>upon graduation from high school, Jamarreo will successfully complete welding courses at Central Piedmont Community College to attain the Entry Level Welding Certificate</u>” (1.2e) and “<u>Jamarreo will be a self-employed welder</u>”</p> <p>ITEM # 2 ON Indicator checklist</p>	<p>Non example of Corresponding IEP Goal for “<u>upon graduation from high school, Jamarreo will successfully complete welding courses at Central Piedmont Community College to attain the Entry Level Welding Certificate</u>” (1.2e) and “<u>Jamarreo will be a self-employed welder</u>”</p> <p>ITEM # 2 ON Indicator checklist</p>
<p>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.</p> <ul style="list-style-type: none"> o This annual goal meets I-13 standards for Item #2 for the following reason: <ul style="list-style-type: none"> 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. 	<p>Given completion of welding coursework, Jamarreo will obtain a full-time job at a welding company by December 2010.</p> <ul style="list-style-type: none"> o This annual goal does not meet I-13 standards for Item #2 for the following reason: <ul style="list-style-type: none"> a) The annual goal occurs after graduation.
<p>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”.</p> <p>ITEM #3 on Indicator checklist</p>	<p>Nonexample 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”.</p> <p>ITEM #3 on Indicator checklist</p>
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

<p><u>Examples of instruction</u> 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”.</p> <p style="text-align: center;">ITEM #3 On Indicator Checklist</p>	<p><u>Non examples of instruction</u> 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”.</p> <p style="text-align: center;">ITEM #3 On Indicator Checklist</p>
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
<p><u>Examples of related service</u> 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”.</p> <p style="text-align: center;">ITEM # 3 on Indicator checklist</p>	<p><u>Non examples of related service</u> 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”.</p> <p style="text-align: center;">ITEM # 3 on Indicator checklist</p>
<ul style="list-style-type: none"> • Interpreter services for the hearing impaired • Counseling services to increase ability to manage anger 	<ul style="list-style-type: none"> • Instruction related to safety in the workplace • Instruction related to workplace social behavior
<p><u>Examples of evidence of coordination</u> support Jamarreo’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 Jamarreo’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 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 	<ul style="list-style-type: none"> • 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

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.”

ITEM # 5 on Indicator checklist

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.

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.”

ITEM # 5 on Indicator checklist

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.

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.

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”.

ITEM # 6 on Indicator Checklist

Non 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”.

ITEM # 6 on Indicator Checklist

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.

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.