

Jason

Jason just completed his junior year of high school. He is seventeen years old. He is a bright, friendly student with a Specific Learning Disability in Reading and Reading Comprehension. He is treasurer of the student council at his high school and he plays racquetball in a community league with some of his friends. He is an active member of the youth group at his church. He has a girlfriend, who is a sophomore in high school, who he has been dating for about six months. On the weekends, he likes to watch sports basketball, hockey, or football on TV or in person. With the money he earned from his summer job last year, he bought season tickets to see the local NBA team. He has been successful in going to the games and completing his school work on time. On Saturdays during the school year, he earns spending money by working in his uncle's legal firm, answering the telephone and filing various documents.

Jason plans to be a high school teacher. Both of his parents are teachers. Jason believes that because of his learning challenges, he has learned a number of effective strategies that will benefit struggling learners in his future classes. He plans to get his teaching degree at a four-year state college with some of his friends from high school. He will live in the dorms with many other first year students. At his last IEP meeting, his parents discussed the services on college campuses available to students with disabilities. Jason will visit the disability support services on campus, but he is unhappy about disclosing his disability to his professors. He would prefer that his high school guidance counselor send a letter to his professors so he does not have to engage in a conversation about his disability. However, most colleges and universities require the student to seek services and approach professors to acquire accommodations and modifications to course requirements. His special education teacher asked the IEP team if there were any training programs available to prepare Jason for this experience, but no one was familiar with such a program.

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, and employment.</p> <p style="text-align: center;">ITEM # 1 ON Indicator checklist</p>	<p>Non-example of postsecondary goal in the domain of education/training, and employment.</p> <p style="text-align: center;">ITEM # 1 ON Indicator checklist</p>
<p>After graduating from high school, Jason will enroll in a four-year college to obtain his undergraduate degree in history and education, to become a high school social studies teacher</p> <ul style="list-style-type: none"> ○ This goal meets I-13 standards for Item #1 for the following reasons: <ul style="list-style-type: none"> a) Enrolling in a four-year college is observable. b) Obtaining an undergraduate degree in history and education is measurable. c) Becoming a high school social studies teacher is also observable. d) The expectation, or behavior, is explicit, as in Jason performs the required activities or he does not, after graduating from high school. e) These goals logically must occur after high school (and it is stated that the goal will occur after graduation). 	<p>Jason will meet the criteria for passing Spanish II, so that he can apply to college where he wants to major in education</p> <ul style="list-style-type: none"> ○ This goal does not meet I-13 standards for Item #1 for the following reasons: <ul style="list-style-type: none"> a) It occurs before Jason will have left high school. b) “Apply” is an activity or process, not an outcome.
<p>Example of Corresponding IEP Goal for “<u>after graduating from high school, Jason will enroll in a four-year college to obtain his undergraduate degree in history and education to become a high school social studies teacher.</u>”</p> <p style="text-align: center;">ITEM # 2 ON Indicator checklist</p>	<p>Non example of Corresponding IEP Goal for “<u>after graduating from high school, Jason will enroll in a four-year college to obtain his undergraduate degree in history and education to become a high school social studies teacher.</u>”</p> <p style="text-align: center;">ITEM # 2 ON Indicator checklist</p>

Through participation in the district's teacher mentor program, Jason will write an essay about his expectations for his future career, including statements of (a) a goal (b) 3 or more negative aspects of teaching, (c) 3 or more positive aspects of teaching and (d) a summary statement of the mentor program experience with 80% or better accuracy in grammar and spelling by March 2008.

- o This annual goal meets I-13 standards for Item #2 for the following reasons:
 - a) This annual goal supports Jason's postsecondary goal of becoming a high school teacher.
 - b) Writing well and synthesizing information are district standards and align with his postsecondary goal of attending college.
 - c) This is a step toward that postsecondary goal that can be completed while in high school.
 - d) The annual goal includes a condition, criteria, timeframe, and an observable behavior.

Jason will complete a work study with a local retailer, demonstrating mastery of the job skills and work behaviors, at 90% accuracy by May 2008.

- o This annual goal does not meet I-13 standards for Item #2 for the following reason:
 - a) This annual goal does not support any part of Jason's goal to attend college or to become a teacher.

Examples of instruction support the **multi-domain** postsecondary goal for Jason of attending college to gain employment as a teacher.

ITEM #3 of Indicator Checklist

Non examples of instruction support the **multi-domain** postsecondary goal for Jason of attending college to gain employment as a teacher.

ITEM #3 of Indicator Checklist

- Structured observations of teachers
- Visit to at least one college with a teacher preparation program
- Conduct teacher interviews

- Field trips to the grocery store
- Watch series of videos on various professional careers

Examples of evidence of coordination support the postsecondary **education & employment** goal of “Jason will obtain his undergraduate degree in history and education, to become a high school social studies teacher.”

ITEM #4 of Indicator Checklist

- A consent form signed by Jason’s father, indicating that the LEA may contact the disability services office of two state colleges and vocational rehabilitation
- An invitation to conference in the file for a rehabilitation counselor from VR

example reflects **age appropriate transition assessment** for Jason relevant to the postsecondary **education/training and employment** goal of “after graduating from high school, Jason will enroll in a four-year college to obtain his undergraduate degree in history and education, to become a high school social studies teacher”.

ITEM # 5 on Indicator checklist

Non examples of evidence of coordination support the postsecondary **education & employment** goal of “Jason will obtain his undergraduate degree in history and education, to become a high school social studies teacher.”

ITEM #4 of Indicator Checklist

- Indication on the IEP that Jason and his guidance counselor will communicate with disability services at the two state colleges that have teacher preparation programs
- An indication in the IEP that the LEA will provide necessary test information to VR to assist Jason in obtaining assistive technology funding for college
- The signature of a VR counselor on the IEP indicating plans to assist Jason in accessing assistive technology services in college

example reflects **age appropriate transition assessment** for Jason relevant to the postsecondary **education/training and employment** goal of “after graduating from high school, Jason will enroll in a four-year college to obtain his undergraduate degree in history and education, to become a high school social studies teacher”.

ITEM # 5 on Indicator Checklist

The IEP's Present Levels of Educational Performance states that "Jason has had excellent attendance throughout high school". He has successfully passed all the necessary academic classes, End of Course (EOC) Exams, and should earn a regular diploma. His current psychological report notes that his overall IQ is 115, while his academic levels are on par with his IQ in the areas of written language and math. His oral reading and reading comprehension are well below expected levels, qualifying him for a Specific Learning Disability in Reading and Reading Comprehension. His special education case manager notes his interest in becoming a high school teacher, which is supported by the feature that both his parents are teachers and he has served as a peer tutor while in high school. Jason's scores on the *Self-Directed Search Form R* further established his interests in teaching and related jobs entailing working with and for others in some way. His score on the *Career Interest Inventory – Level Two* also showed a distinct preference for professional jobs like teaching.

- This information meets I-13 standards for Item #5 for the following reasons:
 - Data were obtained over time (not one snapshot).
 - There is an indication of being responsive to of student strengths, preferences, and interests.
 - The information considers present and possible future environments.
 - There is no indication that the sources of information are not age appropriate.

Example reflecting best practice**:

"When completing the *Self-Directed Search Form R* his score profile matched that for Social, Artistic, and Enterprising (SAE) which matches that for high school teacher. On the *Career Interest Inventory – Level Two*, Jason scored in the High Range for Educational Service, Health Service, and Mathematics and Science. Given his previous work history, he also took the *Work Adjustment Inventory* scoring high on the Activity, Empathy and Adaptability scales and low on Assertiveness. This score pattern suggests a preference for jobs that keep him active, work with co-workers who appreciate his

The IEP's Present Levels of Educational Performance provide general academic skill levels, with companion instructional goals targeting 10% levels of improvement in reading and passing 90% or more of his academic classes. Reference is made to Jason indicating wanting to become a teacher and the statement that his teachers 'feel this is an appropriate goal for him.'

- This information does not meet I-13 standards for item #5 for the following reason:
 - There is no formal assessment of student interests or preference.
 - The informal evaluation of him having said what he wants to do is suspect.
 - The assessment information is unclear as to whether it is ongoing or a one-time evaluation.

empathy for others and is comfortable with adapting to changes in work routines and settings. Conversely, his low score suggests that he may have difficulty asserting himself in some work situations.

When completing the *Transition Planning Inventory*, Jason identified specific transition-related needs in the area of planning for further education and training. Specifically, he expressed concern with knowing how to gain entry into the college or university of his choice and succeeding in an appropriate postsecondary program. Jason has also purchased *Scholastic Achievement Test (SAT)* practice books and worked with the school's SAT preparation software.

On his most recent psychological, Jason demonstrated below average reading skills, based on the *Woodcock Johnson Revised*, administered March 30, 2005. His written language and math skills were in the high average range. Jason has a diagnosis of a specific learning disability in reading and reading comprehension. His reading performance requires accommodations for testing (e.g., extended time, testing in a separate room) and participation in the general curriculum (e.g., access to text on a CD or DVD format to allow for access to an independent reader).

- This example reflects additional best practices suggested for **age appropriate transition assessment** because
 - a) It includes each of the components noted to meet I-13 for Item #5.
 - b) Multiple places/sources/persons were utilized for assessment information.
 - c) It indicates a student-centered process.
 - d) The information is understandable.

Example reflects **courses of study** that support the postsecondary **education/training and employment** goal of “Jason will obtain his undergraduate degree in history and education, to become a high school social studies teacher.”

ITEM # 6 on Indicator checklist

Non example reflects **courses of study** that support the postsecondary **education/training and employment** goal of “Jason will obtain his undergraduate degree in history and education, to become a high school social studies teacher.”

ITEM # 6 on Indicator checklist

The box on the IEP is checked showing that the student will engage in the North Carolina standard College Preparatory courses of study during the next 3 years of high school.

- These **courses of study** meet I-13 standards for Item #6 for the following reasons:
 - Jason plans to attend a four-year college to complete courses for a bachelor’s degree after he graduates high school
 - Jason’s coursework throughout high school will need to prepare him for admissions to a college and so should include college preparatory work and the requirements for the diploma that will allow him admissions to the college

The IEP lists Jason’s courses for the current year:

1. English II (1 Credit)
 2. Algebra (1 Credit)
 3. Physical Science (1 Credit)
 4. Government (1 Credit)
 5. Theatre Arts II (1 Credit)
- These courses of study do not meet I-13 standards for Item #6 for the following reasons:
 - The IEP does not indicate the series of courses that constitute the course of study, throughout the four years of high school, which will help him meet his post-secondary goal.