

## Jeremy

Jeremy is a 20 year old student identified with multiple disabilities including a moderate cognitive disability, visual impairments, and a speech impairment that makes his speech mostly unintelligible to people who are not familiar with him. He receives special education services in a transition-level classroom in an urban public separate school. The school he attends serves students with significant cognitive and multiple disabilities aged 5-21. Jeremy is currently in his last year of school, as he will turn 21 prior to the end of the school year. Since he will graduate in a few months, his family has been working closely with his special education teachers, related service professionals, and transition coordinators to ensure that his transition to the center-based adult program and part-time employment is seamless.

His grandmother, who doesn't have a driver's license, is his guardian and primary source of support at home. He has no siblings, and his parents are inconsistently in the picture. His grandmother works full-time as a nurse's assistant and she must continue to work full-time to support herself and Jeremy. She is concerned about Jeremy's schedule after he graduates, because she cannot stay home with him. Jeremy has expressed an interest in working in the community, but he currently does not have the skills necessary to work independently. He also has never expressed any preferences about where he would like to work. His transition coordinator has worked with Jeremy and his grandmother for the past three years to qualify Jeremy to use special public transportation at no charge. These services began last month and Jeremy has successfully used the transportation to get to school on five occasions as a means of practice using the system.

His grandmother is not willing to have Jeremy live in a group home until her health makes it impossible for her to care for him. She believes that Jeremy must be as independent as possible each day in order to gain new skills and feel good about himself. Specifically, she would like him to be more independent getting ready for his day each morning. Also, Jeremy has asked for help from staff when showering after swimming class. His classroom staff are confident that given training to safely get around the bathroom and consistent placement of hygiene products given his visual impairment, As a result, Jeremy will be able to effectively shower, shave, and brush his teeth with little assistance.

Jeremy uses large font picture symbols successfully in his classroom to self-monitor his work completion and to make a daily schedule. He can decode approximately 250 picture symbols. Jeremy could start using this strategy at home to complete tasks. Finally, Jeremy's grandmother is also concerned that he exhibits socially inappropriate affection at times. Jeremy tends to hug and kiss people when he gets excited; it is not uncommon for him to hug strangers in community settings.

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

<p><b>Example measurable postsecondary goal in the domain of education/training.</b></p> <p><b>ITEM # 1 ON Indicator checklist</b></p>	<p><b>Non-example of postsecondary goal in the domain of education and training</b></p> <p><b>ITEM # 1 ON Indicator checklist</b></p>
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After high school, Jeremy will improve his social, self-advocacy, and self-care skills by attending instruction at a center-based adult program

- This goal meets I-13 standards for Item #1 for the following reasons:
  - a) Attending a center-based program focused on training is the focus of this goal statement.
  - b) Improving the skills noted is an explicit outcome for Jeremy.
  - c) Improving skills and attending the program are observable goals.

After high school, Jeremy will need to continue to work on his self-care skills

- This goal does not meet I-13 standards for Item #1 for the following reason:
  - a) The statement provided is not written as a goal for Jeremy, but as a need that will need to be addressed after high school.

<p><b>Example measurable postsecondary goal in the domain of employment.</b></p> <p><b>ITEM # 1 ON Indicator checklist</b></p>	<p><b>Example measurable postsecondary goal in the domain of employment.</b></p> <p><b>ITEM # 1 ON Indicator checklist</b></p>
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After graduation, Jeremy will be employed part-time in the community with supports.

- This goal meets I-13 standards for Item #1 for the following reasons:
  - a) The goal statement includes an observable behavior.
  - b) The criterion “with supports” is unnecessary for this to meet the standards for I-13, but provide additional information that may assist in planning and linking Jeremy with services that will support his postsecondary employment goal.

Jeremy hopes to work at a store near his home part-time after high school.

- This goal statement does not meet I-13 standards for Item #1 for the following reason:
  - a) “Hopes” is not observable.

<p>This is an <u>example</u> of a <b>measurable postsecondary goal</b> in the domain of <b>independent living</b>.</p> <p style="text-align: center;"><b>ITEM # 1 on indicator checklist</b></p>	<p>This is a <u>nonexample</u> of a <b>measurable postsecondary goal</b> in the domain of <b>independent living</b>.</p> <p style="text-align: center;"><b>ITEM # 1 on indicator checklist</b></p>
<p>Upon completion of high school, Jeremy will independently prepare for work each day, including dressing, making his bed, making his lunch, and accessing transportation.</p> <ul style="list-style-type: none"> <li>o This goal meets I-13 standards for item #1 for the following reasons: <ul style="list-style-type: none"> <li>a) Participation in independent living skill development, specifically residential skills, is the focus of this goal.</li> <li>b) Independently preparing for work each day is observable, as in Jeremy performs the necessary activities or does not successfully perform the activities necessary.</li> <li>c) The expectation, or behavior, is explicit.</li> <li>d) It is stated in this goal that the goal will occur after graduation.</li> </ul> </li> </ul>	
<p>Example of Corresponding <b>IEP Goal</b> for “<u>After high school, Jeremy will improve his social, self-advocacy, and self-care skills by attending instruction at a center-based adult program.</u>”</p> <p style="text-align: center;"><b>ITEM # 2 ON Indicator checklist</b></p>	<p>Non example of Corresponding <b>IEP Goal</b> for “<u>After high school, Jeremy will improve his social, self-advocacy, and self-care skills by attending instruction at a center-based adult program.</u>”</p> <p style="text-align: center;"><b>ITEM # 2 ON Indicator checklist</b></p>
<p>Given school transportation and parent consent, Jeremy will demonstrate positive and appropriate (e.g., greeting one time, hand shaking upon arrival and departure, smiling/ nodding to acknowledge another person) social interactions with others at the adult program while observing or participating in activities and instruction for one hour four times each month during each month for the duration of this IEP.</p> <ul style="list-style-type: none"> <li>o This annual goal meets I-13 standards for Item #2 for the following reasons: <ul style="list-style-type: none"> <li>a) Acquiring the developed through this goal logically supports Jeremy’s postsecondary goal of attending instruction at a center-based</li> </ul> </li> </ul>	<p>Jeremy will join a social group such as <i>Teens on the Town</i> and attend at least one activity sponsored by the group in the community each month for the duration of this IEP.</p> <ul style="list-style-type: none"> <li>o This annual goal does not meet I-13 standards for Item #2 for the following reasons: <ul style="list-style-type: none"> <li>a) This annual goal is not related to Jeremy’s postsecondary goals in education or training.</li> <li>b) The goal does not indicate a skill or knowledge that Jeremy will develop, but suggests a community participation or independent living activity.</li> </ul> </li> </ul>

<p>program.</p> <ul style="list-style-type: none"> <li>b) This annual goal will be accomplished by Jeremy while in high school to prepare him for success at a center-based adult program within a given timeframe.</li> <li>c) The conditions for the goal, “given school transportation and parent consent”, are stated.</li> <li>d) The goal focuses on the behavior of interacting appropriately at the center-based adult program, which can be directly measured.</li> <li>d) The criterion, “for one hour four times each month during each month during activities or instruction for the duration of this IEP”, is stated.</li> </ul>	
<p>Example of Corresponding <b>IEP Goal</b> for the postsecondary education/training goal of “<u>after graduation, Jeremy will be employed part-time in the community with supports.</u>”</p> <p><b>ITEM # 2 on Indicator checklist</b></p>	<p>Non example of Corresponding <b>IEP Goal</b> for the postsecondary education/training goal of “<u>after graduation, Jeremy will be employed part-time in the community with supports.</u>”</p> <p><b>ITEM # 2 on Indicator Checklist</b></p>
<p>Given staff supervision and school transportation to the sites, Jeremy will rank his preference of career opportunities using a picture symbol rubric through completion of community-based instruction at four different community employment sites for three two-hour sessions every week that school is in session for the duration of this IEP.</p> <ul style="list-style-type: none"> <li>o This annual goal meets I-13 standards for Item #2 for the following reasons: <ul style="list-style-type: none"> <li>a) The goal includes activities that will prepare Jeremy for postsecondary employment.</li> <li>b) The goal states conditions and a timeframe in which it should be accomplished.</li> <li>c) The goal states a measurable behavior and the activities stated are measurable.</li> </ul> </li> </ul>	<p>Jeremy will attend a job club at school to find out about various employment opportunities available to him after graduation.</p> <ul style="list-style-type: none"> <li>o This goal statement does not meet the criteria for I-13 for Item #2 for the following reason: <ul style="list-style-type: none"> <li>a) The goal does not state conditions, a timeframe, or any criterion by which to measure the extent to which Jeremy attends the job club meetings.</li> </ul> </li> </ul>

<p>Example of Corresponding <b>IEP Goal</b> for “<u>upon completion of high school, Jeremy will independently prepare for work each day, including dressing, making his bed, making his lunch, and accessing transportation.”</u>”</p> <p style="text-align: center;"><b>ITEM # 2 on Indicator Checklist</b></p>	<p>Non example of Corresponding <b>IEP Goal</b> for “<u>upon completion of high school, Jeremy will independently prepare for work each day, including dressing, making his bed, making his lunch, and accessing transportation.”</u>”</p> <p style="text-align: center;"><b>ITEM # 2 on Indicator Checklist</b></p>
<p>Given the ingredients for a sandwich and task analysis, Jeremy will follow the steps to make a sandwich with 90% accuracy by June 2007.</p> <ul style="list-style-type: none"> <li>○ This annual goal meets I-13 standards for Item #2 for the following reason: <ul style="list-style-type: none"> <li>a) This annual goal is one of several skills Jeremy will need in order to learn how to prepare a complete meal for his lunch.</li> </ul> </li> </ul>	<p>Jeremy will participate in field-trips to the grocery store monthly for the duration of this IEP.</p> <ul style="list-style-type: none"> <li>○ This annual goal does not meet I-13 standards for item #2 for the following reasons: <ul style="list-style-type: none"> <li>a) This annual goal is not related to the post-secondary goal of independently preparing for work each day.</li> <li>b) This goal statement does not indicate acquisition of a new skill.</li> <li>c) This goal statement does not include conditions or criteria to be measurable.</li> </ul> </li> </ul>
<p><u>Examples of instruction</u> support the postsecondary <b>independent living</b> goals of “upon completion of high school, Jeremy will independently prepare for work each day, including dressing, making his bed, making his lunch, and accessing transportation.”</p> <p style="text-align: center;"><b>ITEM #3 on Indicator Checklist</b></p>	<p><u>Non examples of instruction</u> support the postsecondary <b>independent living</b> goals of “upon completion of high school, Jeremy will independently prepare for work each day, including dressing, making his bed, making his lunch, and accessing transportation.”</p> <p style="text-align: center;"><b>ITEM #3 on Indicator Checklist</b></p>
<ul style="list-style-type: none"> <li>● Instruction on using picture symbol recipes</li> <li>● Instruction on personal hygiene</li> <li>● Community-based instruction on purchasing lunch supplies</li> </ul>	<ul style="list-style-type: none"> <li>● Instruction related to laundry skills</li> <li>● Instruction related to the water cycle</li> <li>● Visit to a McDonald’s food prep area</li> </ul>
<p><u>Example of instruction</u> supports the postsecondary <b>employment</b> goal of “within three months of graduation, Kevin will obtain a supported employment position that allows him to work to his maximum stamina and incorporates the use of assistive technology.”</p> <p style="text-align: center;"><b>ITEM #3 on Indicator Checklist</b></p>	<p><u>Non example of instruction</u> supports the postsecondary <b>employment</b> goal of “within three months of graduation, Kevin will obtain a supported employment position that allows him to work to his maximum stamina and incorporates the use of assistive technology.”</p> <p style="text-align: center;"><b>ITEM #3 on Indicator Checklist</b></p>

<ul style="list-style-type: none"> <li>• Participation in the adapted academic and functional curriculum</li> <li>• Participation in Career Technical Education Courses</li> <li>• Participation in community based instruction related to employability skills</li> </ul>	<ul style="list-style-type: none"> <li>• Instruction in word processing</li> <li>• Participation in adapted physical education</li> <li>• Visit to a local sheltered workshop</li> </ul>
<p><b>Examples of related service</b> support the postsecondary <b>independent living</b> goal of “upon completion of high school, Jeremy will independently prepare for work each day, including dressing, making his bed, making his lunch, and accessing transportation.”</p> <p><b>ITEM #3 on Indicator Checklist</b></p>	<p><b>Non examples of related service</b> support the postsecondary <b>independent living</b> goal of “upon completion of high school, Jeremy will independently prepare for work each day, including dressing, making his bed, making his lunch, and accessing transportation.”</p> <p><b>ITEM #3 on Indicator Checklist</b></p>
<ul style="list-style-type: none"> <li>• Orientation and mobility services to identify storage areas in kitchen</li> <li>• Occupational therapy services to improve spreading and cutting with knife</li> <li>• Speech therapy to improve communication through use of picture symbols</li> </ul>	<ul style="list-style-type: none"> <li>• Instruction related to making simple meals</li> <li>• Training to use an automated bank machine</li> </ul>
<p><b>Examples of employment and other postschool living objectives</b> support the postsecondary <b>independent living</b> goal of “upon completion of high school, Jeremy will independently prepare for work each day, including dressing, making his bed, making his lunch, and accessing transportation.”</p> <p><b>ITEM #3 on Indicator Checklist</b></p>	<p><b>Non examples of employment and other postschool living objectives</b> support the postsecondary <b>independent living</b> goal of “upon completion of high school, Jeremy will independently prepare for work each day, including dressing, making his bed, making his lunch, and accessing transportation.”</p> <p><b>ITEM #3 on Indicator Checklist</b></p>
<ul style="list-style-type: none"> <li>• Learning locations of various food items in his kitchen at home</li> <li>• Determining his preference among five or fewer food choices</li> </ul>	<ul style="list-style-type: none"> <li>• Make phone call to parents once daily</li> <li>• Order items at local restaurants</li> </ul>

<p><u>Examples of daily living skills</u> support the postsecondary <b>independent living</b> goal of “upon completion of high school, Jeremy will independently prepare his lunch for work each workday.”</p> <p style="text-align: center;"><b>ITEM #3 on Indicator Checklist</b></p>	<p><u>Non examples of daily living skills</u> support the postsecondary <b>independent living</b> goal of “upon completion of high school, Jeremy will independently prepare his lunch for work each workday.”</p> <p style="text-align: center;"><b>ITEM #3 on Indicator Checklist</b></p>
<ul style="list-style-type: none"> <li>• Knowledge and use of simple recipes</li> <li>• Consumer skills at the grocery store</li> <li>• Dish washer loading and unloading instruction</li> <li>• Sorting items according to temperature need (refrigerator, freezer, pantry)</li> <li>• Knowledge of healthy food choices</li> </ul>	<ul style="list-style-type: none"> <li>• Instruction in purchasing lunch at McDonald’s</li> <li>• Instruction to improve bed making skills</li> </ul>
<p><u>Examples of evidence of coordination</u> support Jeremy’s postsecondary <b>education/ training, employment, and independent living</b> goals.</p> <p style="text-align: center;"><b>ITEM #4 on Indicator Checklist</b></p>	<p><u>Non examples of evidence of coordination</u> support Jeremy’s postsecondary <b>education/ training, employment, and independent living</b> goals.</p> <p style="text-align: center;"><b>ITEM #4 on Indicator Checklist</b></p>
<ul style="list-style-type: none"> <li>• A consent form signed by Jeremy’s grandmother, indicating that the LEA may contact the Vocational Rehabilitation office</li> <li>• An invitation to conference in the file for a rehabilitation counselor and an occupational therapist from VR</li> </ul>	<ul style="list-style-type: none"> <li>• A signature on the IEP from Jeremy’s mother documenting that she has helped Jeremy with sandwich making at home</li> <li>• A verbal statement from Jeremy indicating that he knows the steps in making a sandwich</li> </ul>
<p><u>Example</u> reflects <b>age appropriate transition assessment</b> for Jeremy’s <b>education/training, employment, and independent living</b> goals.</p> <p style="text-align: center;"><b>ITEM #5 on Indicator Checklist</b></p>	<p><u>Non example</u> reflects <b>age appropriate transition assessment</b> for Jeremy’s <b>education/training, employment, and independent living</b> goals.</p> <p style="text-align: center;"><b>ITEM #5 on Indicator Checklist</b></p>
<p>A file review locates evaluation reports based on the <i>ARC Self-Determination Scale</i> (Wehmeyer &amp; Lawrence, 1995), the <i>Supports Intensity Scale</i> (AAMR, 2004), the <i>WISC-IV</i> from the past two years, as well as report cards and progress notes since Jeremy’s 8<sup>th</sup> grade year (age 14), noting strengths and needs in areas of self-determination, community engagement, academic, employment, health, and social skills. The postsecondary goal and annual</p>	<p>In the IEP’s Present Levels of Educational Performance box for Jeremy’s reading and math goal: “Results from the <i>Brigance Diagnostic Skills Inventory</i> (1995) indicate Jeremy’s needs in telling time, identifying money, tying shoes, alphabetizing, and reading direction words.”</p> <ul style="list-style-type: none"> <li>• This information does not meet I-13 standards for Item #5 for the following reason: <ul style="list-style-type: none"> <li>○ The assessment instrument does not reflect</li> </ul> </li> </ul>

goals are written in first person, indicating the student's input on stated interests, strengths, and needs. These statements reflect Jeremy and his family's inputs recorded in notes from a team planning meeting, facilitated by Jeremy's parents and recorded by his teacher.

- This information meets I-13 standards for Item #5 and reflects best practices for the following reasons:
  - It includes various sources of information over time.
  - The information has been summarized regarding the student's current and future environments, so that it may inform identifying goals and transition services to support attaining those goals.
  - The student's input regarding interests, strengths, and needs are indicated.
  - There are various sources of information (informal and formal).
  - Some sources reflect interest in being sensitive to cultural diversity.
  - The sources of information are age-appropriate.

the student's chronological age (this instrument is for older elementary and middle school and Jeremy is 20 years old).

- The assessment provides no information in the context of the student's potential future environments.

**Example reflects courses of study that support Jeremy's postsecondary education/training, employment, and independent living goals.**

**ITEM #6 on Indicator Checklist**

**Non example reflects courses of study that support Jeremy's postsecondary education/training, employment, and independent living goals.**

**ITEM #6 on Indicator Checklist**

*Please note that in this example we are assuming that the IEP does not have a box to check the type of course of study. Instead, in this example the IEP team will have to list the courses that make up the course of study.*

The IEP lists Jeremy's courses for the next year:

1. Career Exploration (1 Credit)
2. Daily Living Skills II (1 Credit)
3. Social Skills II (1 Credit)
4. Functional Math II (1 Credit)
5. Functional Reading II (1 Credit)
6. Cooking II (1 Credit)

- These **courses of study** meet I-13 standards for Item #6 for the following reasons:
  - The coursework listed is appropriate for Jeremy because his post-secondary goals are to participate in a center-based training program, earning wages in a part-time job in the community, and preparing his lunch; therefore, courses that will help Jeremy become more independent and meet his IEP objectives are most appropriate.
  - Because Jeremy is entering his final year of school, the courses for more than that year do not need to be listed

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** do not meet I-13 standards for Item #6 for the following reason:
  - The courses indicated are would not adequately prepare Jeremy for his postsecondary goals