

Jodi

Jodi is a 16 year old student with mild cognitive disabilities who is pursuing an occupational diploma. She is currently in her third year of high school, but she plans to go to school until she is 21 years old. She is completing a specialized course of study that includes both applied academics and vocational preparation to receive a high school diploma. Jodi lives at home with her mother, who is a real estate agent. Jodi's mother is supportive of her plans, and has a special interest in improving Jodi's ability to read. Jodi likes to look at magazines, store advertisements, and newspapers. Sometimes she can decode the words in them. She has never had an opportunity to budget her money although she identifies all bills and coins. She can also make change and pay for items in simulated and community experiences.

After high school, Jodi wants to go to the community college and work at a store like Target running the register or stocking items on the shelves. This year, she worked at a discount store during school hours, and did well. There, she mostly stocked shelves, but a few days she ran the register with her job coach nearby to assist when needed. She can make change independently, but she got confused and nervous when customers asked her questions she couldn't answer. Jodi will need to get herself to work each afternoon, but her mom will be able to pick her up. Neither Jodi nor her mother has ever taken a city bus to get anywhere. Furthermore, her mother is scared of the idea of her talkative daughter sitting on the bus with strangers.

Jodi's mother believes that she would be happy in a retail position, but she would like Jodi to get to explore other jobs within the retail environment, such as janitorial tasks, organizational tasks, and jobs within the store café. Jodi expressed that any of those jobs would be fine, as long as she could earn money. However, her special education teacher has concerns that Jodi's hygiene skills are not adequate for a food service environment. She frequently touches her hair and face during the day, although she always appears clean. At her most recent vocational experience, Jodi's site supervisor was pleased with her work ethic but indicated that he had to provide consistent prompting to Jodi about excessive talking when she should have been working. He expressed concern that this could ultimately cause her to lose a job in the future, because as her talking increased, her productivity decreased.

This is an **example** and **Non example** of items on Indicator 13 Check list for Jodi. 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 style="text-align: center;">ITEM # 1 ON Indicator checklist</p>	<p>Non-example of postsecondary goal in the domain of education and training</p> <p style="text-align: center;">ITEM # 1 ON Indicator checklist</p>
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The fall after high school, Jodi will enroll in courses (non-degree) at Gaston Community College.

- This goal meets I-13 standards for Item #1 for the following reasons:
 - a) Enrolling in courses in a postsecondary education environment is the focus of the goal.
 - b) Enrolling in courses (or not) can be observed.
 - c) The goal will occur after Jodi leaves high school.

After leaving high school, Jodi wants to take some classes

- This goal does not meet the I-13 standards for Item#1 for the following reason:
 - a) “Wants” does not indicate an explicit behavior by the student that will occur after high school that can be observed as occurring or not occurring.

<p>Example measurable postsecondary goal in the domain of employment.</p> <p style="text-align: center;">ITEM # 1 ON Indicator checklist</p>	<p>Example measurable postsecondary goal in the domain of employment.</p> <p style="text-align: center;">ITEM # 1 ON Indicator checklist</p>
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The summer after leaving high school, Jodi will obtain a part-time position in a community retail environment.

- This goal meets I-13 standards for Item #1 for the following reasons:
 - a) Participation in employment is the focus of this goal.
 - b) Attaining a part-time position in a retail environment can be observed, as in Jodi is hired or she is not.
 - c) The expectation, or behavior, is explicit, as in Jodi either attains the identified position or does not.
 - d) It is stated in this goal that community employment will be sought after graduation.

Upon graduation from high school, Jodi hopes to improve her vocational skills through work experiences.

- This goal does not meet I-13 standards for Item #1 for the following reasons:
 - a) “Hopes” is not an observable behavior.
 - b) The expectation for learning, or behavior, is not explicitly stated.

<p>Example of Corresponding IEP Goal for Jodi’s postsecondary education/training goal of <u>“the fall after high school, Jodi will enroll in courses (non-degree) at Gaston Community College”</u></p> <p>ITEM # 2 ON Indicator checklist</p>	<p>Non example of Corresponding IEP Goal for Jodi’s postsecondary education/training goal of <u>“the fall after high school, Jodi will enroll in courses (non-degree) at Gaston Community College”</u></p> <p>ITEM # 2 ON Indicator checklist</p>
<p>Jodi will improve her reading comprehension scores by one grade level through daily instruction using high-interest reading materials such as the newspaper, teen magazines, and young adult women’s magazines, school-approved websites, and short stories for adults by April 1, 2007</p> <ul style="list-style-type: none"> o This example meets I-13 standards for Item #2 for the following reasons: <ul style="list-style-type: none"> a) The goal is clearly linked to Jodi’s postsecondary education/training goal because improved reading comprehension skills will better prepare her for continued coursework as an adult. b) Improved reading comprehension scores indicate Jodi’s acquisition of a new skill. c) The goal is measurable, based on the criteria provided. 	<p>Jodi will participate in the coursework for Occupational Course of Study (OCS) English 11.</p> <ul style="list-style-type: none"> o This goal does not meet I-13 standards for Item #2 for the following reason: <ul style="list-style-type: none"> a) While this goal would likely support Jodi’s postsecondary goal, participating in the curriculum is an activity, not a measurable annual goal regarding the student’s acquisition of skills.
<p>Example of Corresponding IEP Goal for <u>“the summer after leaving high school, Jodi will obtain a part-time position in a community retail environment.”</u></p> <p>ITEM # 2 ON Indicator checklist</p>	<p>Non example of Corresponding IEP Goal for <u>“the summer after leaving high school, Jodi will obtain a part-time position in a community retail environment.”</u></p> <p>ITEM # 2 ON Indicator checklist</p>
<p>Jodi will identify her likes and dislikes of retail employment options by participating in at least 3 retail job shadowing experiences and verbally describing her preferences by April 1, 2007.</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) Obtaining employment is the primary focus of this objective. b) Participating in a job shadowing experience will help Jodi identify her likes and dislikes about the job and help to ensure that obtaining a part-time position in a the retail environment is the most appropriate option for her upon graduation from high school. c) “Identify her likes and dislikes” indicates a skill that can be measured. 	<p>Given a bi-weekly paycheck, Jodi will practice banking skills with 95% accuracy by August 1, 2007.</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 goal is written as an activity Jodi will participate in after she obtains the job; therefore, it is not considered a step that will help her reach her post-secondary goal of obtaining a part-time retail job.

<p><u>Examples of instruction</u> support the postsecondary education/training and employment goals of “Jodi will enroll in courses (non-degree) at Gaston Community College” and “Jodi will attain a part-time position in a community retail environment independently.”</p> <p>ITEM #3 on Indicator checklist</p>	<p><u>Non examples of instruction</u> support the postsecondary education/training and employment goals of “Jodi will enroll in courses (non-degree) at Gaston Community College” and “Jodi will attain a part-time position in a community retail environment independently.”</p> <p>ITEM #3 on Indicator checklist</p>
<ul style="list-style-type: none"> • Travel instruction • Instruction related to hygiene • Instruction related to functional math skills • Personal banking instruction • Community based instruction at Wal-Mart to introduce to retail employment skills • Instruction related to social skills in school and work settings 	<ul style="list-style-type: none"> • Instruction related to janitorial skills • Community based instructional experiences in restaurant settings
<p><u>Examples of related service</u> support the postsecondary education/training and employment goal of “upon graduation from high school, Jodi will attain a part-time position in a community retail environment independently.”</p> <p>ITEM #3 on Indicator checklist</p>	<p><u>Non examples of related service</u> support the postsecondary education/training and employment goal of “upon graduation from high school, Jodi will attain a part-time position in a community retail environment independently.”</p> <p>ITEM #3 on Indicator checklist</p>
<ul style="list-style-type: none"> • Counseling services to improve self-confidence • Occupational therapy to improve fine motor skills and performance of activities of daily living 	<ul style="list-style-type: none"> • Community visits to retail environments • Instruction related to money usage
<p><u>examples of community experience</u> support the postsecondary employment goal of “upon graduation from high school, Jodi will attain a part-time position in a community retail environment independently.”</p> <p>ITEM # 3 on Indicator Checklist</p>	<p><u>examples of community experience</u> support the postsecondary employment goal of “upon graduation from high school, Jodi will attain a part-time position in a community retail environment independently.”</p> <p>ITEM # 3 on Indicator Checklist</p>
<ul style="list-style-type: none"> • Job shadowing in a retail environment • Practice using public transportation • Visit four retail settings that are prospective employers • Mock interviews with an employment specialist at a community based instruction site 	<ul style="list-style-type: none"> • Watch series of videos depicting appropriate community behavior • Participate in role play activities in the classroom related to using a register • Visit aquatic center for Special Olympics swimming practice • Use internet to identify directions to job site • Call bus company to ask about route and schedule

	information
<p><u>Examples</u> of employment and other postschool living objectives support the postsecondary employment goal of “upon graduation from high school, Jodi will attain a part-time position in a community retail environment independently.”</p> <p>ITEM # 3 on Indicator checklist</p>	<p><u>Non examples</u> of employment and other postschool living objectives support the postsecondary employment goal of “upon graduation from high school, Jodi will attain a part-time position in a community retail environment independently.”</p> <p>ITEM # 3 on Indicator checklist</p>
<ul style="list-style-type: none"> • After school paid work experience at Target • Volunteer position at Habitat for Humanity Thrift Store 	<ul style="list-style-type: none"> • Paid at home to walk family pet two times daily • Job coaching services at veterinary clinic
<p><u>Examples</u> of functional vocational evaluation support the postsecondary employment goal of “upon graduation from high school, Jodi will attain a part-time position in a community retail environment independently.”</p> <p>ITEM # 3 on Indicator checklist</p>	<p><u>Non examples</u> of functional vocational evaluation support the postsecondary employment goal of “upon graduation from high school, Jodi will attain a part-time position in a community retail environment independently.”</p> <p>ITEM # 3 on Indicator checklist</p>
<ul style="list-style-type: none"> • Completing a career preference inventory • Completing an adaptive behavior scale • Completing a self-determination scale 	<ul style="list-style-type: none"> • Completing an algebra exam • End of grade testing for language arts and civics • Scholastic Aptitude Test (SAT) completion

<p>Examples of evidence of coordination support Jodi’s postsecondary education/training and employment goals.”</p> <p align="center">ITEM # 4 on Indicator checklist</p>	<p>Non examples of evidence of coordination support Jodi’s postsecondary education/training and employment goals.”</p> <p align="center">ITEM # 4 on Indicator checklist</p>
<ul style="list-style-type: none"> • A consent form signed by Jodi’s guardian, indicating that the LEA may contact employers to coordinate job shadowing • An invitation to conference in the file for the four local employers 	<ul style="list-style-type: none"> • A brochure from each employer’s company inserted as an attachment to the student’s confidential file • The names of each company listed on the IEP as persons responsible for providing the transition service
<p>Example reflects age appropriate transition assessment for the postsecondary education/training and employment goals of “Jodi will enroll in courses at Gaston Community College” and “upon graduation from high school, Jodi will attain a part-time position in a community retail environment.”</p> <p align="center">ITEM # 5 on Indicator checklist</p>	<p>Non example reflects age appropriate transition assessment for the postsecondary education/training and employment goals of “Jodi will enroll in courses at Gaston Community College” and “upon graduation from high school, Jodi will attain a part-time position in a community retail environment.”</p> <p align="center">ITEM # 5 on Indicator checklist</p>
<p>File indicates quarterly progress notes since 9th grade that document Jodi’s progress in her classes, including employment-related skills in school and community based work experiences. File includes an employee evaluation completed by one of Jodi’s employers regarding her performance during the fall semester of the current year. Jodi completed the <i>Self-Directed Search Form E</i> with the transition coordinator one year prior to this IEP and the results are referenced in the Present Level of Performance related to an career training annual goal.</p> <ul style="list-style-type: none"> • This example meets I-13 standards for Item #5 for the following reasons: <ul style="list-style-type: none"> ○ It includes information gathered over time. ○ It reflects student, strengths, interests, and preferences (<i>Self-Directed Search</i>). ○ It is associated with present (progress notes) and future environments (employer checklist and the <i>Self-Directed Search</i>). ○ The data sources are age-appropriate. 	<p>Jodi demonstrates consistent accuracy using a computer, calculator, or adding machine to calculate all operations with two and three digit problems. Jodi struggles with reading comprehension at the 3rd grade reading level, but demonstrates oral comprehension skills that are considerably higher. Jodi is a very outgoing young woman who enjoys interacting with others. Within the structure of the classroom and her worksites, she demonstrates good decision-making skills; however, if there are infinite choices, she needs guidance from someone in authority. Jodi has strong verbal communication skills and is perceptive about the moods of others. Jodi is able to make correct change and count money; however, she struggles to accurately budget her finances in simulated activities. Jodi demonstrates independence in caring for her food and hygiene needs, but is not able to navigate in the community alone.</p> <ul style="list-style-type: none"> • This information does not meet I-13 standards for Item #5 for the following reason:

Example reflecting best practice:

From the Documentation of Evaluation Data and Present Levels of Performance section of Jodi's IEP the following information is available:

- Academic Evaluations:
 - *Woodcock Johnson Tests of Achievement*: below average in reading and math achievement, administered 01/31/04
 - Language Arts quarterly grades: 9th grade 1st quarter: D, 2nd quarter: C, 3rd: C, 4th: C; 10th grade 1st quarter C; 2nd: B, 3rd: B
 - Math quarterly grades: 9th grade 1st quarter: B, 2nd: B, 3rd: B, 4th: C; 10th grade 1st quarter: B, 2nd: A, 3rd: B
 - State End of Grade Scores for Reading in 10th grade: 1; Math: 2, Writing in 8th grade: 1 (on a 4 point scale, with 3 and 4 as passing scores)

Jodi demonstrates consistent accuracy using a computer, calculator, or adding machine to calculate all operations with two and three digit problems. Jodi struggles with reading comprehension at the fifth grade reading level, but demonstrates oral comprehension skills that are considerably higher.

- Social/Emotional/Adaptive Evaluations:
 - Scores from the *Life Centered Career Education Knowledge* (Brolin, 1996) and *Performance Batteries* (Brolin & Lloyd, 2004) administered 9/15/05 and 01/15/06
 - Written report from interview with Jodi by her IEP Case Manager on April 5, 2006

Jodi is an outgoing young woman. She is able to express her strengths and areas in which she needs to develop skills. Within the structure of the classroom and worksite, she demonstrates good decision-making skills; however, if there are infinite choices, she needs assistance from someone in authority. Jodi has strong verbal communication skills and is perceptive about the moods of others. She is narrowing her ideas about job choices, based on experiences in the community. She is able to make correct change and count money; however, she struggles to accurately budget her finances in simulated activities. She demonstrates independence in caring for her food and hygiene needs, but is not

- There is no indication that student interests or preferences have been assessed formally or informally.

able to independently navigate in the community..

- Transition/Life Skills:
 - Written observation of Jodi by her Career Exploration teacher during a job shadowing experience on March 30, 2006
 - *Life Centered Career Education Knowledge* (Brolin, 1996) and *Performance Batteries* (Brolin & Lloyd, 2004) administered 9/15/05 and 01/15/06
 - *Self-Directed Search Form E* (Holland, 1996)
 - Jodi is narrowing her ideas about job choices, based on experiences in the community. Jodi is able to make correct change and count money; however, she struggles to accurately budget her finances in simulated activities. Jodi demonstrates independence in taking of her food and hygiene needs, but is not able to navigate in the community alone. Results of the *Self-Directed Search Form E*, supported Jodi's interest in pursuing a job in retail.
- This example reflects additional best practices suggested for **age appropriate transition assessment** because
 - It reflects a comprehensive process (not results of one instrument at one point in time) of gathering information.
 - Reports on various skill and interest areas.
 - Is aimed at planning the student's education program focused on the student's primary postsecondary goal of employment. This documentation of assessment information in Jodi's IEP is clearly intended to drive the development of goals and identification of transition services necessary to achieve those goals.

Example reflects **courses of study** that support the postsecondary **education/ training and employment** goals of “Jodi will enroll in courses at Gaston Community College” and “upon graduation from high school, Jodi will attain a part-time position in a community retail environment independently.”

ITEM #6 on Indicator Checklist

The box on the IEP is checked showing that the student will engage in the North Carolina Occupational Course of Study:

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)
9. Includes completion of 300 hours of school-based training, 240 hours of community-based training, and 360 hours of paid employment
10. Elective credits/completion of IEP objectives/Career portfolio

- These **courses of study** meet I-13 standards for Item #6 for the following reason:
 - Jodi is a student with cognitive disabilities who has an IEP and is receiving special education services at her local high school. She participates in the North Carolina Occupational Course of Study which is a course of study for students with disabilities who have an Individualized Education Program. Since her ultimate goal is to obtain gainful employment and be able to continue to take courses (non-degree) at the local community college after she graduates high school and her academic ability is aligned with the occupational coursework the occupational course of study is most appropriate for Jodi.

Non example reflects **courses of study** that support the postsecondary **education/ training and employment** goals of “Jodi will enroll in courses at Gaston Community College” and “upon graduation from high school, Jodi will attain a part-time position in a community retail environment independently.”

ITEM #6 on Indicator Checklist

The box on the IEP is checked showing that the student will engage in the North Carolina College Tech Prep Course of Study:

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 does not meet I-13 standards for Item #6 for the following reason:
 - The IEP indicates that Jodi will participate in the North Carolina College Tech Prep Course of Study; however, the College Tech Prep Course of Study was designed for students that would like to pursue a degree at a community or technical college. Therefore, the College Tech Prep Course of Study would not be appropriate for Jodi whose post-secondary goal is to work part-time in the retail environment and take non-degree focused courses after graduating from high school.