

## Lisette

Lisette is a 20 year-old student with Down Syndrome. As an adolescent, Lisette had several surgeries to correct scoliosis. She now walks at an average speed, but she uses a cane for stability areas with elevation changes, such as stairs, hills, curbs, and broken sidewalks. In areas with bumpy terrain, she has been taught by her physical therapist to walk slowly to prevent a fall. She has a number of post-secondary plans.

She plans to attend Montgomery County Community College to take courses. In this program, she will be able to continue to gain skills related to functional academics and career preparation. One requirement of the program is that prospective students complete an application with several pieces of personal information. Lisette wants to complete this application herself, without help from her parents. A few other students from her high school Work Study Skills classes also plan to attend this program. Lisette wanted to attend this program because she knows that courses at the college will help her gain skills for work. Also, she wants to go to school with students her age and she is excited about traveling to the campus by herself using public transportation. She uses her cane each day to practice walking to the bus stop where she will catch the bus to get to the community college next year. However, when asked by her mother and teachers how the walk to the bus stop was, several times she has said it was “difficult” and reported that she almost fell several times.

Lisette and her family, along with her IEP team, decided that she will live at home for approximately four years after she graduates from high school. At that time, she will move into a supported apartment with other young women in the local community. Lisette has expressed a desire to someday get married and have children but she doesn't currently have a boyfriend. She wants to move out because she has witnessed her older sister moving out of the family home, and she wants these experiences for herself as well.

Lisette does not currently have a job, but she participated in several unpaid work training experiences in the community through her high school's transition services. She has expressed an interest in jobs related to the food service industry, cleaning, and laundry. She has never had her own bank account, but she has had some experiences managing small amounts of money she received as a gift or for chores around the house. At the job site, she was extremely efficient, but her co-workers had difficulty understanding her requests when she asked for help. In order to better communicate with unfamiliar people, she just received an assistive technology voice output device that is about the size of a palm pilot. Lisette is willing to use the device, but she is still learning to use it effectively.

Lisette's parents are supportive of her plans, but they worry for her safety. They are interested in community programs that will help Lisette protect herself around unfamiliar people. Lisette also has a tendency to talk to strangers on the public bus, which makes her mother nervous about her trip to the community college.

<p>This is an <b>example</b> and <b>Non example</b> of items on Indicator 13 Check list for Lissette. The items under the green column meet the minimum SPP/APR requirements .</p>	
<p><b>Example measurable postsecondary goal in the domain of education/training.</b></p> <p style="text-align: center;"><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 style="text-align: center;"><b>ITEM # 1 ON Indicator checklist</b></p>
<p>After graduation from high school, Lissette will complete the non-degree program at Montgomery County College</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) Completing a postsecondary education program is the focus of the goal statement.</li> <li>b) This goal is consistent with Lissette’s other employment and independent living postsecondary goals and could support her attainment of her other goals.</li> <li>c) The goal is stated as occurring after Lissette is no longer receiving services in high school.</li> </ul> </li> </ul>	<p>Lissette wants to go to college</p> <ul style="list-style-type: none"> <li>o This goal does not meet I-13 standards for Item #1 for the following reasons: <ul style="list-style-type: none"> <li>a) “Wants” is not measurable.</li> <li>b) There is no component of the goal statement that indicates the goal will occur after Lissette’s secondary school experience.</li> </ul> </li> </ul>
<p><b>Example measurable postsecondary goal in the domain of employment.</b></p> <p style="text-align: center;"><b>ITEM # 1 ON Indicator checklist</b></p>	<p><b>Example measurable postsecondary goal in the domain of employment.</b></p> <p style="text-align: center;"><b>ITEM # 1 ON Indicator checklist</b></p>
<p>After graduation, through the assistance of VR and the staff of the non-degree program, Lissette will obtain part-time employment on campus at MCC that does not interfere with the schedule for her program there.</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) Obtaining part-time employment is observable.</li> <li>b) This employment goal is also consistent with both of Lissette’s postsecondary education and independent living.</li> <li>c) The action will occur after graduation.</li> </ul> </li> </ul>	<p>Lissette will get a job.</p> <ul style="list-style-type: none"> <li>o This goal does not meet I-13 standards for Item #1 for the following reason: <ul style="list-style-type: none"> <li>a) While “getting a job” is measurable it is unclear that this needs to occur after graduation from high school. Further, Lissette is in her final year of school (i.e., 20 years old), she should have a clearer awareness of her employment future than simply “getting a job”.</li> </ul> </li> </ul>
<p><b>This is an <u>example</u> of a measurable postsecondary goal in the domain of independent living.</b></p> <p style="text-align: center;"><b>ITEM # 1 on indicator checklist</b></p>	<p><b>This is a <u>nonexample</u> of a measurable post-secondary goal in the domain of independent living.</b></p> <p style="text-align: center;"><b>ITEM # 1 on indicator checklist</b></p>
<p>Upon completion of high school, Lissette will learn to utilize public transportation, including the public bus and uptown trolley.</p>	<p>Lissette will learn to use the bus system.</p> <ul style="list-style-type: none"> <li>o This goal does not meet I-13 standards for item #1 for the following reasons:</li> </ul>

<ul style="list-style-type: none"> <li>○ 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 community participation, is the focus of this goal.</li> <li>b) Use of the bus can be measured, as in Lissette performs the necessary activities or does not perform the activities.</li> <li>c) The expectation, or behavior, is explicit, as in Lissette performs the required activities or she does not.</li> <li>d) It is stated in this goal that the instruction will occur after graduation.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>a) Participation in independent living, specifically community participation, is the focus of this goal.</li> <li>b) The expectation for learning, or behavior, is not explicitly stated.</li> <li>c) It is not stated that the goal will occur after high school.</li> </ul>
<p>Example of Corresponding <b>IEP Goal</b> for the education/training and employment postsecondary goals of <u>“after graduation from high school, Lissette will complete the non-degree program at Montgomery County College”</u> (1.2m) and <u>“after graduation, through the assistance of VR and the staff of the non-degree program, Lissette will obtain part-time employment on campus at MCC, that does not interfere with the schedule for her program there.”</u></p> <p style="text-align: center;"><b><i>ITEM # 2 ON Indicator checklist</i></b></p>	<p>Non example of Corresponding <b>IEP Goal</b> for the education/training and employment postsecondary goals of <u>“after graduation from high school, Lissette will complete the non-degree program at Montgomery County College”</u> (1.2m) and <u>“after graduation, through the assistance of VR and the staff of the non-degree program, Lissette will obtain part-time employment on campus at MCC, that does not interfere with the schedule for her program there.”</u></p> <p style="text-align: center;"><b><i>ITEM # 2 ON Indicator checklist</i></b></p>
<p>Lissette will learn to accurately record her personal information including first and last name, date of birth, social security number, street address, city, state, zip code, age, and 10-digit telephone number with 100% accuracy by April, 2007.</p> <ul style="list-style-type: none"> <li>○ This annual goal meets I-13 standards for Item #2 for both education/training and employment for the following reasons: <ul style="list-style-type: none"> <li>a) The annual goal will be accomplished by Lissette while in high school to prepare her as a student at Montgomery County Community College, to independently complete applications and forms.</li> <li>b) This annual goal also supports Lissette’s ability to independently complete a job application and important forms at work (e.g., tax forms, emergency information)</li> <li>c) The goal indicates conditions, a timeframe, and a behavior with criterion that are measurable.</li> </ul> </li> </ul>	<p>Lissette will visit a number of community colleges and universities before enrolling at Montgomery County Community College.</p> <ul style="list-style-type: none"> <li>○ This annual goal does not meet I-13 standards for Item #2 for the following reason: <ul style="list-style-type: none"> <li>a) No timeframe is provided for this activity.</li> <li>b) While this action is observable, it is an activity that supports a skill of choice-making.</li> <li>c) The goal does not indicate the number of post-secondary educational environments that will be visited or what activities Lissette will participate in once there.</li> </ul> </li> </ul>

<p>Example of Corresponding <b>IEP Goal</b> for the postsecondary employment goal of “<u>after graduation, through the assistance of VR and the staff of the non-degree program, Lissette will obtain part-time employment on campus at MCC, that does not interfere with the schedule for her program there.</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 the postsecondary employment goal of “<u>after graduation, through the assistance of VR and the staff of the non-degree program, Lissette will obtain part-time employment on campus at MCC, that does not interfere with the schedule for her program there.</u>”</p> <p style="text-align: center;"><b>ITEM # 2 ON Indicator checklist</b></p>
<p>Given a cell phone with pertinent telephone numbers programmed and weekly practice in school and community settings, Lissette will successfully call her boss to communicate important messages in 5 out of 5 role-play scenarios in school and community settings 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) Preparing for employment is the primary focus of this goal.</li> <li>b) Using a telephone successfully is an important skill for a person who will maintain employment.</li> <li>c) The goal includes conditions, a timeframe, and a behavior with criterion that are measurable.</li> </ul> </li> </ul>	<p>Lissette will participate in a variety of activities to prepare her for employment at the community college including public transportation training, telephone skills, safety skills, money skills and social skills.</p> <ul style="list-style-type: none"> <li>o This annual goal does not meet I-13 standards for Item #2 for the following reason: <ul style="list-style-type: none"> <li>a) The goal does not indicate conditions, a timeframe, or a behavior with criterion that is measurable.</li> </ul> </li> </ul>
<p>Example of Corresponding <b>IEP Goal</b> for “<u>upon completion of high school, Lissette will learn to utilize public transportation, including the public bus and uptown trolley.</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, Lissette will learn to utilize public transportation, including the public bus and uptown trolley.</u>”</p> <p style="text-align: center;"><b>ITEM # 2 ON Indicator checklist</b></p>
<p>Given travel training situations, Lissette will demonstrate sitting quietly and refraining from talking to strangers while utilizing public transportation at least two times across three opportunities.</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 annual goal describes a skill Lissette would need to have in her repertoire of skills in order to travel using public transportation.</li> <li>b) The annual goal is a skill that will be worked on during high school.</li> </ul> </li> </ul>	<p>Given several coins, Lissette will match the coin with its amount six out of eight times by November 3, 2007.</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) According to Lissette’s present level of performance, Lissette already knows the value of coins; therefore, it is not necessary to include this as a goal to help her meet her post-secondary goal of using public transportation.</li> </ul> </li> </ul>

Examples of instruction support the postsecondary **education/training and independent living** goals of “Lissette will complete the non-degree program at Montgomery County College” and “upon completion of high school, Lissette will successfully utilize public transportation, including the public bus and uptown trolley.”

**ITEM #3 on Indicator Checklist**

Non examples of instruction support the postsecondary **education/training and independent living** goals of “Lissette will complete the non-degree program at Montgomery County College” and “upon completion of high school, Lissette will successfully utilize public transportation, including the public bus and uptown trolley.”

**ITEM #3 on Indicator Checklist**

- Instruction on Community Safety skills
- Travel instruction
- Math instruction related to money usage
- Literacy instruction related to sight word identification
- Instruction related to community safety and self defense at the YMCA
- Math instruction related to telling time on a variety of watches and clocks

- Instruction related to life science
- Intelligence testing
- Job shadowing with school bus driver
- Participating in chorus

Examples of related service support the postsecondary **independent living** goal of “upon completion of high school, Lissette will successfully utilize public transportation, including the public bus and uptown trolley, to arrive safely at work at the appropriate time.”

**ITEM #3 on Indicator Checklist**

Non examples of related service support the postsecondary **independent living** goal of “upon completion of high school, Lissette will successfully utilize public transportation, including the public bus and uptown trolley, to arrive safely at work at the appropriate time.”

**ITEM #3 on Indicator Checklist**

- Assistive technology services to increase use of voice output device
- Physical therapy to improve independent ambulation

- Travel training
- Self-determination instruction

Examples of daily living skills support the postsecondary **education/training and independent living** goal of “Lissette will complete the non-degree program at Montgomery County College” and “upon completion of high school, Lissette will successfully utilize public transportation, including the public bus and uptown trolley.”

**ITEM #3 on Indicator Checklist**

Non examples of daily living skills support the postsecondary **education/training and independent living** goal of “Lissette will complete the non-degree program at Montgomery County College” and “upon completion of high school, Lissette will successfully utilize public transportation, including the public bus and uptown trolley.”

**ITEM #3 on Indicator Checklist**

<ul style="list-style-type: none"> <li>• Purchase a monthly bus pass</li> <li>• Safety skills in the community</li> <li>• Learning to choose a seat near the bus driver</li> <li>• Learning to use the pull cord to identify her upcoming stop</li> </ul>	<ul style="list-style-type: none"> <li>• Laundry skill instruction at home</li> <li>• Preparing simple meals for herself</li> <li>• Instruction to improve reading comprehension</li> </ul>
<p><b>Examples of evidence of coordination support</b> Lissette’s postsecondary <b>education/training, employment, and independent living</b> goal of “upon completion of high school, Lissette will successfully utilize public transportation, including the public bus and uptown trolley, by August 2007.”</p> <p style="text-align: center;"><b>ITEM #4 on Indicator Checklist</b></p>	<p><b>Non examples of evidence of coordination support</b> Lissette’s postsecondary <b>education/training, employment, and independent living</b> goal of “upon completion of high school, Lissette will successfully utilize public transportation, including the public bus and uptown trolley, by August 2007.”</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 Lissette’s mother, indicating that the LEA may contact the Vocational Rehabilitation office and the Down Syndrome Association (DSA)</li> <li>• An invitation to conference in the file for a rehabilitation counselor and a representative of the DSA</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting notes from a meeting with the transition support teacher and vocational rehabilitation counselor documenting the routes and destinations in the community that meet ADA accessibility guidelines</li> <li>• Notes in a phone log documenting the phone conversation between the transition support teacher and the Down Syndrome Association of North Carolina on available curricula to teach travel training</li> <li>• A bus schedule from the transit authority attached to the IEP.</li> <li>• A signature from Lissette’s transition support teacher documenting that she will be responsible to provide all of the transition services associated with teaching Lissette to travel in the community independently</li> </ul>

**Example reflects age appropriate transition assessment for Lissette's postsecondary education/training, employment, and independent living goals.**

**ITEM #5 on Indicator Checklist**

In student's file: Results of performance on state mandated assessments taken during high school. Results of an adaptive behavior checklist completed by the teacher during Lissette's 10<sup>th</sup> grade year and when she was 20 years old. Quarterly progress notes sent home during high school career. In the student's IEP the present level of performance statement for each annual goal references observations or student work samples relevant to student's independence with (a) transportation/ mobility, (b) work experience performance, and (c) functional math skills (e.g., telling time and using a schedule).

- This example meets I-13 standards for Item #5 for the following reasons:
  - It includes data gathered over time.
  - The information reported is associated with current and future environments (adaptive behavior checklist and Present Levels of Performance).
  - The information can be inferred to reflect student strengths, interests, and preferences due to use of *TPI*.
  - The sources of data are age-appropriate assessments.

**Example reflecting best practice:**

In the IEP's Present Level of Performance section: "Lissette is a rule-oriented, quiet young woman with strong skills and interests in service employment. Lissette demonstrates cognitive skills below those of her peers and learns best through observation and experience, due to limited verbal and reading skills. Lissette has participated in a curriculum with a functional-academic focus in which she has demonstrated strengths in independent living skills such as self-care, home management, reading for success in the community, and community math skills including time and calendar skills. Lissette has expressed an interest in and demonstrated success in

**Non example reflects age appropriate transition assessment for Lissette's postsecondary education/training, employment, and independent living goals.**

**ITEM #5 on Indicator Checklist**

Present Level of Educational Performance recorded on Lissette's IEP indicate her current skills related to each of her annual goals in (1) reading, (2) math, (3) daily living, (4) career, and (5) leisure.

- This information does not meet I-13 standards for Item #5 for the following reasons:
  - It is not clear that the information is gathered over time.
  - The information does not indicate that it reflects student strengths, interests, and preferences.
  - The information does not clearly relate to goals or environments beyond Lissette's current setting.

the service industry, including cleaning, laundry, and food preparation. Lissette indicates that her family encourages her to do well in school and in her job experiences. Her family expresses interest in Lissette's living outside of their home as she becomes more financially independent after leaving high school.

Sources: (1) Classroom observation notes monthly August 2005 – April 2006; (2) Community Based Instruction (community and work activities) task analysis checks August 2005 – April 2006”, (3) *Transition Planning Inventory*, student, home, and school forms, April 2006; (4) *Making Action Plans [MAPS]* (Forest & Lusthaus, 1990), completed May, 2005

- This example reflects additional best practices suggested for **age appropriate transition assessment** because
  - It indicates more than one source of information, including informal assessment.
  - It uses information relevant to the student's chronological age.
  - It is student centered.
  - It addresses current and future environments that will assist in identifying goals and transition services to meet those goals.
  - It is sensitive to cultural diversity, using MAPS to gather family and student information.

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

**ITEM #6 on Indicator Checklist**

Courses are listed identifying what Lissette will take each year of high school. These courses are:

1. Functional Math I, II, III, IV (4 Credits)
2. Functional Reading I, II, III, IV (4 Credits)
3. Introduction to Cooking I, II, III, IV (4 Credits)
4. Safety in the Community I, II, III, IV (4 Credits)
5. Recreation Leisure I, II, III (3 Credits)
6. Work Study Skills I, II, III, IV (4 Credits)

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

**ITEM #6 on Indicator Checklist**

The IEP lists the following courses as Lissette's course of study:

1. English I, II, III, IV (4 Credits)
2. Mathematics (Algebra I, Algebra II, Geometry, and higher level math course) (4 Credits)
3. Science (Physical Science, Biology, Earth/Environmental Science) (3 Credits)
4. Social Studies (Civics and Economics, US History, World History) (3 Credits)

<ul style="list-style-type: none"><li>• These <b>courses of study</b> meet I-13 standards for Item #6 for the following reason:<ul style="list-style-type: none"><li>○ The coursework listed is appropriate for Lissette because her post-secondary goals include participation in the non-degree program for students with cognitive disabilities at the community college, part-time supported employment, and using public transportation independently; therefore, her coursework is intended to include courses that have a functional foundation in instruction and will allow her to meet her IEP objectives.</li></ul></li></ul>	<ul style="list-style-type: none"><li>5. Second Language (2 Credits)</li><li>6. Computer skills (1 Credit)</li><li>7. Health and Physical Education (1 Credit)</li><li>8. Electives (3 Credits)</li><li>• These <b>courses of study</b> do not meet I-13 standards for Item #6 for the following reasons:<ul style="list-style-type: none"><li>○ The courses listed are not appropriate for Lissette because they will not help her meet her post-secondary goals of participating in life-skill &amp; employment focused education program and traveling independently in the community. Instead, these courses are intended for a student that would like to pursue a 4-year degree from a community college or university.</li></ul></li></ul>
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