

Stephanie

Stephanie is a 20 year old student with a mild cognitive disability. Stephanie will graduate from public school in less than six months. She is a quiet young woman who works diligently without much interaction with others. Stephanie will engage in conversation with her family and friends at school, but she is rather quiet at work. She currently lives with her mother, father, and younger brother but would like to live with her older sister in a few years. Stephanie likes to go to the mall with her girlfriends, and she was on the dance club at her high school.

For the past few years, Stephanie has worked at a pretzel shop in the mall approximately 20 hours each week where she is responsible for all steps in making the pretzels, including preparing the dough, shaping the pretzels, baking the pretzels, and placing them in the glass display case.

Stephanie enjoyed her job at the pretzel shop, but she would prefer to work in a restaurant. She thinks that a downtown restaurant would be an exciting place to work, but right now she doesn't have the skills necessary to be a cook or prep chef. Stephanie needs to acquire new skills to reach her goal of working in a downtown restaurant. Stephanie expressed a desire to apply for jobs at local chain to gain experience in a restaurant setting. Also, her mother and father have taken her to and from her summer job, but after graduation, she will work all year round. Her parents will not be able to transport her regularly to and from work every day. She will need to make other transportation plans, but she never taken a public bus on her own.

Stephanie's parents would like some strategies to help Stephanie get ready for work in the mornings after they leave the house for work. They expressed concern that she will forget something such as her employee identification, her cell phone for emergencies, her house keys, or her money. Also, Stephanie reads at a third grade level and is unable to read signs that she sees in unfamiliar places. She also has problems reading the time on analog clocks, which are found in most in food service environments.

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

Example measurable postsecondary goal in the domain of education/training, employment, and independent living.

ITEM # 1 ON Indicator checklist

The summer after leaving high school, Stephanie will independently ride the bus each work day to her job with Marriot Food Services, where she will participate in classes each year, as offered by her employer, to advance industrial kitchen skills.

- This goal meets I-13 standards for Item #1 for the following reasons:
 - a) Development of an independent living skill, specifically transportation independence, and participation in on-the job training (employment implied), are the focuses of this goal.
 - b) Independently riding the bus is observable, as in Stephanie demonstrates the skill or she does not.
 - c) Reporting to her job with Marriot Food Services is also a skill that can be observed.
 - d) Participating in employer-offered job skill training will occur in conjunction with Stephanie’s employment with Marriot Foods (as she does not need additional job training after high school) and participating in these courses is also observable.
 - e) It is stated that the goal will occur after Stephanie exits high school.

Non-example of postsecondary goal in the domain of education/training, employment, and independent living.

ITEM # 1 ON Indicator checklist

Stephanie wants to get a job in food services and will develop skills to access the county’s public transportation system

- This goal does not meet I-13 standards for Item #1 for the following reasons:
 - a) The goal is not measurable as stated.
 - b) Part of the goal as stated (i.e., developing transportation skills) would likely occur while the student was in school.

Example of Corresponding **IEP Goal** for “the summer after leaving high school Stephanie will independently ride the bus each work day to her job with Marriot Food Services, where she will participate in classes each year, as offered by her employer, to advance her industrial kitchen skills.”

ITEM # 2 ON Indicator checklist

Given a bus schedule adapted with pictures, Stephanie will select the correct time and stop for five scenarios of activities presented to her with 95% or better accuracy.

- This annual goal meets I-13 standards for Item #2 for the following reasons:
 - a) The annual goal logically supports her postsecondary goal with regard to independent use of public transportation.
 - b) The goal is measurable.
 - c) It is appropriate that Stephanie will learn this skill during high school, in preparation for her postsecondary goal of employment (with training) and employment.

Non example of Corresponding **IEP Goal** for “the summer after leaving high school Stephanie will independently ride the bus each work day to her job with Marriot Food Services, where she will participate in classes each year, as offered by her employer, to advance her industrial kitchen skills.”

ITEM # 2 ON Indicator checklist

- Given a web-based phone book, Stephanie will call movie theaters to determine show times.
 - This annual goal does not meet I-13 standards for Item #2 for the following reasons:
 - a) The annual goal is not associated with Stephanie’s postschool employment, training, or independent living goals.
 - b) The annual focuses on an activity, not an explicit skill or behavior.
 - c) No criteria or timeframe are provided.
- Given a choice of 3 job training centers in the community, Stephanie will select a center for job training after graduation, based on her interests and needs.
 - This annual goal does not meet I-13 standards for Item #2 for the following reasons:
 - a) It does not seem to logically support Stephanie’s postsecondary goal, in which Stephanie has already identified (and has presumably gained employment) a specific job*.
 - b) This goal, as written, is an activity, rather than a learned or mastered skill**.

* Choosing a job training center could be a very appropriate annual goal for a student that might need such services after graduation.

** If this were an appropriate annual goal, it should indicate what Stephanie will learn or master and in a measurable manner (e.g., will accurately identify the center that best matches her interests and needs for employment training, using site visits, staff interviews, and pictures to organize the information and make a decision).

<p><u>Examples of instruction</u> support the multi-domain postsecondary goal for Stephanie related to accessing transportation to her job, where she will participate in on-the-job training.</p> <p style="text-align: center;">ITEM #3 on Indicator Checklist</p>	<p><u>Non examples of instruction</u> support the multi-domain postsecondary goal for Stephanie related to accessing transportation to her job, where she will participate in on-the-job training.</p> <p style="text-align: center;">ITEM #3 on Indicator Checklist</p>
<ul style="list-style-type: none"> • Travel instruction • Instruction on use of a picture schedule • Instruction in telling and calculating time • Reading instruction 	<ul style="list-style-type: none"> • Instruction on the life cycle of insects • Instruction on domestic independence skills (e.g., bed-making, cleaning bathrooms)
<p><u>Examples of community experience</u> support the multi-domain postsecondary goal for Stephanie related to accessing transportation to her job, where she will participate in on-the-job training.</p> <p style="text-align: center;">ITEM #3 on Indicator Checklist</p>	<p><u>Non examples of community experience</u> support the multi-domain postsecondary goal for Stephanie related to accessing transportation to her job, where she will participate in on-the-job training.</p> <p style="text-align: center;">ITEM #3 on Indicator Checklist</p>
<ul style="list-style-type: none"> • Job shadowing in a food-service environment • Taking the bus to access job shadowing site 	<ul style="list-style-type: none"> • Preparing sandwiches in the classroom • Role-playing interviews with classmates
<p><u>Examples of employment and other postschool living objectives</u> support the multi-domain postsecondary goal for Stephanie related to accessing transportation to a job, where she will participate in on-the-job training.</p> <p style="text-align: center;">ITEM # 3 on Indicator checklist</p>	<p><u>Non examples of employment and other postschool living objectives</u> support the multi-domain postsecondary goal for Stephanie related to accessing transportation to a job, where she will participate in on-the-job training.</p> <p style="text-align: center;">ITEM # 3 on Indicator Checklist</p>
<ul style="list-style-type: none"> • Using the bus schedule during in class instruction and on community outings • Using computer software to identify likes and dislikes regarding food-preparation jobs 	<ul style="list-style-type: none"> • Preference assessment regarding meals in local restaurants • Going to the movies

<p><u>Example</u> of daily living services support the multi-domain postsecondary goal for Stephanie related to accessing transportation to a job, where she will participate in on-the-job training.</p> <p style="text-align: center;">ITEM # 3 on Indicator checklist</p>	<p><u>Non example</u> of daily living services support the multi-domain postsecondary goal for Stephanie related to accessing transportation to a job, where she will participate in on-the-job training.</p> <p style="text-align: center;">ITEM # 3 on Indicator checklist</p>
<ul style="list-style-type: none"> • Appropriate interactions with co-workers in job shadow and work experience settings • Food preparation and kitchen hygiene instruction 	<ul style="list-style-type: none"> • Driver’s education
<p><u>Example</u> of functional vocational evaluation supports the postsecondary goals for Stephanie related to education/training, employment, and independent living skills.</p> <p style="text-align: center;">ITEM # 3 on Indicator Checklist</p>	<p><u>Non example</u> of functional vocational evaluation supports the postsecondary goals for Stephanie related to education/training, employment, and independent living skills.</p> <p style="text-align: center;">ITEM # 3 on Indicator Checklist</p>
<ul style="list-style-type: none"> • Completing a career preference inventory • Completing an adaptive behavior scale • Teacher made task-analysis of cooking task in the classroom 	<ul style="list-style-type: none"> • End of grade test civics • <i>Brigance Early Childhood Inventory</i>
<p><u>Examples</u> of evidence of coordination support the postsecondary education, employment, & independent living goal of “the summer after leaving high school Stephanie will independently ride the bus each work day to her job with Marriot Food Services, where she will participate in classes each year, as offered by her employer, to advance her industrial kitchen skills.”</p> <p style="text-align: center;">ITEM # 4 on Indicator checklist</p>	<p><u>Non examples</u> of evidence of coordination support the postsecondary education, employment, & independent living goal of “the summer after leaving high school Stephanie will independently ride the bus each work day to her job with Marriot Food Services, where she will participate in classes each year, as offered by her employer, to advance her industrial kitchen skills.”</p> <p style="text-align: center;">ITEM # 4 on Indicator checklist</p>

<ul style="list-style-type: none"> • A consent form signed by Stephanie, who is 20, indicating that the LEA may contact the four employment training centers in the county as well as the Vocational Rehabilitation office listed on the consent form • An invitation to conference in the file for a rehabilitation counselor from VR • An invitation to conference in the file for a representative from each of the four employment training centers 	<ul style="list-style-type: none"> • Indication on the IEP that Stephanie’s transition coordinator will arrange orientation visits for her with the agreement of the four employment training centers and the assistance of Stephanie’s assigned rehabilitation counselor
<p>Example of age appropriate transition assessment is relevant to Stephanie’s postsecondary education/training, employment, and independent living goal that “the summer after leaving high school Stephanie will independently ride the bus each work day to her job with Marriot Food Services, where she will participate in classes each year, as offered by her employer, to advance industrial kitchen skills”.</p> <p style="text-align: center;">ITEM # 5 on Indicator Checklist</p>	<p>Non example of age appropriate transition assessment is relevant to Stephanie’s postsecondary education/training, employment, and independent living goal that “the summer after leaving high school Stephanie will independently ride the bus each work day to her job with Marriot Food Services, where she will participate in classes each year, as offered by her employer, to advance industrial kitchen skills”.</p> <p style="text-align: center;">ITEM # 5 on Indicator Checklist</p>
<p>The IEP’s Present Levels of Educational Performance indicates that Stephanie has missed less than 2% of her school days throughout high school and that most of the absences were due to illness. She has successfully passed all the necessary vocational/technical and adapted academic classes for earning an Occupational Diploma. Her current psychological report notes an overall IQ in the upper limits of the Borderline Intellectually Deficient Range, with commensurate academic skills in reading, writing, and math. Her Adaptive Behavior scores on the on <i>The Supports Intensity Scale</i> show a need for additional training in the areas of community living activities, home living activities, employment activities, and protection and advocacy activities. Her special education case manager notes that Stephanie has expressed interest working in the restaurant or food service area, which is supported by her scores on the <i>Self-Directed Search Form E</i> and <i>Wide Range Interest and Opinion Test – 2</i>. Her work site coordinator noted relative on the job strengths in</p>	<p>The IEP’s Present Levels of Educational Performance shows her skill levels to be on par with her overall IQ and Adaptive Behavior skill levels. She has target goals of improving her advocacy, community living, and overall activities of daily living (ADL).</p> <ul style="list-style-type: none"> • This information does not meet I-13 standards for item #5 for the following reason: <ul style="list-style-type: none"> ○ The assessment provides no information in the context of the student’s potential future environments. ○ There is no formal or informal assessment of student strengths or preferences. ○ The assessment information is unclear as to whether it is ongoing or a one-time evaluation.

personal hygiene, punctuality, getting along with co-workers, overall job performance, work ethic and responsive to supervision.

- 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 inclusion [or 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 reflects **courses of study** that support the postsecondary **education/training, employment, and independent living** goal of “the summer after leaving high school Stephanie will independently ride the bus each work day to her job with Marriot Food Services, where she will participate in classes each year, as offered by her employer, to advance her industrial kitchen skills.”

ITEM #6 on Indicator Checklist

Courses are listed identifying what Stephanie 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 (1 Credit)
4. Introduction to Service Employment (1 Credit)
5. Safety in the Community I, II, III, IV (4 Credits)
6. Recreation Leisure I, II, III (3 Credits)
7. Employment Readiness (2 Credits)
8. Work Study I & II (6 Credits)

- These **courses of study** meet I-13 standards for Item #6 for the following reason:
 - The coursework listed is appropriate for Stephanie because it supports preparation for her post-secondary goal is focused on employment (job training in that employment) and independent navigation of the community.

Non example reflects **courses of study** that support the postsecondary **education/training, employment, and independent living** goal of “the summer after leaving high school Stephanie will independently ride the bus each work day to her job with Marriot Food Services, where she will participate in classes each year, as offered by her employer, to advance her industrial kitchen skills.”

ITEM #6 on Indicator Checklist

The IEP lists the following courses as Stephanie’s courses 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)
5. Second Language (2 Credits)
6. Computer skills (1 Credit)
7. Health and Physical Education (1 Credit)
8. Electives (3 Credits)

- These courses of study do not meet I-13 standards for Item #6 for the following reason:
 - The courses listed are not appropriate for Stephanie because they will not help her meet her post-secondary goal of traveling independently to her food services job where she intends to advance her skills through

	<p>employer provided training opportunities. Instead, these courses are intended for a student that would like to pursue postsecondary education at a college or university.</p>
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