

## Jeremy

Jeremy is a 20 year old student with multiple disabilities including a moderate cognitive disability, visual impairment, 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 school. 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 does not 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 practicing 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.

Formula for writing a post secondary goal:

<i>(After High School)</i>	<i>(Student)</i>	will	<i>(behavior)</i>	<i>where and how</i>	
<i>(After graduation)</i>					
<i>(Upon completion of high school)</i>					

Formula for writing an annual goal that supports the postsecondary goal:

Given / *(condition@teaching strategies)@e.g., direct instruction@modeling@peertutoring* / *((student))* will / *((behavior))* / *((*

### NSTTAC Indicator 13 Checklist Form A (Meets Minimum SPP/APR Requirements)

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. (20 U.S.C. 1416(a)(3)(B))

<b>1. Is there an appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living?</b>	
<b>Example</b>	<b>Non Example</b>
<p>(Education and Training 1) After high school, Jeremy will participate in daily instruction on social skills, self-advocacy skills, and self-care skills by attending classes at a center-based adult education program.</p> <p>(Education and Training 2) After graduation from high school, Jeremy will participate in basic employment skills instruction through the compensatory education program offered at Caldwell Community College.</p> <p><i>These goals <b>meet</b> I-13 standards for Item #1 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>a) <i>Attending a center-based program focused on training is the focus of this goal statement.</i></li> <li>b) <i>Improving the skills noted is an explicit outcome for Jeremy.</i></li> <li>c) <i>Improving skills and attending the program are observable goals.</i></li> </ul> <p>(Employment 1) After graduation, Jeremy will obtain a supported employment position that allows him to work to his maximum stamina for at least 20 hours per week.</p> <p>(Employment 2) After graduation from high school, Jeremy will work with his job coach to develop and practice appropriate social interactions on the job.</p> <p><i>These goals <b>meet</b> I-13 standards for Item #1 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>a) <i>The goal statements include an observable behavior.</i></li> <li>b) <i>Developing the skills noted is an explicit outcome for Jeremy</i></li> </ul> <p>(Independent Living 1) Upon completion of high school, Jeremy will independently prepare for work each day, including dressing, making his bed, and making his lunch.</p> <p>(Independent Living 2) After high school graduation, Jeremy will independently ride the local transit system to and from work each day.</p> <p><i>These goals <b>meet</b> I-13 standards for item #1 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>a) <i>Participation in independent living skill development, specifically residential skills, is the focus of this goal.</i></li> <li>b) <i>Independently preparing for work each</i></li> </ul>	<p>(Education and Training 1) After high school, Jeremy needs to work on his self-care skills, social skills, and self-advocacy skills.</p> <p>(Education and Training 2) Jeremy wants to attend compensatory education courses after high school.</p> <p><i>These goals <b>do not</b> meet I-13 standards for Item #1 for the following reason:</i></p> <ul style="list-style-type: none"> <li>a) <i>The statement provided is not written as a goal for Jeremy, but as a need or a want that will need to be addressed after high school.</i></li> <li>b) <i>The goals are not observable goals</i></li> </ul> <p>(Employment 1) Jeremy hopes to work at a store near his home part-time after high school.</p> <p>(Employment 2) Jeremy wants to ride special public transportation.</p> <p><i>These goal statements <b>do not</b> meet I-13 standards for Item #1 for the following reason:</i></p> <ul style="list-style-type: none"> <li>a) <i>“Hopes” is not observable.</i></li> <li>b) <i>“Wants” is not observable</i></li> </ul> <p>(Independent Living 1) Jeremy will make his bed, get dressed for work, and make his lunch each morning before work.</p> <p>(Independent Living 2) Jeremy wants to participate in his daily care routines at home.</p> <p><i>These goals <b>do not</b> meet the I-13 standards for item #1 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>a) <i>It is not clear that these goals will occur after high school.</i></li> <li>b) <i>“wants” is not observable</i></li> </ul>

*day is observable, as in Jeremy performs the necessary activities or does not successfully perform the activities necessary.*

- c) *The expectation, or behavior, is explicit.*
- d) *It is stated in this goal that the goal will occur after graduation.*

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2 . Is (are) the postsecondary goal(s) updated annually?	
<p style="text-align: center;"><b>Example</b></p> <p>(Education and Training 1; Employment 1; Independent Living 1) Three postsecondary goals were included in the IEP and the IEP was updated within 12 months, as indicated in the documentation of “date of last review” and “signature dates on the current IEP”.</p> <p><i>The goals <b>meet</b> I-13 standards for Item #2 for the following reasons:</i></p> <p style="margin-left: 20px;"><i>a) Postsecondary goals were identified in conjunction with developing the IEP and the IEP was reviewed with 12 months of the previous IEP.</i></p>	<p style="text-align: center;"><b>Non Example</b></p> <p>No postsecondary goal was identified for Education or Training.</p> <p><i>These goals <b>do not</b> meet I-13 standards for Item #2 for the following reasons:</i></p> <p style="margin-left: 20px;"><i>a) Absence of a postsecondary goal in Education/ Training or Employment would indicate that the postsecondary goal was not considered with the development of the IEP.</i></p>

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**3. Is there evidence that the measurable postsecondary goal(s) were based on age-appropriate transition assessment?**

Example	Non Example
<p>(State assessment → state present level → link to postsecondary goals)</p> <ul style="list-style-type: none"> <li>• 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,</li> <li>• 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.</li> <li>• The postsecondary goal and annual goals are written in first person, indicating the student’s input on stated interests, strengths, and needs. These statements reflect and advocate for Jeremy and his family’s inputs recorded in notes from a team planning meeting, facilitated by Jeremy’s grandmother and recorded by his teacher.</li> </ul> <p><i>This information meets I-13 standards for Item #3 and reflects best practices for the following reasons:</i></p> <ul style="list-style-type: none"> <li>○ <i>It includes various sources of information over time.</i></li> <li>○ <i>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.</i></li> <li>○ <i>The student’s input regarding interests, strengths, and needs are indicated.</i></li> <li>○ <i>There are various sources of information (informal and formal).</i></li> <li>○ <i>Some sources reflect interest in being sensitive to cultural diversity.</i></li> <li>○ <i>The sources of information are age-appropriate.</i></li> </ul>	<p>In the IEP’s Present Levels of Educational Performance box for Jeremy’s improvement in the following skills: telling time, identifying money, tying shoes, alphabetizing, and reading direction words.</p> <p><i>This information does not meet I-13 standards for Item #3 for the following reason:</i></p> <ul style="list-style-type: none"> <li>○ <i>The assessment instrument does not reflect the student’s chronological age (this instrument is for older elementary and middle school and Jeremy is 20 years old).</i></li> <li>○ <i>The assessment provides no information in the context of the student’s potential future environments.</i></li> </ul>

4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?	
Examples	Non Examples
<p>(Instruction)</p> <ul style="list-style-type: none"> <li>• Instruction on using picture symbol recipes</li> <li>• Instruction on personal hygiene</li> </ul> <p><i>These services <b>meet</b> the I-13 requirements for item #4 for the following reasons:</i></p> <ol style="list-style-type: none"> <li><i>a) Instruction is related to postsecondary goals</i></li> <li><i>b) Services can be provided by the school</i></li> </ol>	<p>(Instruction)</p> <ul style="list-style-type: none"> <li>• Instruction related to the water cycle</li> <li>• Geometry Instruction</li> </ul> <p><i>These services <b>do not</b> meet the I-13 requirements for item #4 for the following reasons:</i></p> <ol style="list-style-type: none"> <li><i>a) Jeremy performs well below the rate of his same aged peers and participates in a functional curriculum</i></li> <li><i>b) Transition services not related to his postsecondary goals</i></li> </ol>
<p>(Community Experience)</p> <ul style="list-style-type: none"> <li>• Community-based instruction on purchasing lunch supplies</li> <li>• Community based instruction related to employability skills</li> <li>• Community-based vocational training</li> </ul> <p><i>These services <b>meet</b> the I-13 requirements for item #4 for the following reasons:</i></p> <ol style="list-style-type: none"> <li><i>a) Instruction is related to postsecondary goals</i></li> <li><i>b) Services can be provided by the school</i></li> </ol>	<p>(Community Experience)</p> <ul style="list-style-type: none"> <li>• Visit to a McDonald’s food prep area</li> <li>• Visit to the Zoo</li> </ul> <p><i>These services <b>do not</b> meet the I-13 requirements for item #4 for the following reasons:</i></p> <ol style="list-style-type: none"> <li><i>a) Transition services not related to his postsecondary goals</i></li> </ol>
<p>(Related Services)</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> <p><i>These services <b>meet</b> the I-13 requirements for item #4 for the following reasons:</i></p> <ol style="list-style-type: none"> <li><i>a) Instruction is related to postsecondary goals</i></li> <li><i>b) Services can be provided by the school</i></li> </ol>	<p>(Related Services)</p> <ul style="list-style-type: none"> <li>• Participation in adapted physical education</li> </ul> <p><i>These services <b>do not</b> meet the I-13 requirements for item #4 for the following reasons:</i></p> <ol style="list-style-type: none"> <li><i>a) Transition services not related to his postsecondary goals</i></li> <li><i>b) Jeremy is physically able to participate in general physical education</i></li> </ol>
<p>(Acquisition of Daily Living Skills)</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> <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> <p><i>These services <b>meet</b> the I-13 requirements for item #4 for the following reasons:</i></p> <ol style="list-style-type: none"> <li><i>a) Instruction is related to postsecondary goals</i></li> <li><i>b) Services can be provided by the school</i></li> </ol>	<p>(Acquisition of Daily Living Skills)</p> <ul style="list-style-type: none"> <li>• Training to use an automated bank machine</li> <li>• Make phone call to parents once daily</li> <li>• Drivers Education</li> <li>• Managing Stocks and Bonds</li> <li>• Online trading</li> </ul> <p><i>These services <b>do not</b> meet the I-13 requirements for item #4 for the following reasons:</i></p> <ol style="list-style-type: none"> <li><i>a) Transition services not related to his postsecondary goals</i></li> </ol>

**5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?**

Example	Non Example
<p>The IEP lists Jeremy’s courses for the next year:</p> <ol style="list-style-type: none"> <li>1. Career Exploration (1 Credit)</li> <li>2. Daily Living Skills II (1 Credit)</li> <li>3. Social Skills II (1 Credit)</li> <li>4. Functional Math II (1 Credit)</li> <li>5. Functional Reading II (1 Credit)</li> <li>6. Cooking II (1 Credit)</li> </ol> <p><i>These courses of study <b>meet</b> I-13 standards for Item #5 for the following reasons:</i></p> <ol style="list-style-type: none"> <li>a) <i>Coursework listed is appropriate for Jeremy because his postsecondary 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.</i></li> <li>b) <i>Because Jeremy is entering his final year of school, the courses for more than that year do not need to be listed</i></li> </ol>	<p>The box on the IEP is checked showing that the student will engage in the State’s standard College Preparatory courses, using extended State content standards during the next 3 years of high school</p> <p><i>These courses of study <b>do not</b> meet I-13 standards for Item #5 for the following reason:</i></p> <ol style="list-style-type: none"> <li>a) <i>Course of study indicated would not adequately prepare Jeremy for his postsecondary goals</i></li> <li>b) <i>Courses of study would not reflect Jeremy’s age and unlikely continued participation in the statewide assessment process for course and grade mastery</i></li> </ol>

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**6 . Is (are) there annual IEP goal(s) related to the student’s transition services needs?**

Example	Non Example
<p>(Education and Training 1) Given group discussions and role-play activities, Jeremy will demonstrate positive and appropriate social interactions with others (e.g., greeting one time, hand shaking upon arrival and departure, smiling/nodding to acknowledge another person) while observing or participating in activities and instruction for one hour four times per week during the duration of this IEP as measured by a teacher-made checklist.</p> <p>(Education and Training 2) Given explicit instruction on appropriate workplace communication skills (e.g., say hello, ask questions or report concerns to boss) in a community vocational training site, Jeremy will demonstrate appropriate workplace communication skills during community-based vocational training 4 out of 6 opportunities during the duration of his IEP.</p> <p><i>These annual goal <b>meet</b> I-13 standards for Item #6 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>a) <i>Acquiring the developed skill through this goal logically supports Jeremy’s postsecondary goal of attending instruction at a center-based program.</i></li> <li>b) <i>Goals focus on the behavior of interacting appropriately at the center-based adult program and appropriate workplace communication skills, which can be directly measured.</i></li> <li>c) <i>Goals include a condition, measurable behaviors, criteria, and a timeframe.</i></li> </ul>	<p>(Education and Training 1) Jeremy will attend a social skills class to increase his use of appropriate social skills for the duration of this IEP.</p> <p>(Education and Training 2) Jeremy will participate in community based vocational training.</p> <p><i>These annual goals <b>do not</b> meet I-13 standards for Item #6 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>a) <i>Goals do not indicate a skill or knowledge that Jeremy will develop, but suggests a community participation or independent living activity.</i></li> <li>b) <i>Goals do not include all components (condition, measurable behavior, criteria, and timeframe).</i></li> </ul>
<p>(Employment 1) 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> <p>(Employment 2) Given direct instruction explicit instructions on how to greet customers and guided practice, Jeremy will appropriately greet a customer at a community-based vocational training site by saying good morning or afternoon with no physical contact as measured by response recording by December 2009.</p> <p><i>These annual goals <b>meet</b> I-13 standards for Item #6 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>a) <i>Goals include skills that will prepare Jeremy for postsecondary employment.</i></li> <li>b) <i>Goals include a condition, measurable behaviors, criteria, and a timeframe.</i></li> </ul>	<p>(Employment 1) Jeremy will complete a picture interest inventory.</p> <p>(Employment 2) Jeremy will attend community-based vocational training where he will practice appropriate workplace communication skills.</p> <p><i>These goal statements <b>do not</b> meet the criteria for I-13 for Item #6 for the following reason:</i></p> <ul style="list-style-type: none"> <li>a) <i>Goals do not include all components (condition, measurable behavior, criteria, and timeframe).</i></li> <li>b) <i>Goals do not indicate a skill that Jeremy will develop but an activity he will engage in.</i></li> </ul>
<p>(Independent Living 1) By December 2009, given whole task instruction for making a bed and a task analysis, Jeremy will appropriately make a bed without assistance 4 out of 5 occasions as measured by the number of completed steps on</p>	<p>(Independent Living 1) Jeremy will follow a task analysis for making a bed.</p>

the task analysis.

(Independent Living 2) Given direct instruction and guided practice, Jeremy will identify the steps to call special transportation and schedule a pick up and drop off time from his house to the adult day center 4 out of 4 opportunities by April of 2009.

*These annual goals **meet** I-13 standards for Item #6 for the following reason:*

- a) Annual goals are skills Jeremy will need in order to learn how to prepare himself for work in the morning.*
- c) Goals include a condition, measurable behaviors, criteria, and a timeframe.*
- d) Goals are skills necessary to achieve his postsecondary goals in independent living.*

(Independent Living 2) Jeremy will call special transportation.

*These annual goals **do not** meet I-13 standards for item #6 for the following reasons:*

- a) Goals do not include all components (condition, measurable behavior, criteria, and timeframe).*
- b) Goals do not indicate a skill that Jeremy will develop but an activity he will engage in.*
- c) Goal statement does not indicate acquisition of a new skill.*

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**7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?**

Example	Non Example
<p>Box checked on IEP documenting that the student was invited to the IEP conference.</p> <p><i>This documentation <b>meets</b> I-13 standards for Item #7 for the following reasons:</i></p> <p><i>a) There is evidence that the student was invited to the IEP meeting where transition services would be discussed.</i></p>	<p>Student listed as a participant on IEP team.**</p> <p><i>This documentation <b>does not</b> meet I-13 standards for Item #7 for the following reasons:</i></p> <p><i>a) There is no evidence that the student was invited to the IEP meeting where transition services would be discussed.</i></p> <p><i>b) Attending the IEP does not indicate that Allison was invited prior to the IEP, as required by law.</i></p> <p>** Student attendance as documentation of student invitation is currently under review by OSEP (September, 2009).</p>

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**8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP meeting with the prior consent of the parent or student who has reached the age of majority?**

Example	Non Example
<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> <p><i>These examples <b>meet</b> the I-13 requirement for item #8 for the following reasons:</i></p> <ul style="list-style-type: none"> <li><i>a) Parental consent is required in order to contact any adult agencies and release student information</i></li> <li><i>b) An invitation documents that a representative from VR was invited to attend the meeting</i></li> </ul>	<ul style="list-style-type: none"> <li>• A letter to Jeremy’s grandmother requesting permission to refer Jeremy to Vocational rehabilitation.</li> <li>• An invitation to conference in the file for Jeremy and his grandmother.</li> </ul> <p><i>These examples <b>do not</b> meet the requirements for I-13 item #8 for the following reasons:</i></p> <ul style="list-style-type: none"> <li><i>a) Letter in file requesting consent does not provide proof of actual consent (need parent signature)</i></li> <li><i>b) Invitation to Jeremy and grandmother does not show evidence of anticipated participation of appropriate outside agencies</i></li> </ul>

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