

John

John is a 16 year old student with a specific learning disability in reading fluency, reading comprehension, written expression, and oral language processing. John demonstrates strengths related to managing money, but struggles with use of calendar or other planners. In reading, teacher records indicate that John reads at an eighth grade level with fluency, but struggles with oral reading comprehension and written expression. John's reading and writing performance require accommodations for testing and participation in the general curriculum, including extended time, read-aloud, and computer software resources to support listening comprehension and writing.

Currently, John receives special education services in an inclusive setting as well as a resource setting. His special education teacher and a general education teacher co-teach his English courses. He also attends a weekly study skills session with a special education teacher who works on the development of independent study and organizational skills. He will finish his sophomore year in high school in less than two weeks.

John tends to be fairly quiet when he is in new situations and when he is around people he does not know. Recently, he told his mother that he is embarrassed by his disability. His mother expressed at his last meeting that these feelings deter John from discussing his disability with his teachers, from asking teachers for additional help, or from telling his friends about his disability status. During his freshman year, he chose not to attend his IEP meeting, even though his teachers and parents encouraged him to attend. This past year, he attended the IEP meeting but participated passively by signing forms, making few comments throughout the meeting, and making little eye contact with the other team members present.

John has maintained a 2.3 GPA for the past two years. His teachers say that John does well when he is interested in the topic, however, at times he draws in class. This causes him to miss information that he then must make up at home by reading the textbook, which can be an arduous task given his problems with reading comprehension. At his last IEP meeting, one teacher stated that he would really benefit from a strategy that prompts him to pay attention for the whole class session so he can review his notes in the evening rather than playing catch up to gain missed information. This line of discussion then lead to his parents voicing concern that John's inability to maintain focus could be a potential problem in a work setting as well.

John has not been absent a single day during his Freshman and Sophomore years in high school. According to his parents, he likes school. John benefited from weekly speech and occupational therapy services throughout elementary school. In eighth grade his therapists and his parents agreed that he made sufficient progress to warrant less service in both of these areas. He currently receives related services of speech and occupational therapy one time each month on a consultative basis, so direct service is no longer provided. These consultative sessions are in place to evaluate John's progress and to ensure that John maintains the skills and strategies that he gained in elementary school.

Around his friends and family, John is outgoing and witty. John plays soccer on the Junior Varsity team at his high school. He hopes to make the varsity team next year. He has plans with a group of friends on most weekend evenings. This summer, he plans to get a job at a game booth on the boardwalk. His mother and father are excited for him to have the opportunity

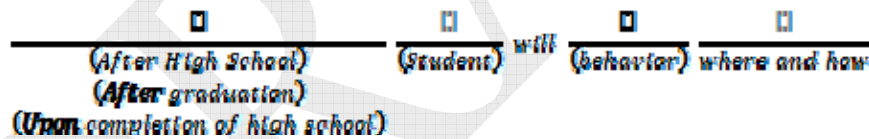
to gain work experience and manage money for the first time.

They are willing to drive him to work when they can, but they both work full-time. His employer at the boardwalk has a policy that workers younger than 18 work the day shift, so it is unlikely that his parents will be able to drive him. Several other students from school who will be working on the boardwalk are willing to drive him to work when their schedules are similar, but John is concerned about what will happen when neither his parents nor his friends are available to drive him.

Upon graduation, John plans to attend Ocean County College, which is about 12 miles from his house. Many of the graduates of his high school attend OCC for the first two years of postsecondary education. He plans to live at home and work part-time on campus until he finishes an associate's degree. At that point, John plans to transfer to a four-year state college to continue his degree. He is most interested in the careers related to business data processing and medical technology.

OCC has a disability services office on campus. Personnel visited his high school during a recent college fair to tell students about the services available to students with disabilities. John told his mother that he is willing to go to the office to ask about services, but he wants her to go with him. John, his parents, and the special education teacher agree that OCC will be a good place for John to continue his education, become more independent and confident, and determine his career goals.

Formula for writing a post secondary goal:



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

Given /■((condition@((teaching strategies))@e.g., direct instruction@modeling@peer tutoring) /((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))

1. Is there an appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living?	
Example	Non Example
<p>(Education and Training 1) Upon completion of high school, John will attend courses at Ocean County Community College working toward a degree in computer science that will transfer to a four year college to obtain a bachelors degree.</p> <p>(Education and Training 2) after high school, John will meet with Disabilities Services at the college and request accommodations and academic support.</p> <p><i>These goals meet I-13 standards for Item #1 for the following reasons:</i></p> <ul style="list-style-type: none"> a) <i>Enrolling in course in a postsecondary education environment is the focus of the goal.</i> b) <i>Goals reflect John’s interests and preferences</i> <p>(Employment 1) After high school, John will work on-campus part-time in the computer labs at the college he attends.</p> <p>(Employment 2) After graduation from college, John will work as a network manager for a local medical company.</p> <p><i>These goals meet I-13 standards for Item #1 for the following reasons:</i></p> <ul style="list-style-type: none"> a) <i>Participation in employment is the focus of these goals.</i> b) <i>Expectation, or behavior, is explicit, as in John continues employment, or does not).</i> c) <i>It is stated in this goal that employment will occur after John leaves high school.</i> 	<p>(Education and Training 1) John aspires to attend the community college near his home.</p> <p>(Education and Training 2) John will need to meet with Disability Services at the college for support.</p> <p><i>These goals do not meet I-13 standards for Item #1 for the following reason:</i></p> <ul style="list-style-type: none"> a) <i>“aspires” and “will need” do not indicate an observable behavior</i> b) <i>It is not clear whether the goals take place after graduation from high school</i> <p>(Employment 1) John wants to manage the computer labs at the college he attends.</p> <p>(Employment 2) John hopes to work in the field of information technology when he graduates</p> <p><i>These goals do not meet I-13 standards for Item #1 for the following reasons:</i></p> <ul style="list-style-type: none"> a) <i>The expectation for learning, or behavior, is not explicitly stated.</i> b) <i>“aspires” and “will need” do not indicate an observable behavior</i> c) <i>It is not clear whether the goals take place after graduation from high school</i>

2 . Is (are) the postsecondary goal(s) updated annually?	
<p style="text-align: center;">Example</p> <p>(Education and Training 1 & 2; Employment 1 & 2) 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 meet 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;">Non Example</p> <p>There was not evidence of a measurable postsecondary goal in employment for John.</p> <p><i>These goals do not 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> <p>“When completing the <i>Transition Planning Inventory</i>, John identified specific transition-related needs in the areas of locating suitable jobs that match his interests and abilities and identifying area college programs and their application requirements. John noted that he feels supported by school staff and his parents in reaching his goals related to attending OCC after high school, but that he ‘doesn’t always know what to do when he doesn’t meet a goal right off’. John’s reported skills and interests matched highly with the fields of business data processing and medical technology, according to results of the <i>Self-Directed Search Form R</i> (Holland, 1996), which John reports may help him decide what he wants to do after taking classes at OCC.</p> <p>John is observed in his classes to be most attentive with tasks that use computers. He is a diligent student and has perfect attendance.</p> <p>John demonstrates below average reading skills, based on the <i>Woodcock Johnson Revised</i> (WJ-R) administered March 30, 2008. His math skills were in the average range, based on the math component of the same assessment. Standardized testing supports John’s diagnosis of a specific learning disability in reading fluency, reading comprehension, written expression, and oral language processing. John demonstrates strengths related to managing money, but struggles with use of calendar or other planners. In reading, teacher records, indicate that John reads at a eighth grade level with fluency, but struggles with oral reading comprehension and written expression. John’s reading and writing performance require accommodations for testing and participation in the general curriculum, including extended time, read-aloud, and computer software resources to support listening comprehension and writing.”</p> <p><i>This example meets I-13 standards for Item #3 for the following reasons:</i></p> <ul style="list-style-type: none"> a) <i>It includes information gathered over time.</i> b) <i>It reflects student strengths, interests, and preferences.</i> c) <i>It is associated with present (end of course and grade scores) and future environments (employer letter and employment specialist observation).</i> d) <i>The information is from multiple sources and places.</i> e) <i>The data sources are age-appropriate.</i> 	<p>Verbal IQ: 84 (<i>WISC-IV</i>)</p> <p><i>This information does not meet I-13 standards for Item #3 for the following reasons:</i></p> <ul style="list-style-type: none"> a) <i>The information is from only one source.</i> b) <i>There is no attempt of providing information associated with the student’s future.</i>

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>(Education and Training Instruction)</p> <ul style="list-style-type: none"> • Instruction related to word processing / keyboarding skills • Tutoring (peer or teacher) in reading comprehension strategies • Self-monitoring instruction related to on-task behavior • Self-advocacy training <p><i>These services meet the I-13 requirements for item #4 for the following reasons:</i></p> <ol style="list-style-type: none"> a) <i>Instruction is related to postsecondary goals</i> b) <i>Services can be provided by the school</i> <p>(Education and Related Services)</p> <ul style="list-style-type: none"> • Speech language services to improve expressive communication • Occupational therapy services to improve handwriting <p><i>This service meets the I-13 requirement for item #4 for the following reasons:</i></p> <ol style="list-style-type: none"> a) <i>John has documented deficits in expressive language and handwriting</i> <p>(Employment and Other Post School Living Objectives)</p> <ul style="list-style-type: none"> • Referral to Vocational Rehabilitation for postsecondary education assistance <p><i>These services meet the I-13 requirements for item #4 for the following reasons:</i></p> <ol style="list-style-type: none"> a) <i>Instruction is related to postsecondary goals</i> b) <i>VR can provide supports(i.e., financial) to help John move from high school to a postsecondary education institution</i> 	<p>(Education and Training Instruction)</p> <ul style="list-style-type: none"> • Field trips to the grocery store • Instruction related to money management <p><i>These services do not meet the I-13 requirements for item #4 for the following reasons:</i></p> <ol style="list-style-type: none"> a) <i>Services not related to postsecondary goals</i> b) <i>John shows strengths in money management</i> <p>(Education and Related Service)</p> <ul style="list-style-type: none"> • Adapted Physical Education <p><i>This service does not meet the I-13 requirement for item #4 for the following reason:</i></p> <ol style="list-style-type: none"> a) <i>John does not have a physical disability requiring adaptive physical education services</i> <p>(Employment and Other Post School Living Objectives)</p> <ul style="list-style-type: none"> • Visit adult vocational day placement agency <p><i>These services do not meet the I-13 requirements for item #4 for the following reasons:</i></p> <ol style="list-style-type: none"> a) <i>Services not related to postsecondary goals</i>

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

Example	Non Example
<p>The box on the IEP is checked showing that the student will engage in the State’s standard College Preparatory courses of throughout high school:</p> <p><i>These courses of study meet I-13 standards for Item #5 for the following reasons:</i></p> <ul style="list-style-type: none"> ○ <i>The course of study listed support John’s postsecondary goal to enroll at Ocean County Community College</i> 	<p>The box on the IEP is checked showing that the student will engage a functional curriculum aimed and improving independent living skills during the next 4 years of high school to obtain a certificate of attendance.</p> <p><i>This example does not meet I-13 standards for Item #5 for the following reason:</i></p> <ul style="list-style-type: none"> ○ <i>This curriculum is not relevant to the student’s postsecondary goals.</i>

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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 explicit instruction in reading and a story map, John will identify the sequence of events in a passage with 80% accuracy by June 2009.</p> <p>(Education and Training 2) Given computer assisted instruction on rights and responsibilities as defined by the Americans with Disabilities Act and 504 of the Rehabilitation law, John will identify who at the college, he must contact for service, when he must provide the information, what accommodations he will need, and what to do if his needs are not being met with 80% accuracy by the end of the school year.</p> <p><i>These goal statements meet I-13 standards for Item #6 for the following reasons:</i></p> <ul style="list-style-type: none"> a) <i>Goals include a condition, measurable behaviors, criteria, and a timeframe.</i> b) <i>Goals support post secondary goals by addressing specific skills necessary to be successful in a postsecondary institution</i> 	<p>(Education and Training 1) Given an Ocean County Community College Undergraduate Handbook, John will choose and participate in two intramural sports that interest him.</p> <p>(Education and Training 2) John will meet with disabilities services to discuss his rights and responsibilities.</p> <p><i>These goal statements do not meet I-13 standards for Item #6 for the following reasons:</i></p> <ul style="list-style-type: none"> a) <i>Goals do not include all components (condition, measurable behavior, criteria, and timeframe).</i> b) <i>Goal one is not related to John’s postsecondary goals</i> c) <i>Goal two is an activity rather than a goal to acquire a specific skill</i>
<p>(Employment 1) Given his results on a career interest inventory, small group instruction on reading the classifieds, and the classified section of the newspaper, John will choose 4 out of 5 possible opportunities for part-time employment that match his interests by December 2009.</p> <p>(Employment 2) Given 3 job shadowing experiences in the field of computer science, John will identify his likes and dislikes of each setting by completing a job site interest survey and verbally describing his preferences during the duration of this IEP.</p> <p><i>These annual goals meet I-13 standards for Item #6 for the following reasons:</i></p> <ul style="list-style-type: none"> a) <i>Annual goals primarily focus on supporting the goal of postsecondary employment.</i> b) <i>“identifying” and “choosing” indicate that John will be learning a skill.</i> c) <i>Goals include a condition, measurable behaviors, criteria, and a timeframe.</i> 	<p>(Employment 1) John will read the newspaper and identify current events.</p> <p>(Employment 2) John will participate in community-based vocational training during the duration of the current IEP.</p> <p><i>These annual goals do not meet I-13 standards for item #6 for the following reasons:</i></p> <ul style="list-style-type: none"> a) <i>Statements suggest an activity, rather than a learned skill.</i> b) <i>Goals are not directly related to John’s postsecondary goals</i> d) <i>Goals do not include all components (condition, measurable behavior, criteria, and timeframe).</i>

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 indicating that the student was sent a letter inviting them to the conference.</p> <p><i>This documentation meets I-13 standards for Item #7 for the following reasons:</i></p> <p style="margin-left: 20px;"><i>a) There is evidence that the student was invited to the IEP meeting where transition services would be discussed.</i></p>	<p>No invitation documented.</p> <p><i>This documentation does not meet I-13 standards for Item #7 for the following reasons:</i></p> <p style="margin-left: 20px;"><i>a) There is no evidence that the student was invited to the IEP meeting where transition services would be discussed.</i></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"> • A consent form signed by John’s father, indicating that the LEA may contact the disability services office of the Ocean County Community College • An invitation to conference in the file, and mailed to professional staff in the disability services office of Ocean County Community College <p><i>These examples meet the I-13 requirement for item #8 for the following reasons:</i></p> <ul style="list-style-type: none"> <i>a) Parental consent is required in order to contact any adult agencies and release student information</i> <i>b) An invitation documents that a representative from disability services was invited to attend the meeting</i> 	<ul style="list-style-type: none"> • John verbally stating that he will attend the local college fair • A statement from John written on the IEP documenting that he will contact the Ocean County Community College disability support services office by November 2006 <p><i>These examples do not meet the requirements for I-13 item # 4 for the following reasons:</i></p> <ul style="list-style-type: none"> <i>a) Statements do not indicate participation by adult agencies</i> <i>b) Parental consent is required in order to contact any adult agencies and release student information</i> <i>c) An invitation documents that a representative from VR and disability services were invited to attend the meeting has to be present</i>

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