

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 does not 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.

Formula for writing a post secondary goal:

□ □ *will* □ □
(After High School) *(Student)* *(behavior)* *where and how*
(After graduation)
(Upon completion of high school)

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 graduation from high school, Stephanie will attend Trident Technical College and participate in the culinary arts industry certificate program meeting the requirements to attain an Entry Level Food Service Certificate.</p> <p>(Education and Training 2) After high school, Stephanie will attend courses designed to provide specialized academic, functional, and occupational preparation for individuals with disabilities 2 times per week at the community college.</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>Behavior occurs after high school</i> b) <i>Goals are observable</i> <p>(Employment 1) After high school, Stephanie will access public transportation to get to and from work each day.</p> <p>(Employment 2) After high school graduation, Stephanie will work 20 hours per week at a local restaurant with temporary supports provided through Vocational Rehabilitation.</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>Development of an independent living skill, specifically transportation independence, and participation in on-the job training (employment implied), are the focus of these goals.</i> b) <i>Independently riding the bus is observable, as in Stephanie demonstrates the skill or she does not.</i> c) <i>Reporting to her job at a local restaurant is also a skill that can be observed.</i> d) <i>Stated that the goal will occur after Stephanie exits high school.</i> <p>(Independent Living 1) Upon completion of high school, Stephanie will independently prepare for work each day, including dressing, making her bed, and making her lunch.</p> <p>(Independent Living 2) Upon graduation from high school, Stephanie will live semi-independently with a roommate in an apartment close to her parent’s home and supports provided</p>	<p>(Education and Training 1) Stephanie wants to classes in culinary arts.</p> <p>(Education and Training 2) Stephanie will need compensatory education classes after high school.</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>Goals are not measurable as stated.</i> b) <i>“wanting” and “needing” are not observable behaviors</i> <p>(Employment 1) Stephanie envisions riding the public bus each day.</p> <p>(Employment 2) Stephanie wants to apply for a job at a local restaurant.</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>Goals are not measurable as stated.</i> b.) <i>“envisioning” and “wanting” are not observable behaviors</i> <p>(Independent Living 1) Stephanie’s parents will assist her with preparing for work each morning.</p> <p>(Independent Living 2) Stephanie will look for an apartment to live in after high school.</p>

through the local independent living center.

*These goals **meet** I-13 standards for Item #1 for the following reasons:*

- a) Development of independent living skills is the focus of these goals.*
- b) Preparing for work is observable, as in Stephanie demonstrates the skill or she does not.*
- c) Stated that the goal will occur after Stephanie exits high school.*

*These goals **do not** meet I-13 standards for Item #1 for the following reasons:*

- a) Goal is not measurable as stated.*
- b) Parental assistance is not a specific skill to be learned by Stephanie*
- c) "Looking" for an apartment is not measurable*

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2 . Is (are) the postsecondary goal(s) updated annually?	
Example	Non Example
<p>(Education and Training 1 & 2) The statement of Present Level of Academic and Functional Performance (PLAAFP) indicates that “Stephanie’s educational goals beyond high school were considered and updated based on transition assessment information in developing this IEP”.</p> <p><i>The goals meet I-13 standards for Item #2 for the following reasons:</i></p> <p style="padding-left: 20px;"><i>a) The annual review of the postsecondary goal is clearly stated and updated in the PLAAFP in the IEP document.</i></p> <p>(Employment 1 & 2) The statement of Present Level of Academic and Functional Performance (PLAAFP) indicates that “Stephanie’s employment goals beyond high school were considered in developing this IEP”.</p> <p><i>The goals meet I-13 standards for Item #2 for the following reasons:</i></p> <p style="padding-left: 20px;"><i>a) The annual review of the postsecondary goal is clearly stated in the PLAAFP in the IEP document.</i></p> <p>(Independent Living 1 & 2) The statement of Present Level of Academic and Functional Performance (PLAAFP) indicates that “Stephanie’s independent living goals beyond high school were considered in developing this IEP”.</p> <p><i>The goals meet I-13 standards for Item #2 for the following reasons:</i></p> <p style="padding-left: 20px;"><i>a) The annual review of the postsecondary goal is clearly stated in the PLAAFP in the IEP document.</i></p>	<p>Postsecondary goals were evident (see examples for Education and Training and Employment for Allison in Item #1), but PLAAFP indicates “Stephanie completes her coursework as expected .” Further the assessment data documented in the IEP (formal and informal) are more than one year old.</p> <p><i>These goals do not meet I-13 standards for Item #2 for the following reasons:</i></p> <p style="padding-left: 20px;"><i>a) The present level of academic and functional performance statement should have some connection to the student’s identified postsecondary goal(s)</i></p> <p style="padding-left: 20px;"><i>b) Transition assessment is meant to be a continuous process which should inform the identification of, development of, fine-tuning of postsecondary goals each year</i></p>

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

Example	Non Example
<p>(State assessment → state present level → link to postsecondary goals)</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 personal hygiene, punctuality, getting along with co-workers, overall job performance, work ethic, and responsive to supervision.</p> <p><i>This information meets I-13 standards for Item #3 for the following reasons:</i></p> <ul style="list-style-type: none"> a) <i>Data were obtained over time (not one snapshot).</i> b) <i>There is an indication of inclusion [or being responsive to] of student strengths, preferences, and interests.</i> c) <i>The information considers present and possible future environments.</i> d) <i>There is no indication that the sources of information are <u>not</u> age appropriate.</i> 	<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> <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>There is no indication of the source of information (i.e., name or type of assessment).</i> b) <i>There is no link to postsecondary goals</i> c) <i>It does not reflect assessment data gathered over time</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>(Instruction)</p> <ul style="list-style-type: none"> • Travel instruction • Instruction on use of a picture schedule • Instruction in telling and calculating time • Reading instruction • Food preparation and kitchen hygiene instruction • Using the bus schedule during in class instruction and on community outings <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>(Community Experience)</p> <ul style="list-style-type: none"> • Job shadowing in a food-service environment • Taking the bus to access job shadowing site <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>(Functional Vocational Evaluation)</p> <ul style="list-style-type: none"> • Completing a career preference inventory • Completing an adaptive behavior scale • Using computer software to identify likes and dislikes regarding food-preparation jobs <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>(Instruction)</p> <ul style="list-style-type: none"> • Instruction on the life cycle of insects • Driver's education <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>Instruction on the life cycle is not related to Stephanie's post school goals</i> b) <i>Stephanie does not wish to obtain a driver's license</i> <p>(Community Experience)</p> <ul style="list-style-type: none"> • Class field trip to the zoo • Community based vocational training in agriculture <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>Going to the Zoo the field of agriculture are not related to Stephanie's post school goals</i> <p>(Functional Vocational Evaluation)</p> <ul style="list-style-type: none"> • End of grade test civics • <i>Brigance Early Childhood Inventory</i> <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>Civics Stephanie's post school goals</i> b) <i>Assessments are not age-appropriate</i>

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>Courses are listed identifying what Stephanie will take each year of high school. These courses are:</p> <ol style="list-style-type: none"> 1. Functional Reading IV 2. Professional Cooking (1 Credit) 3. Safety in the Community IV 4. Work Study (2 Credits) <p><i>These courses of study meet I-13 standards for Item #5 for the following reason:</i></p> <ol style="list-style-type: none"> a) <i>The coursework listed is appropriate for Stephanie because it supports preparation for her postsecondary goal of employment (job training in that employment) and independent navigation of the community and will be completed during her final six-months of school.</i> 	<p>The IEP lists the following courses as Stephanie's courses of study:</p> <ol style="list-style-type: none"> 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) <p><i>These courses of study do not meet I-13 standards for Item #5 for the following reason:</i></p> <ol style="list-style-type: none"> a) <i>The courses listed are not appropriate for Stephanie because they will not help her meet her postsecondary goal of traveling independently to her food services job where she intends to advance her skills through employer provided training opportunities.</i> b) <i>These courses also reflect an entire course of study for a student with more time left in school. Stephanie will be ineligible for educational services from her LEA in less than 6 months from the writing of this IEP.</i>

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 small group instruction on food safety skills, a task analysis, and self-monitoring sheet, Stephanie will demonstrate appropriate safety skills in food and nutrition class with 100% accuracy during the duration of the IEP.</p>	<p>(Education and Training 1) Stephanie will follow food safety guidelines.</p>
<p>(Education and Training 2) Given direct instruction for completing a college application, guided practice, and personal information, Stephanie will complete an application with 100% accuracy by the end of the 2nd school semester.</p>	<p>(Education and Training 2) Stephanie will transfer her personal information to an application for college.</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"> <i>a) Annual goals logically support her postsecondary goals of attending a culinary arts program</i> <i>b) It is appropriate that Stephanie will learn these skill during high school, in preparation for her postsecondary goals</i> <i>c) Goals include a condition, measurable behaviors, criteria, and a timeframe.</i> 	<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"> <i>a) Annual goals focus on an activity, not an explicit skill or behavior.</i> <i>b) Goals do not include all components (condition, measurable behavior, criteria, and timeframe).</i>
<p>(Employment 1) 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 by December of the current school year.</p>	<p>(Employment 1) Stephanie will choose the correct bus route to take from the school to the grocery store.</p>
<p>(Employment 2) Given a whole task instruction and a task analysis for salad prep in the school cafeteria, Stephanie will demonstrate the steps in the task analysis with 80% accuracy and no more than one verbal prompt weekly by the end of the first school semester.</p>	<p>(Employment 2) Stephanie will help the lunch ladies prepare the salad bar for lunch.</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"> <i>a) Annual goals logically support her postsecondary goals of going to work independently and attending a culinary arts program</i> <i>b) It is appropriate that Stephanie will learn these skill during high school, in preparation for her postsecondary goals</i> <i>c) Goals include a condition, measurable behaviors, criteria, and a timeframe.</i> 	<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"> <i>a) Annual goals focus on an activity, not an explicit skill or behavior.</i> <i>b) Goals do not include all components (condition, measurable behavior, criteria, and timeframe).</i>
<p>(Independent Living 1) By December 2009, given whole task instruction for making a bed and a task analysis, Stephanie will appropriately make a bed without assistance 4 out of 5 occasions as measured by the number of completed steps on the task analysis.</p>	<p>(Independent Living 1) Stephanie will learn to make her bed by participating in community-based instruction at Holiday Inn Express.</p>
<p>(Independent Living 2) Given the equipment and supplies for washing clothes and task analysis, Stephanie will follow the steps to wash a load of clothes with 100% accuracy by June 2009.</p>	<p>(Independent Living 2) Stephanie will learn to wash, dry, and fold her own clothes.</p>

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

- a) Annual goals logically support her postsecondary goals of preparing for work and living independently*
- b) It is appropriate that Stephanie will learn these skill during high school, in preparation for her postsecondary goals*
- c) Goals include a condition, measurable behaviors, criteria, and a timeframe.*

*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).*

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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>Student name included on the invitation as participant</p> <p><i>This documentation meets 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>No invitation or verbal invitation only.</p> <p><i>This documentation does not 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>

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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 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 <p><i>These examples meet the I-13 requirement for item #8 for the following reasons:</i></p> <ul style="list-style-type: none"> a) <i>An invitation documents that a representative from VR and employment training centers were invited to attend the meeting</i> b) <i>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</i> 	<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><i>These examples do not meet the requirements for I-13 item #8 for the following reasons:</i></p> <ul style="list-style-type: none"> a) <i>Consent is required in order to contact any adult agencies and release student information from a parent or a student who is age of majority</i> b) <i>Statement does not indicate an invitation to conference was sent to VR or training centers</i>

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