

## Lissette

Lissette is a 20 year old student with Down Syndrome. As an adolescent, Lissette 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 postsecondary 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. Lissette 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. Lissette 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.

Lissette 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. Lissette has expressed a desire to someday get married and have children but she does not 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.

Lissette 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. Lissette is willing to use the device, but she is still learning to use it effectively.

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

Formula for writing a postsecondary goal:

□      □      □      □  


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(After High School)      (Student)      will      (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@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 graduation from high school, Lissette will attend the Workforce Development Program and complete a non-degree program in food service at Montgomery County Community College</p> <p>(Education and Training 2) After high school, Lissette will participate in weekly instruction on independent living skills at the local Independent Living Center in her community (a non profit organization designed and operated within a local community by individuals with disabilities who provide an array of independent living services, including the core services of information and referral, independent living skills training, peer counseling, and individual and systems advocacy).</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>Enrolling in course in a postsecondary education environment is the focus of the goal.</i></li> <li>b) <i>Goals reflect Lissette’s strengths, interest, and preferences.</i></li> </ul> <p>(Employment 1) After high school, Lissette will work on-campus part-time in the food court at the college with supports from Vocational Rehabilitation and the staff at the college.</p> <p>(Employment 2) After completion of the Workforce Development Program at Montgomery County Community College, Lissette will work as a prep cook at a local restaurant near her home with time-limited supports provided by PAID (The Pennsylvania Association for Individuals with Disabilities).</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 or maintenance of employment is the focus of these goals.</i></li> <li>b) <i>Expectation, or behavior, is explicit, as in Lissette continues employment, or does not and Lissette accesses adult agency service (or does not).</i></li> <li>c) <i>It is stated in this goal that increased employment and use of adult services will occur after Lissette leaves high school.</i></li> </ul> <p>(Independent Living 1) Upon completion of high school, Lissette will utilize public transportation, including the public</p>	<p>(Education and Training 1) Lissette wants to go to college</p> <p>(Education and Training 2) Lissette has expressed an interest in obtaining a mentor from the local Independent Living Center.</p> <p><i>These goals <b>do not</b> meet I-13 standards for Item #1 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>a) <i>“wants” and “expressed interests” are not observable</i></li> <li>b) <i>It is not clear whether the goals take place after graduation from high school</i></li> </ul> <p>(Employment 1) Lissette will get a job.</p> <p>(Employment 2) Lissette has expressed an interest in obtaining employment as a prep cook in the future.</p> <p><i>These goals <b>do not</b> meet I-13 standards for Item #1 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>a) <i>The expectation for learning, or behavior, is not explicitly stated.</i></li> <li>b) <i>It is not clear that the activities will continue to occur, or will occur after high school.</i></li> </ul> <p>(Independent Living 1) Lissette will learn to use the bus</p>

<p>bus and uptown trolley with time limited supports provided through Vocational Rehabilitation.</p> <p>(Independent Living 2) After high school, Lissette will live semi-independently with a roommate in a assisted living apartment with supports provided through Disability Services)</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><i>a) Participation in independent living skill development, specifically community participation, is the focus of this goal.</i></li> <li><i>b) Use of the bus can be measured, as in Lissette performs the necessary activities or does not perform the activities.</i></li> <li><i>c) The expectation, or behavior, is explicit, as in Lissette performs the required activities or she does not.</i></li> <li><i>d) It is stated in this goal that the instruction will occur after graduation.</i></li> </ul>	<p>system.</p> <p>(Independent Living 2) Lissette will inquire about the obligations and responsibilities of getting an apartment.</p> <p><i>These goals <b>do not</b> meet I-13 standards for item #1 for the following reasons:</i></p> <ul style="list-style-type: none"> <li><i>a) The expectation for learning, or behavior, is not explicitly stated.</i></li> <li><i>b) It is not stated that the goal will occur after high school.</i></li> </ul>
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2 . Is (are) the postsecondary goal(s) updated annually?	
Example	Non Example
<p>(Education 1 &amp; 2) The statement of Present Level of Academic and Functional Performance (PLAAFP) indicates that “last semester Lisette successfully completed Functional Math and Reading III and wants to complete the final semester in this series next semester”.</p> <p>(Employment 1 &amp; 2) The statement of Present Level of Academic and Functional Performance (PLAAFP) indicates that “<u>since last year</u>, Lisette has participated in three lengthy community-based unpaid job shadowing experiences and her efficiency and work ethic were complimented by the community supervisors”.</p> <p>(Independent Living 1 &amp; 2) The statement of Present Level of Academic and Functional Performance (PLAAFP) notes that Lisette has recently managed more of her own gift and allowance money and is eager to do more things independently.</p> <p><i>These goals <b>meet</b> I-13 standards for Item #2 for the following reasons:</i></p> <ul style="list-style-type: none"> <li><i>a) “last semester”, “since last year”, and “recently” indicates that the information was updated annually</i></li> <li><i>b) the current information in the PLAAFP relates to the identified postsecondary goals, indicating that the postsecondary goals were considered with the development of the current IEP</i></li> </ul>	<p>Absence of postsecondary goals.</p> <p><i>These goals <b>do not</b> meet I-13 standards for Item #1 for the following reasons:</i></p> <ul style="list-style-type: none"> <li><i>a) No postsecondary goals would be a clear indication that they were not reviewed annually</i></li> </ul>

3. Is there evidence that the measurable postsecondary goal(s) were based on age-appropriate transition assessment?	
Example	Non Example
<p data-bbox="235 352 743 411">(State assessment → state present level → link to postsecondary goals)</p> <p data-bbox="175 464 776 709">Results of performance on state mandated assessments taken during high school indicate Lissette is performing below average in math, reading and written expression. 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 indicate that Lissette has acquired many age-appropriate behaviors necessary for her to live independently and to function safely and appropriately in daily life; however, she continues to need support in this area.</p> <p data-bbox="175 737 776 1178">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 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.</p> <p data-bbox="175 1205 776 1398">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) <i>Transition Planning Inventory</i>, student, home, and school forms, April 2006; (4) <i>Making Action Plans [MAPS]</i> (Forest &amp; Lusthaus, 1990), completed May, 2005</p> <p data-bbox="175 1451 699 1507"><i>This example <b>meets</b> I-13 standards for Item #3 for the following reasons:</i></p> <ul data-bbox="224 1507 753 1755" style="list-style-type: none"> <li>a) <i>It includes information gathered over time.</i></li> <li>b) <i>It reflects student strengths, interests, and preferences.</i></li> <li>c) <i>It is associated with present (end of course and grade scores) and future environments (employer letter and employment specialist observation).</i></li> <li>d) <i>The information is from multiple sources and places.</i></li> <li>e) <i>The data sources are age-appropriate.</i></li> </ul>	<p data-bbox="805 464 1398 575">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.</p> <p data-bbox="805 1451 1398 1507"><i>This information <b>does not</b> meet I-13 standards for Item #3 for the following reasons:</i></p> <ul data-bbox="854 1507 1390 1671" style="list-style-type: none"> <li>a) <i>It is not clear that the information is gathered over time.</i></li> <li>b) <i>The information does not indicate that it reflects student strengths, interests, and preferences.</i></li> <li>c) <i>The information does not clearly relate to goals or environments beyond Lissette’s current setting.</i></li> </ul>

**4. Are there transition services in the IEP that will reasonably enable the student to meet their postsecondary goal(s)?**

Examples	Non Examples
<p>(Education and Training Instruction)</p> <ul style="list-style-type: none"> <li>• Instruction on Community Safety skills</li> <li>• Travel instruction</li> <li>• Math instruction related to money usage</li> <li>• Literacy instruction related to sight word identification</li> <li>• Instruction related to community safety and self defense at the YMCA</li> <li>• Math instruction related to telling time on a variety of watches and clocks</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>Instruction is related to postsecondary goals</i></li> <li><i>Services can be provided by the school</i></li> </ol>	<p>(Education and Training Instruction)</p> <ul style="list-style-type: none"> <li>• Instruction related to life science</li> <li>• Intelligence testing</li> <li>• Job shadowing with school bus driver</li> <li>• Participating in chorus</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>Lisette is not participating in the standard course of study</i></li> <li><i>Instructional activities do not correspond with postsecondary goals</i></li> </ol>
<p>(Related Service)</p> <ul style="list-style-type: none"> <li>• Assistive technology services to increase use of voice output device</li> <li>• Physical therapy to improve independent ambulation</li> </ul> <p><i>These services <b>meet</b> the I-13 requirement for item #4 for the following reasons:</i></p> <ol style="list-style-type: none"> <li><i>Lisette has documented needs for orientation and mobility</i></li> <li><i>Use of a voice output device will increase independence in the community and at work</i></li> </ol>	<p>(Related Service)</p> <ul style="list-style-type: none"> <li>• Medical services</li> <li>• Therapeutic recreation</li> </ul> <p><i>This service <b>does not</b> meet the I-13 requirement for item #4 for the following reason:</i></p> <ol style="list-style-type: none"> <li><i>Services do not support postsecondary goals</i></li> <li><i>There is no a documented need for medical services</i></li> </ol>
<p>(Employment and Other Post School Living Objectives)</p> <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> <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>Instruction is related to postsecondary goals</i></li> <li><i>Services can be provided by the school</i></li> </ol>	<p>(Employment and Other Post School Living Objectives)</p> <ul style="list-style-type: none"> <li>• Referral to group home</li> </ul> <p><i>This service <b>does not</b> meet the I-13 requirements for item #4 for the following reasons:</i></p> <ol style="list-style-type: none"> <li><i>Does not align with postsecondary goal</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>Courses are listed identifying what Lissette will take each year of high school. These courses are:</p> <ol style="list-style-type: none"> <li>1. Functional Math I, II, III, IV (4 Credits)</li> <li>2. Functional Reading I, II, III, IV (4 Credits)</li> <li>3. Introduction to Cooking I, II, III, IV (4 Credits)</li> <li>4. Safety in the Community I, II, III, IV (4 Credits)</li> <li>5. Recreation Leisure I, II, III (3 Credits)</li> <li>6. Work Study Skills I, II, III, IV (4 Credits)</li> </ol> <p>Lissette has successfully completed three years of this coursework and now has one credit remaining to complete each course series.</p> <p><i>These courses of study <b>meet</b> I-13 standards for Item #5 for the following reason:</i></p> <ol style="list-style-type: none"> <li>a) <i>The coursework listed is appropriate for Lissette because her postsecondary 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.</i></li> </ol>	<p>The IEP lists the following courses as Lissette’s course of study:</p> <ol style="list-style-type: none"> <li>1. English I, II, III, IV (4 Credits)</li> <li>2. Mathematics (Algebra I, Algebra II, Geometry, and higher level math course) (4 Credits)</li> <li>3. Science (Physical Science, Biology, Earth/Environmental Science) (3 Credits)</li> <li>4. Social Studies (Civics and Economics, US History, World History) (3 Credits)</li> <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> </ol> <p><i>These courses of study <b>do not</b> meet I-13 standards for Item #5 for the following reasons:</i></p> <ol style="list-style-type: none"> <li>a) <i>The courses listed are not appropriate for Lissette because they will not help her meet her postsecondary 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.</i></li> </ol>

**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 hand washing, a task analysis, and self-monitoring sheet, Lissette will demonstrate how to appropriately wash her hands with 100% accuracy as measured by the number of correct steps completed on the task analysis during the duration of the IEP.</p> <p>(Education and Training 2) By May 2009, Given whole task instruction, a task analysis, and independent practice, Lissette will state problem solving strategies when lost in the community independently with 90% accuracy as measured by number of correct steps completed on the task analysis.</p>	<p>(Education and Training 1) Lissette will demonstrate appropriate safety skills in parenting class with 100% accuracy during the duration of the IEP.</p> <p>(Education and Training 2) Given whole task instruction, a task analysis, and independent practice, Lissette will talk on the phone independently with 90% accuracy as measured by number of correct steps completed on the task analysis.</p>
<p><i>These goal statements <b>meet</b> I-13 standards for Item #6 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>a) <i>Goal one is focused on Lissette's acquisition of safety skills that will support her enrollment in a postsecondary culinary arts non degree program.</i></li> <li>b) <i>Goal two is focused on Lissette's acquisition of safety skills that will support postsecondary goal of continued life skills instruction.</i></li> <li>c) <i>Goals include a condition, measurable behaviors, criteria, and a timeframe.</i></li> </ul>	<p><i>These goal statements <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 include all components (condition, measurable behavior, criteria, and timeframe).</i></li> <li>b) <i>Goals not related to Lissette's postsecondary goals.</i></li> </ul>
<p>(Employment 1) 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> <p>(Employment 2) Given direct instruction for completing a job application, guided practice, and personal information, Lissette will complete an application with 100% accuracy by the end of the 2nd school semester.</p>	<p>(Employment 1) Given a whole task instruction and a task analysis for lawn maintenance, Lissette will demonstrate the steps in the task analysis.</p> <p>(Employment 2) Given direct instruction for working at the front desk of a hair salon, guided practice, and script, Lissette will greet customers with 100% accuracy by the end of the 2nd school semester.</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>Preparing for employment is the primary focus of this goal.</i></li> <li>b) <i>Using a telephone successfully is an important skill for a person who will maintain employment.</i></li> <li>c) <i>Goals include a condition, measurable behaviors, criteria, and a timeframe.</i></li> </ul>	<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 include all components (condition, measurable behavior, criteria, and timeframe).</i></li> <li>b) <i>Goals do not support postsecondary goals</i></li> </ul>
<p>(Independent Living 1) Given a bus schedule adapted with pictures, Lissette 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>(Independent Living 1) Given several coins, Lissette will match the coin with its amount six out of eight times by November 3, 2007.</p>
<p>(Independent Living 2) Given community-based instruction on grocery shopping and a grocery list, Lissette will independently navigate the grocery store, locate items on the grocery list, and purchase items 3 out of 4 times by December</p>	<p>(Independent Living 2) Given community-based vocational training on auto repair, Lissette will independently change the oil in a car, 3 out of 4 times by December 2009.</p>



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*These annual goals **meet** I-13 standards for Item #2 for the following reasons:*

- a) Annual goals primarily focus on supporting independent living skills.*
- b) Grocery shopping is a critical independent living skill that is appropriate for Lissette to develop while in high school.*
- c) Goals include a condition, measurable behaviors, criteria, and a timeframe.*

*These annual goals do not meet I-13 standards for item #2 for the following reasons:*

- a) Goals do not include all components (condition, measurable behavior, criteria, and timeframe).*
- b) Goals do not support postsecondary goals*
- c) 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 postsecondary goal of using public transportation.*

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<b>7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?</b>	
<b>Example</b>	<b>Non Example</b>
<p>Telephone log documenting invitation to Lisette, dated prior 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 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>Copy of note given to Lisette at the IEP meeting indicating that she was invited.</p> <p><i>This documentation <b>does not</b> 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 prior to the date/time of the 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"> <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> <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 and DSA were invited to attend the meeting</i></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> <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) 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></li> <li><i>b) Statement does not indicate an invitation to conference was sent to VR or training centers</i></li> </ul>

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