

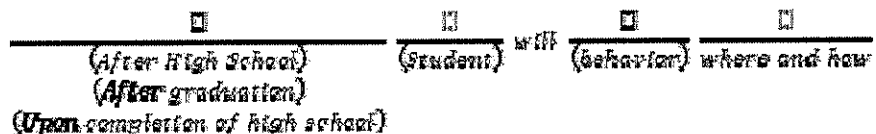
Jamarreo

Jamarreo is a 19 year old student identified with emotional and behavioral disabilities. Jamarreo’s interpersonal skills and work ethic are strengths for him. Academically, he has maintained Cs and Bs in 10th and 11th grade. Jamarreo also has a moderate hearing loss that requires him to wear a hearing aid. His speech is intelligible to others despite his hearing impairment. He knows sign language, but typically communicates with others by lip reading and responding verbally.

During elementary school, Jamarreo exhibited behavioral outbursts including yelling and cursing loudly when things did not go his way in the classroom and at school. At the age of 15, he was sure that he would drop out of high school on his sixteenth birthday because he didn’t like school and wanted to earn money like his older relatives. His special education teacher, mother, and uncle worked with Jamarreo to develop a program that included career- related courses, paid work experiences, and job-specific training so that he could earn the money he sought while gaining skills for a career. He worked part-time with his uncle at his welding shop and expressed an interest in working in a similar environment after high school. He enjoyed working with others, doing manual labor, and listening to loud music while working. He exhibits strengths in the area of mechanical work. Career assessments indicate that he is likely to be a serious, dedicated employee. At home, he fixes appliances around the house, which his mother appreciates. One time in the past year, Jamarreo received criticism from his uncle because he was not consistently wearing appropriate safety gear. Jamarreo did not accept the feedback well; he walked out of the shop and went home for the day.

Jamarreo is most interested in racing cars on the weekends. He has never played sports, and does not have an interest in them other than watching stock car races on television. For the past few years, he and his friends have worked to fix up a car they bought from the junk yard for a few hundred dollars. They enter local races on the weekends to win cash prizes. Jamarreo does not race the cars; he does the body work on them. He does not always wear the necessary protective gear when welding, which is dangerous. His uncle sometimes helps him with the more detailed welding work in his welding shop. Jamarreo loves to work on the cars and attend the races on the weekends. This hobby has prepared him with valuable vocational skills related to welding and automotives, but these races are illegal. The local police have begun to pay more attention to these events. Jamarreo does not express any concern that he will be caught participating in the races. Jamarreo’s uncle and mother are concerned that he will get into trouble with the law, postponing his career plans.

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))

a) 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) The summer after graduation from high school, Jamarreo will attend BizCamp, a two-week, intensive summer program for students who are interested in entrepreneurship sponsored by the National Foundation for Teaching Entrepreneurship (NFTE).</p> <p>(Education and Training 2) Upon graduation from high school, Jamarreo will attend Central Piedmont Community College and participate in the welding industry certificate program meeting the requirements to attain an Entry Level Welding Certificate.</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) Participation in training is the focus of this goal. b) Successful completion of a welding certificate can be observed, as in Jamarreo meets the requirements of the coursework or he does not. c) Expectation, or behavior, is explicit, as in Jamarreo attains the certificate or he does not. d) It is stated in these goals that the training will occur after graduation. <p>(Employment 1) Upon graduation from high school, Jamarreo will work part-time as a shop helper in his uncle's shop to gain experience in the automotive repair industry.</p> <p>(Employment 2) After graduation from CPCC, Jamarreo will obtain a small business license and contract out his services as a welder in his uncle's shop.</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) Actions will occur after high school. b) Results of the goals are observable (i.e., Jamarreo will or will not be a self-employed welder). <p>(Independent Living 1) After graduation, Jamarreo will follow the laws of his community, demonstrating an understanding of the need for laws to ensure his and others' safety.</p> <p>(Independent Living 2) After graduation, Jamarreo will maintain his hearing equipment by attending annual check ups with audiologist.</p> <p><i>These goals meet I-13 standards for Item #1 for the following</i></p>	<p>(Education and Training 1) Jamarreo wants to become an entrepreneur.</p> <p>(Education and Training 2) Jamarreo will apply to the industry certificate program at CPCC in 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) Learning about welding is not measurable as stated. This goal is not measurable, as no criterion or timeframe is identified. b) Expectation for learning, or behavior, is not explicitly stated. c) It is not stated that the goals will occur after graduation. <p>(Employment 1) Jamarreo has expressed interest in the automotive repair industry.</p> <p>(Employment 2) Jamarreo wants to be a welder.</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) "Want" or "expressed interest" are not outcomes. b) Goal statements are not measurable. c) It is not clear these goals will take place after high school. <p>(Independent Living 1) Jamarreo wants to hang out with friends.</p> <p>(Independent Living 2) Jamarreo wants a new less visible hearing aid.</p> <p><i>These goals do not meet I-13 standards for Item #1 for the</i></p>

reasons:

- a) Actions will occur after high school.*
- b) results of the goals are observable (i.e., Jamarreo will or will not stay out of jail).*

following reasons:

- a) "Want" or "expressed interest" are not outcomes.*
- b) Goal statements are not measurable.*
- c) It is not clear these goals will take place after high school.*

2 . Is (are) the postsecondary goal(s) updated annually?

Example

(Education and Training 1 & 2) The academic assessment box in Jamarreo's IEP states, "With noted testing accommodations, Jamarreo demonstrated proficiency on all end of course exams required for 10th and 11th grade." There is also a statement in the PLAAFP that, "Jamarreo's academic strengths in his junior year were in his two career technical and one art course."

The goals meet I-13 standards for Item #2 for the following reasons:

- a) *The annual review of the postsecondary goal is indicated in the updated information in the assessment and PLAAFP sections of the IEP which align with the identified postsecondary goals.*

(Employment 1 & 2) The vocational assessment box in Jamarreo's IEP states that a, "Career Planning Survey completed in 2005 and then the Work Adjustment Inventory completed March, 2009 suggest Jamarreo has strengths in the area of mechanical work".

The goals meet I-13 standards for Item #2 for the following reasons:

- a) *The annual review of the postsecondary goal is indicated in the updated information in the assessment section of the IEP which align with the identified postsecondary goals.*

(Independent Living 1 & 2): The assessment section of Jamarreo's IEP noted that "an informal interview with his family in preparation for the IEP meeting, mother noted concerns about Jamarreo's lack of concern for legal consequences of his behavior."

The goals meet I-13 standards for Item #2 for the following reasons:

- a) *The annual review of the postsecondary goal is indicated in the updated information in the assessment section of the IEP which align with the identified postsecondary goals.*
- b) *The second Independent Living goal is identical to previous IEP's; however, Jamarreo's attention to his hearing aids will be a life-long focus*

Non Example

Jamarreo will participate in training after high school.

Jamarreo will get a part-time job.

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

- a) *This goal does not reflect the assessment data evident for Jamarreo*
- b) *This goal does not appear to have been updated recently, as Jamarreo is entering his final year of high school and has identified more specific goals, as evidenced in the assessment data provided*

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

Example

(State assessment state present levels link to postsecondary goals)

According to the WAIS-R administered on 09/10/09, Jamarreo's performance IQ is in the high average range while his Verbal IQ is in the low average range. He also performed in the high average range on the *Differential Aptitude Test – Mechanical Comprehension and Spatial Reasoning* subtests. These results suggest Jamarreo has potential of meeting his postsecondary goals of being a self-employed welder. According to the *Woodcock Johnson*, administered 9/15/05, his academic achievement in reading and written language is below average. His psychological report and placement paperwork has identified Jamarreo has having an emotional and behavioral disorder as well as a specific learning disability in written expression, oral language processing, and reading. With the provision of the testing accommodations identified in Jamarreo's IEP (extended time and separate testing location), he demonstrated proficiency on all end of course exams required for 10th and 11th grade. These findings suggest that Jamarreo may need time limited supports after graduation from high school as he transitions into a postsecondary educational setting and employment.

An audiological report was completed as part of the three year reevaluation. A note from his pediatrician dated 8/15/09 states he continues to require use of a hearing aid and will need assistance with proper maintenance and care.

Jamarreo reported to his special education case manager on 3/22/06 during an informal interview that he has worked part-time in his uncle's metal shop for the past year and is interested in welding as a career. *Career Planning Survey* completed in 2005 and then the *Work Adjustment Inventory* completed March, 2009 suggest Jamarreo has strengths in the area of mechanical work and will likely be a serious, dedicated employee."

In an informal interview with his family in preparation for the IEP meeting, mother noted concerns about Jamarreo's lack of concern for legal consequences of his behavior. His uncle and mother are pleased that Jamarreo intends on furthering his education and are proud of the skills he has developed thus far.

This example meets I-13 standards for Item #3 for the following reasons:

- *Data are collected over a period of time.*
- *It reflects student strengths, preferences, and interests.*
- *It addresses information important for current and future environments.*
- *Assessment information is age-appropriate.*

Non Example

Jamarreo is currently functioning in the average range of intelligence. His strengths are in the area of short and long-term memory and problem solving. He has been identified as emotional and behavioral disturbed in addition to having a hearing impairment. Jamarreo's interpersonal skills and work ethic are strengths for him. Academically, he has maintained Cs and Bs in 10th and 11th grade.

This information does not meet I-13 standards for Item #3 for the following reasons:

- *All of the information relates to academic performance.*
- *No information is provided that would suggest development of Jamarreo's identified postsecondary goals.*
- *Source of the information is not identified*

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"> • Social skills training • Instruction related to on the job safety • Self-determination training • Instruction related to safety in the workplace • Instruction related to workplace social behavior <p><i>These services meet the I-13 requirements for item #4 for the following reasons:</i></p> <ul style="list-style-type: none"> • Instruction is related to postsecondary goals • Services can be provided by the school <p>(Related Services)</p> <ul style="list-style-type: none"> • Interpreter services for the hearing impaired • Counseling services to increase ability to manage anger • Audiology for hearing aid maintenance <p><i>These services meet the I-13 requirements for item #3 for the following reasons:</i></p> <ul style="list-style-type: none"> • Jamarreo made need interpreter services in the event his hearing aids are not working properly • Anger management is a documented deficit for Jamarreo • The services are related to Jamarreo's post secondary goals <p>(Employment and Other Post School Living Objectives)</p> <ul style="list-style-type: none"> • Community based instructional experiences related to construction work • Work-based instruction with a local welder • Referral to Medicaid for augmentative communication device coverage (i.e., hearing aid) <p><i>These services meet the I-13 requirements for item #3 for the following reasons:</i></p> <ul style="list-style-type: none"> • Instruction is related to postsecondary goals • Services can be provided by the school <p>(Community Experience)</p> <ul style="list-style-type: none"> • Mentor program through local YMCA/police department <p><i>These services meet the I-13 requirements for item #3 for the following reasons:</i></p> <ul style="list-style-type: none"> • Instruction is related to postsecondary goals • Services can be provided by the school 	<p>(Education and Training Instruction)</p> <ul style="list-style-type: none"> • Coursework related to performing arts • Intense Reading Instruction • Advanced Trigonometry <p><i>These services do not meet the I-13 requirements for item #4 for the following reasons:</i></p> <ul style="list-style-type: none"> • Jamarreo does not have a learning disability in reading • Jamarreo is not interested in the performing arts • Advanced trigonometry is not an appropriate class for Jamarreo's skills level <p>(Related Services)</p> <ul style="list-style-type: none"> • Speech services • Occupational therapy <p><i>These services do not meet the I-13 requirements for item #3 for the following reasons:</i></p> <ul style="list-style-type: none"> • Jamarreo does not have a speech impediment • Jamarreo has no needs for refining his fine motor skills <p>(Employment and Other Post School Living Objectives)</p> <ul style="list-style-type: none"> • Community based instructional experiences related to the food service industry • Two trips to adult vocational day placement <p><i>These services do not meet the I-13 requirements for item #3 for the following reasons:</i></p> <ul style="list-style-type: none"> • Jamarreo does not wish to work in the food industry • Jamarreo does not need ongoing supports provided by an adult vocational program, he is capable of obtaining full-time competitive employment <p>(Community Experience)</p> <ul style="list-style-type: none"> • Swimming classes at the local YMCA <p><i>These services do not meet the I-13 requirements for item #3 for the following reasons:</i></p> <ul style="list-style-type: none"> • Jamarreo is not interested in swimming

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 Jamarreo will take his final year of high school. These courses are:</p> <ol style="list-style-type: none"> 1. English IV (1 Credit) 2. Mathematics, III (1 credit) 3. Science (1 Credits) 4. Demonstration of proficiency in state testing of computer skills 5. Career/Technical (1 Credits) 6. Electives (1 Credits) <p><i>These courses of study meet I-13 standards for Item #5 for the following reason:</i></p> <ul style="list-style-type: none"> o <i>Jamarreo's postsecondary goal is to take courses at Central Piedmont Community College so that he can attain a welding certificate and be employed as a welder; therefore, it would be appropriate for him to take courses that are designed for students that want to attain a technical degree.</i> 	<p>The IEP list the following courses as Jamarreo's course of study:</p> <ol style="list-style-type: none"> 1. Functional Reading (1 Credit) 2. Problem Solving in the Workplace (1 Credit) 3. Functional Math (1 Credit) <p><i>These courses of study <u>do not</u> meet I-13 standards for Item #5 for the following reasons:</i></p> <ul style="list-style-type: none"> o <i>The courses listed are not courses that will help Jamarreo meet his postsecondary goal of completing the coursework for a welding certificate at a technical college and full-time employment.</i> o <i>The courses do not reflect multi-year coursework that will help Jamarreo meet his postsecondary goals.</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 explicit instruction on entrepreneurial traits and behaviors, guided practice, and self assessment, Jamarreo will list 4 out 5 personal traits/behaviors associated with successful entrepreneurial performance prior to the end of the first school quarter.</p> <p>(Education and Training 2) Given small group instruction on shop safety skills, a task analysis, and self-monitoring sheet, Jamarreo will demonstrate appropriate safety skills in shop class with 100% accuracy during the duration of the IEP.</p> <p><i>These annual goals meets I-13 standards for Item #6 for the following reason:</i></p> <ul style="list-style-type: none"> a) Annual goals will be accomplished by Jamarreo while in high school to prepare him for successfully completing welding courses at Central Piedmont Community College. b) Annual goal focuses on skills and knowledge to be mastered, that are measurable. c) Goals include a condition, measurable behaviors, criteria, and a timeframe. 	<p>(Education and Training 1) Jamarreo will list the personal traits/behaviors associated with successful entrepreneurial performance.</p> <p>(Education and Training 2) Jamarreo will demonstrate appropriate safety skills in class.</p> <p><i>These annual goals <u>do not</u> meet I-13 standards for Item #6 for the following reason:</i></p> <ul style="list-style-type: none"> a) Goals do not include all components (condition, measurable behavior, criteria, and timeframe).
<p>(Employment 1) Given a whole task instruction and a task analysis for repairing a corner panel to a car, Jamarreo 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) Given direct instruction for completing a small business license application, guided practice, and personal information, Jamarreo will complete an application with 100% accuracy by the end of the 1st school semester.</p>	<p>(Employment 1) Given a whole task instruction for repairing a corner panel to a car, Jamarreo will demonstrate the steps in the task analysis.</p> <p>(Employment 2) Jamarreo will complete an application with 100% accuracy by the end of the 1st school semester.</p>
<p><i>These annual goals meet I-13 standards for Item #6 for the following reason:</i></p> <ul style="list-style-type: none"> a) Annual goals will be accomplished by Jamarreo while in high school to prepare him for successfully completing welding courses at Central Piedmont Community College and obtaining a business license. b) Annual goals focus on skills and knowledge to be mastered, that are measurable. c) Goals include a condition, measurable behaviors, criteria, and a timeframe. 	<p><i>These annual goals <u>do not</u> meet I-13 standards for Item #6 for the following reason:</i></p> <ul style="list-style-type: none"> a) Goals do not include all components (condition, measurable behavior, criteria, and timeframe).
<p>(Independent Living 1) Given computer/video enacted role-plays of legal and illegal activities, Jamarreo will categorize activities with 80% accuracy by March of 2009.</p> <p>(Independent Living 2) Given explicit instruction on proper care and cleaning of a hearing aid, a task analysis, and weekly opportunities to practice, Jamarreo will demonstrate the steps of the task analysis with 90% accuracy by the end of the school year.</p>	<p>(Independent Living 1) Jamarreo will meet with the resource officer at the school to discuss the difference between illegal and legal activities.</p> <p>(Independent Living 2) Jamarreo will visit the school nurse once a week to talk about hearing aid care.</p>

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

- a) *Annual goals will be accomplished by Jamarreo while in high school to prepare him for living independently after high school.*
- b) *Annual goals focus on skills and knowledge to be mastered, that are measurable.*
- 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 reason:

- a) *Goals do not include all components (condition, measurable behavior, criteria, and timeframe).*
- b) *Goals suggest an activity rather than learning a specific skill*

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 the IEP that documents 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>a) <i>There is evidence that the student was invited to the IEP meeting where transition services would be discussed.</i></p>	<p>No documentation of invitation.</p> <p><i>This documentation <u>does not</u> meet I-13 standards for Item #7 for the following reasons:</i></p> <p>a) <i>There is no evidence that the student was invited to the IEP meeting where transition services would be discussed.</i></p>

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 Jamarreo, who is 19, indicating that the LEA may contact Central Piedmont Community College • An invitation to conference in the file for a representative of the job training program at CPCC <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>Parental consent is required in order to contact any adult agencies and release student information</i> b) <i>An invitation documents that a representative from CPCC was invited to attend the meeting</i> 	<ul style="list-style-type: none"> • A list of the welding coursework under Jamarreo's course of study • A statement from Jamarreo's parents that they attended the local college fair <p><i>These examples <u>do not</u> meet the requirements for I-13 item # 8 for the following reasons:</i></p> <ul style="list-style-type: none"> a) <i>Coursework does not indicate participation of adult agencies.</i> b) <i>Attending a college fair is an activity not an invitation</i>

This document was produced under U.S. Department of Education, Office of Special Education Programs Grant No. H326J050004. Marlene Simon-Burroughs served as the project officer. The views expressed herein do not necessarily represent the positions or policies of the Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service or enterprise mentioned in this publication is intended or should be inferred. This product is public domain. Authorization to reproduce it in whole or in part is granted. While permission to reprint this publication is not necessary, the citation should be: National Secondary Transition Technical Assistance Center (2009) Indicator 13 Training Materials, Charlotte, NC, NSTTAC.



U.S. Office of Special
Education Programs