

Paulo

Paulo is an 18 year old student with a mild cognitive disability and autism. According to his IEP, he is identified as a student with Autism. His verbal skills have dramatically increased in the past six years, although he still primarily communicates through adapted sign language, gestures, words, and vocalizations that his family and teachers understand. Paulo’s family has been actively involved in Paulo’s education and transition planning process. Paulo lives at home with his mother and father, his older brother, and his younger sister. His mother and father immigrated to the United States from Brazil 22 years ago. All of the children were born in the United States and they speak both English and Portuguese fluently. His parents expect Paulo to live with them for at least the next 10 years. When they are no longer able to care for him, he will live with one of his siblings, most likely his sister. Paulo’s independent living skills are important to his family. In fact, at times his teachers were concerned that Paulo did too much housework in comparison to his siblings because sometimes he would arrive at school smelling of bleach and appear tired. When asked about this, his parents explained that work was good for him and that he enjoyed it.

Paulo was provided with the services of an interpreter in elementary and middle school and provided with training in sign language. His IEP team, including his parents, discontinued the services because they agreed that he was not benefiting from the services and that he could effectively communicate with others using adapted sign language, some words, gestures, and vocalizations. Paulo can independently take directions and answer questions that require a yes or no response in both English and Portuguese. He also uses adapted signs and gestures for names of activities he likes and to express basic wants and needs.

Paulo loves watching movies in his house with his sister. He also enjoys outdoor activities such as raking leaves in the yard and sweeping the patio. His older brother played soccer in high school and now plays in college. Paulo can run fast, and has picked up some soccer skills from his brother’s lessons like shooting the ball and passing to a teammate. He has few opportunities for fun outside of the family home, and his parents are open to him having leisure activities as long as he gets his chores done at home.

At school, Paulo loved going to the grocery store to job shadow a man who collected the carts and bagged groceries. Even though Paulo was only supposed to watch the job, the employee he was shadowing was willing to share his work, and Paulo did a good job with collecting the carts. He will need more training to bag groceries. Also, he was unresponsive to the man’s corrective feedback. Paulo kept saying to himself “Good job, Paulo” to himself after he packed each bag, even though the employee tried to show him a better way to pack the bags. He apparently enjoyed the experience, because Paulo would request that his teacher take him to the store even on days that it was not scheduled by signing “Me, work, store, please” over and over. Paulo is quiet and well-mannered. The store manager was impressed with his work ethic and is interested in having Paulo work part-time after he graduates.

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@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))

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) After graduation, Paulo will participate in compensatory education courses at the community college focusing on life skills instruction, employment and social skills training to improve his independent living skills, work stamina, productivity, and basic employability skills.</p> <p>(Education and Training 2) Immediately after graduation, Paulo will participate in functional skill training through CAP services one time per week at his home and in the community to further develop his functional communication skills.</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 Paulo’s strengths, interest, and preferences.</i> <p>(Employment 1) After graduation, Paulo will work 20 plus hours a week at the local grocery store and provided temporary supports through Vocational Rehabilitation.</p> <p>(Employment 2) Immediately after high school, Paulo will complete light landscaping activities such as raking and cutting grass for pay at home and for willing neighbors.</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 or maintenance of employment is the focus of these goals.</i> b) <i>Expectation, or behavior, is explicit, as in Paul continues employment, or does not and Paul accesses adult agency service (or does not).</i> c) <i>It is stated in this goal that increased employment and use of adult services will occur after Paul leaves high school.</i> <p>(Independent Living 1) Upon completion of high school, Paulo will play soccer in a recreational soccer league at the YMCA.</p> <p>(Independent Living 2) Paulo will assume responsibility for a share of living expenses by saving money earned at work and following a budget set by Paulo and his parents.</p>	<p>(Education and Training 1) Paulo will enroll in compensatory education courses</p> <p>(Education and Training 2) Paulo will continue to use some words, gestures, and vocalizations to communicate.</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>“wants” and “expressed interests” are not observable</i> b) <i>It is not clear whether the goals take place after graduation from high school</i> <p>(Employment 1) Paulo will be referred to Vocational Rehabilitation for assistance with job placement</p> <p>(Employment 2) Paulo will complete household chores such as raking and cutting the grass.</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>It is not clear that the activities will continue to occur, or will occur after high school.</i> c) <i>Activities as opposed to goals</i> <p>(Independent Living 1) Paulo will sign up to play soccer with the YMCA.</p> <p>(Independent Living 2) Paulo will write a budget for living expenses.</p>

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

- a) Participation in independent living skill development, specifically community participation, is the focus of this goal.
- b) Use of the bus can be measured, as in Paul performs the necessary activities or does not perform the activities.
- c) The expectation, or behavior, is explicit, as in Paul performs the required activities or she does not.
- d) It is stated in this goal that the instruction will occur after graduation.

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

- a) The expectation for learning, or behavior, is not explicitly stated.
- b) It is not stated that the goal will occur after high school.

DRAFT

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

Example	Non-Example
<p>Comparison of the previous year and this year’s IEP indicate that Paulo’s postsecondary goals are identical. However, the statement of Present Level of Academic and Functional Performance ended as, “Paulo, his family, and other members of the IEP team feel that Paulo’s postsecondary goals in all areas continue to reflect his current strengths, needs, and interests.”</p> <p><i>These goals meet I-13 standards for item #2 for the following reasons:</i></p> <p><i>a) There is a clear statement that the postsecondary goals were considered in the development of the current IEP</i></p>	<p>Measurable postsecondary goals exist and are identical to the previous IEP year’s postsecondary goals. however, they do not relate to the information in the PLAAFP statement and the transition assessment information documented in the IEP is are all from Paulo’s 8th and 9th grade school years.</p> <p><i>These goals do not meet I-13 standards for item #3 for the following reasons:</i></p> <p><i>a) An IEP reviewer does not have the ability to determine if the postsecondary goal was updated, as there is no other information in the IEP indicating that the postsecondary goals were updated</i></p>

DRAFT

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>Results from the Casey Life Skills transition assessment indicate Paulo has strengths in the following life domains related to his postsecondary goals in education and training, employment, and independent living: daily living, home life, and self care particularly kitchen clean up, leisure activities, caring for clothing and home safety issues. Reports from family interviews parallel the results of the Case Life Skills. Paulo’s parents describe some of the many household duties Paulo accomplishes each day independently such as raking leaves, cleaning, and other household chores. Paulo demonstrated through work samples that he is unable to complete all of the steps for writing his name in the appropriate spaces on an application, given several trials, recorded on a teacher-developed task-analysis.</p> <p>During an informal interview, Paulo expressed a desire to apply to participate in the soccer league at the YMCA. With continued instruction and support Paulo will make progress toward his postsecondary goals of continued postsecondary functional skills training, financial independence, and recreation options.</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>When prompted, Paulo could not write his full name on an application. He likes soccer.</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>It is not clear that the information is gathered over time.</i> b) <i>The information does not indicate that it reflects student strengths, interests, and preferences.</i> c) <i>The information does not clearly relate to goals or environments beyond Paul’s current setting.</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>(Independent Living Instruction)</p> <ul style="list-style-type: none"> • Social skills training • Travel training • Soccer skills training in adaptive physical education • Instruction related to preparation for sport activities • Self-advocacy training • Laundry instruction to wash uniform after games • Instruction o proper care for equipment (cleats, knee guards, ball) <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>(Independent Living Related Service)</p> <ul style="list-style-type: none"> • Physical therapy services to improve dribbling ball • Therapeutic recreation services to improve sportsmanship <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>(Independent Living Instruction)</p> <ul style="list-style-type: none"> • Instruction related to civil rights • Instruction on food preparation • Instruction related to life sciences • Instruction related to basketball rules • Driver’s education instruction • Schedule and calendar skill instruction <p><i>These services do not meet the I-13 requirement for item #4 for the following reason:</i></p> <ol style="list-style-type: none"> a) <i>Services do not support postsecondary goals</i> <p>(Independent Living Related Service)</p> <ul style="list-style-type: none"> • Participation in after school intramural sports • Instruction related to first aid <p><i>These services do not meet the I-13 requirement for item #4 for the following reason:</i></p> <ol style="list-style-type: none"> a) <i>Services do not support postsecondary goals</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
<ol style="list-style-type: none"> 1. Functional Math III, IV (2 Credits) 2. Functional Reading III, IV (2 Credits) 3. Occupational Skills II, III, IV (3 Credits) 4. Recreation/Leisure II, III (2 Credits) 5. Communication at the Workplace (1 Credit) 6. Career Awareness (1 Credit) 7. Career Preparation (1 Credit) <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 Paul because his postsecondary goals include participation in the compensatory education program for students with cognitive disabilities at the community college, and supported employment,; therefore, his coursework is intended to include courses that have a functional foundation in instruction and will allow his to meet his IEP objectives.</i> 	<p>Receives specially designed instruction with an alternate curriculum, including instruction focused on self-care and communication skills and linked to the state standard course of study (SCS) in Language Arts, Math, and Science.</p> <p><i>This course of study do not meet I-13 standards for Item #5 for the following reasons:</i></p> <ol style="list-style-type: none"> a) <i>This provides a description of a type of program, but not a specific list of courses to be completed by the student, aligned with his postsecondary goals.</i>

DRAFT

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 appropriate social skills say hello, take turns, wait, listen, and stay on topic/reciprocal conversation) in a community vocational training site, Paulo will demonstrate appropriate social skills during community-based vocational training 4 out of 6 opportunities during the duration of his IEP.</p>	<p>(Education and Training 1) Paulo use appropriate hygiene skills while at vocational training.</p>
<p>(Education and Training 2) Given direct instruction on basic employability skills and modeling, Paulo will list 9 out 10 appropriate work-place behaviors prior to the end of the 1st school quarter.</p>	<p>(Education and Training 2) Paulo will demonstrate appropriate classroom behaviors by coming to class on time and being in his chair prepared to work by the time the tardy bell rings.</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>Goal one is focused on Paul's acquisition of communication skills that will support his enrollment in a postsecondary non degree program.</i> b) <i>Goal two is focused on Paul's acquisition of employability skills that will support postsecondary goal of continued life skills instruction.</i> c) <i>Goals include a condition, measurable behaviors, criteria, and a timeframe.</i> 	<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>Goals not related to Paul's postsecondary goals.</i>
<p>(Employment 1) Given a list of jobs at a grocery store and a demonstration of each of the job requirements, Paulo will choose 3 jobs that interest him the most and shadow an employee in each of the jobs by January 23, 2007</p>	<p>(Employment 1) Given a list of jobs at a retail store, Paulo will choose which job interests him the most 2 out of 3 times.</p>
<p>(Employment 2) Given a whole task instruction and a task analysis for bagging groceries, Paulo will demonstrate the steps in the task analysis with 80% accuracy and no more than one verbal prompt weekly by April 6, 2007.</p>	<p>(Employment 2) Paulo will shelf books at the local library once a week.</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>Preparing for employment is the primary focus of this goal.</i> b) <i>Acquisition of specific work skills are an important skill for a person who will maintain employment.</i> c) <i>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"> a) <i>Goals do not include all components (condition, measurable behavior, criteria, and timeframe).</i> b) <i>Goals do not support postsecondary goals</i>
<p>(Independent Living 1) Given the phone number for the YMCA and a YMCA application, Paulo will call to request an application and complete the application by writing his personal information in the spaces provided with 90% accuracy by January 2008.</p>	<p>(Independent Living 1) Paulo will take an application for the McDonalds home to his parents to complete.</p>
<p>(Independent Living 2) Given explicit instruction on saving money and balancing a checkbook, Paulo will demonstrate how to write a check, make checking account deposits and withdrawals, manage and balance a checkbook, 4 out of 6 opportunities during the duration of his IEP.</p>	<p>(Independent Living 2) Paulo learn how to make a collect phone call.</p>

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

- a). Goals do not include all components (condition, measurable behavior, criteria, and timeframe).*
- b). Goals do not support postsecondary goals*

DRAFT

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>

DRAFT

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 Paulo’s guardian, indicating that the LEA may contact the YMCA • A consent form signed by Paulo’s guardian, indicating that the LEA may contact the state and local Vocational Rehabilitation offices • An invitation to conference in the file for a rehabilitation counselor • An invitation to conference in the file for a representative of inclusive programming from the YMCA <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) Parental consent is required in order to contact any adult agencies and release student information b) An invitation documents that a representative from YMCA and VR were invited to attend the meeting 	<ul style="list-style-type: none"> • A signature from Paulo and a representative from the YMCA documenting that Paulo requested the YMCA application • A statement from Paulo’s CBS (community based services) worker and Paulo documenting that they researched the Yellow Pages for the contact information for the local YMCA <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) 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 b) Statement does not indicate an invitation to conference was sent to VR or YMCA

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.