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Memorandum

To: Special Education Teachers
Fr: Nissan B. Bar-Lev, Director of Special Education
Re: Examples of Transition Measurable Post secondary Goals, Annual Goals,
Transition Services & Courses of Study.

This memo is a response to inquiries from staff seeking examples for Transition IEPs (Form I-8). The examples below were adapted from the National Secondary Transition Technical Assistance Center (NSTTAC), and include explanations as to what makes certain examples acceptable and others unacceptable in an IEP.

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Item #1a: The followings are examples of a Measurable Postsecondary Goal in the domain of Education and training.

1.2a: Acceptable example:

- Upon completion of high school, John will enroll in courses at the Community College.
 - o This goal meets NSTTAC Transition standards for item #1 for the following reasons:
 - a) Participation in postsecondary education is the focus of this goal.
 - b) Enrollment at a community college can be observed, as in John enrolls in courses or he does not.
 - c) The expectation, or behavior, is explicit, since John enrolls at the college or he does not.
 - d) Enrollment at the college occurs after graduation, and it is stated that this goal will occur after graduation.

1.2b: Unacceptable-example:

- Upon graduation, John will continue to learn about life skills and reading.
 - o This goal does not meet Transition standards for item #1 for the following reasons:
 - a) Participation in learning is the focus of this goal, but no specific place or program is specified.
 - b) The expectation for learning, or behavior, is not explicitly stated.

1.2c: Acceptable example:

- Allison will obtain a four-year degree from a liberal arts college with major in Child Development.
 - o This goal meets Transition standards for item #1 for the following reasons:
 - a) Participation in postsecondary education is the focus of this goal.
 - b) Obtaining a degree at a college can be observed, as Allison gets a degree or does not.
 - c) Obtaining a college degree occurs after graduation from high school.

1.2d: Unacceptable example:

- The fall after graduation from high school, Allison plans to enroll in a four-year university in the Southeast.
 - o This goal does not meet Transition standards for item #1 for the following reasons:
 - a) “Plans” does not indicate something that must occur after high school and can be ongoing after exit: “will enroll” would make this a measurable postsecondary goal.

1.2e: Acceptable example:

- Upon graduation from high school, James will successfully complete welding courses at the Community College to attain the Entry Level Welding Certificate.

- o This goal meets Transition standards for item #1 for the following reasons:
 - a) Participation in training is the focus of this goal.
 - b) Successful completion of a welding certificate can be observed, as in James meets the requirements of the coursework or he does not.
 - c) The expectation, or behavior, is explicit, as in James attains the certificate or he does not.
 - d) It is stated in this goal that the training will occur after graduation.

1.2f: Unacceptable example:

- James will learn about welding.
 - o This goal does not meet Transition standards for item #1 for the following reasons:
 - a) Learning about welding is not measurable as stated. This goal is not measurable, as no criterion or timeframe is identified.
 - b) The expectation for learning, or behavior, is not explicitly stated.
 - c) It is not stated that the goal will occur after graduation.

1.2g: Acceptable Example:

- After graduation, Rolanda will participate in an in-home or center-based program designed to provide habilitative and vocational training with medical and therapeutic supports.
 - o This goal meets Transition standards for Item #1 for the following reasons:
 - a) Participation in training is the focus of the goal.
 - b) “Participation” is an observable behavior

1.2h: Unacceptable example:

- After leaving high school, Rolanda’s family plans for her to receive habilitative training through Medicaid Community Alternatives Program (CAP) services.
 - o This goal does not meet Transition standards for Item #1 for the following reason:
 - a) “Plans” does not indicate an explicit behavior by the student that will occur after high school that can be observed as occurring or not occurring.

1.2i: Acceptable Example:

- The fall after high school, Jodi will enroll in courses (non-degree) at the Community College.
 - o This goal meets Transition standards for Item #1 for the following reasons:
 - a) Enrolling in courses in a postsecondary education environment is the focus of the goal.
 - b) Enrolling in courses (or not) can be observed.
 - c) The goal will occur after Jodi leaves high school.

1.2j: Unacceptable example:

- After leaving high school, Jodi wants to take some classes
 - o This goal does not meet the Transition standards for Item#1 for the following

reason:

- a) “Wants” does not indicate an explicit behavior by the student that will occur after high school that can be observed as occurring or not occurring.

1.2k: Acceptable Example:

- After high school, Alex will take a business math class at a technical College
 - o This goal meets Transition standards for Item #1 for the following reasons:
 - a) Enrolling in a course in a postsecondary education environment is the focus of the goal.
 - b) This goal corresponds with Alex’s other postsecondary goal of continuing employment (that is highly math skill focused) with a local business.
 - c) This goal reflects Alex’s strengths in the area of math.

1.2l: Unacceptable example:

- Alex thinks he’ll major in math in college
 - o This goal does not meet Transition standards for Item #1 for the following reason:
 - a) The goal is written as a process, rather than an outcome that can be demonstrated.

1.2m: Acceptable Example:

- After graduation from high school, Liz will complete the non-degree program at Montgomery County College
 - o This goal meets Transition standards for Item #1 for the following reasons:
 - a) Completing a postsecondary education program is the focus of the goal statement.
 - b) This goal is consistent with Liz’s other employment and independent living postsecondary goals and could support her attainment of her other goals.
 - c) The goal is stated as occurring after Liz is no longer receiving services in high school.

1.2n: Unacceptable example:

- Liz wants to go to college
 - o This goal does not meet Transition standards for Item #1 for the following reasons:
 - a) “Wants” is not measurable.
 - b) There is no component of the goal statement that indicates the goal will occur after Liz’s secondary school experience.

1.2o: Acceptable Example:

- After high school, Jeremy will improve his social, self-advocacy, and self-care skills by attending instruction at a center-based adult program
 - o This goal meets Transition standards for Item #1 for the following reasons:
 - a) Attending a center-based program focused on training is the focus of this goal statement.
 - b) Improving the skills noted is an explicit outcome for Jeremy.

c) Improving skills and attending the program are observable goals.

1.2p: Unacceptable example:

- After high school, Jeremy will need to continue to work on his self-care skills
 - This goal does not meet Transition standards for Item #1 for the following reason:
 - a) The statement provided is not written as a goal for Jeremy, but as a need that will need to be addressed after high school.

1.2q: Acceptable Example:

- After graduation, Paul will participate in training to improve his work skills in his job at a grocery store.
 - This goal meets Transition standards for Item #1 for the following reasons:
 - a) On-the-job training in a postsecondary environment is the focus of this goal statement.
 - b) Participation in the training is measurable and is stated as an explicit outcome for Paul.

1.2r: Unacceptable example:

- After graduation, Paul will get a job at a grocery store
 - This goal does not meet Transition standards for Item #1 for the following reason:
 - a) Obtaining employment is not a postsecondary education/training goal.

1.2s: Acceptable example:

- Immediately after graduation, Kevin will participate in habilitative and functional skill training through CAP services and will attend courses designed to provide specialized academic, functional, and occupational preparation for individuals with disabilities 2 times per week at the community college.
 - This goal meets Transition standards for Item #1 for the following reasons:
 - a) Participation in training is the focus of the goal.
 - b) Participating is an observable behavior.

1.2t: Unacceptable example:

- After leaving high school, Kevin plans to attend courses the local community college.
 - This goal does not meet Transition standards for Item #1 for the following reason:
 - a) “Plans” does not indicate an explicit behavior by the student that will occur after high school that can be observed as occurring or not occurring.
 - b) This goal does not state the purpose of attending a community college. Stated in observable terms, this may be a reasonable goal for Kevin if specialized academic, functional, and occupational curricula (e.g., compensatory education) are available at the community college.

1.5: It is possible to include the postsecondary areas of education/training, employment,

and, if applicable, independent living in one postsecondary goal statement. The following examples illustrate goals that meet the criteria for measurable postsecondary goals for item #1 of the NSTTAC Transition in more than one domain.

1.5a: Acceptable Example:

- After graduating from high school, Jason will enroll in a four-year college to obtain his undergraduate degree in history and education, to become a high school social studies teacher
 - This goal meets Transition standards for Item #1 for the following reasons:
 - a) Enrolling in a four-year college is observable.
 - b) Obtaining an undergraduate degree in history and education is measurable.
 - c) Becoming a high school social studies teacher is also observable.
 - d) The expectation, or behavior, is explicit, as in Jason performs the required activities or he does not, after graduating from high school.
 - e) These goals logically must occur after high school (and it is stated that the goal will occur after graduation).

1.5b: Unacceptable example:

- Jason will meet the criteria for passing Spanish II, so that he can apply to college where he wants to major in education
 - This goal does not meet Transition standards for Item #1 for the following reasons:
 - a) It occurs before Jason will have left high school.
 - b) “Apply” is an activity or process, not an outcome.

1.5c: Acceptable Example:

- The summer after leaving high school, Stephanie will independently ride the bus each work day to her job with Marriot Food Services, where she will participate in classes each year, as offered by her employer, to advance industrial kitchen skills.
 - This goal meets Transition standards for Item #1 for the following reasons:
 - a) Development of an independent living skill, specifically transportation independence, and participation in on-the job training (employment implied), are the focuses of this goal.
 - b) Independently riding the bus is observable, as in Stephanie demonstrates the skill or she does not.
 - c) Reporting to her job with Marriot Food Services is also a skill that can be observed.
 - d) Participating in employer-offered job skill training will occur in conjunction with Stephanie’s employment with Marriot Foods (as she does not need additional job training after high school) and participating in these courses is also observable.
 - e) It is stated that the goal will occur after Stephanie exits high school.

1.5d: Unacceptable example:

- Stephanie wants to get a job in food services and will develop skills to access the county's public transportation system
 - o This goal does not meet Transition standards for Item #1 for the following reasons:
 - a) The goal is not measurable as stated.
 - b) Part of the goal as stated (i.e., developing transportation skills) would likely occur while the student was in school.

Item #1b: The followings are examples of a Measurable Postsecondary Goals in the domain of Employment

1.3a: Acceptable Example:

- John will work in an on-campus part-time job while in college.
 - This goal meets Transition standards for Item #1 for the following reasons:
 - a) Obtaining employment is the focus of the statement.
 - b) Working part-time is an explicit outcome that can be observed.
 - c) The phrase “while in college” indicates that the goal will occur after John has graduated from high school.

1.3b: Unacceptable example:

- John will attend a job fair on the college campus.
 - This goal statement does not meet Transition standards for item #1 for the following reasons:
 - a) While “attending a job fair” is measurable, this statement suggests an activity toward a postsecondary goal.
 - b) This activity could occur while John is still in high school.

1.3c. Acceptable Example:

- After college, Allison will have a career in the field of early childhood education.
 - This goal meets Transition standards for Item #1 for the following reasons:
 - a) The focus of the goal statement is Allison’s postsecondary employment.
 - b) While this a long-term goal statement, it does indicate an outcome (having a career in a particular field) that can be observed as occurring or not.
 - c) The outcome must occur after high school.
 - d) The goal is supported by Allison’s postsecondary education/training goal.

1.3d: Unacceptable example:

- Allison hopes to work with young children someday.
 - This goal does not meet Transition requirements for Item #1 for the following reasons:
 - a) “Hopes” is not a measurable outcome.
 - b) “Work with young children” does not necessarily indicate an employment goal.

1.3e: Acceptable Example:

- In the future James will be a self-employed welder.
 - This goal meets Transition standards for Item #1 for the following reasons:
 - a) The action will occur after high school.
 - b) The result of this goal is observable (i.e., James will or will not be a self-

employed welder).

1.3f: Unacceptable example:

- James wants to work as a welder.
 - o This goal does not meet Transition standards for Item #1 for the following reasons:
 - a) “Want” is not an outcome.
 - b) This goal statement is not measurable.

1.3g: Acceptable example:

- Immediately after graduation, Rolanda will receive job development services from vocational rehabilitation or a community rehabilitation program and will participate in technologically supported self-employment or volunteer work within 1 year of graduation.
 - o This goal meets Transition standards for Item #1 for the following reasons:
 - a) It is stated that the goal will occur after graduation from high school.
 - b) The goal is stated measurably: “receive services” and “participate” can be observed as occurring or not, within 1 year of graduation.

1.3h: unacceptable example:

- Upon completion of high school, Rolanda will apply for services through vocational rehabilitation to support her participation in a vocational center program.
 - o This goal does not meet Transition standards for Item #1 for the following reasons:
 - a) Applying to vocational rehabilitative services is an activity not an outcome.
 - b) This goal is an activity that should be achieved while Rolanda is still in school and does not reflect a postsecondary goal for her employment.

1.3i: Acceptable Example:

- The summer after leaving high school, Jodi will obtain a part-time position in a community retail environment.
 - o This goal meets Transition standards for Item #1 for the following reasons:
 - a) Participation in employment is the focus of this goal.
 - b) Attaining a part-time position in a retail environment can be observed, as in Jodi is hired or she is not.
 - c) The expectation, or behavior, is explicit, as in Jodi either attains the identified position or does not.
 - d) It is stated in this goal that community employment will be sought after graduation.

1.3j: Unacceptable example:

- Upon graduation from high school, Jodi hopes to improve her vocational skills through work experiences.
 - o This goal does not meet Transition standards for Item #1 for the following reasons:
 - a) “Hopes” is not an observable behavior.
 - b) The expectation for learning, or behavior, is not explicitly stated.

1.3k: Acceptable Example:

- b) After finishing high school Alex will increase his work hours in the business department of a local office supply store, contacting XYZ Adult Agency for employment support services.
 - o This goal meets Transition standards for Item #1 for the following reasons:
 - a) Participation in employment is the focus of this goal.
 - b) Increasing work hours is measurable.
 - c) The expectation, or behavior, is explicit, as in Alex continues employment, or does not and Alex accesses adult agency services monthly (or does not).
 - d) It is stated in this goal that increased employment and use of adult services will occur after Alex leaves high school.

1.3l: Unacceptable example:

- Alex will work with vocational rehabilitative services to ensure community employment.
 - a) This goal does not meet Transition standards for Item #1 for the following reasons:
 - a) Working with DVR is not measurable as stated.
 - b) The expectation for learning, or behavior, is not explicitly stated.
 - c) “Ensure community employment” suggests a process, not an outcome.
 - d) It is not clear that the activities will continue to occur, or will occur after high school.

1.3m: Acceptable Example:

- After graduation, through the assistance of DVR and the staff of the non-degree program, Liz will obtain part-time employment on campus that does not interfere with the schedule for her program there.
 - o This goal meets Transition standards for Item #1 for the following reasons:
 - a) Obtaining part-time employment is observable.
 - b) This employment goal is also consistent with both of Liz’s postsecondary education and independent living.
 - c) The action will occur after graduation.

1.3n: Unacceptable example:

- Liz will get a job.
 - o This goal does not meet Transition standards for Item #1 for the following reason:
 - a) While “getting a job” is measurable it is unclear that this needs to occur after graduation from high school. Further, Liz is in her final year of school (i.e., 20 years old), she should have a clearer awareness of her employment future than simply “getting a job”.

1.3o: Acceptable Example:

- After graduation, Jeremy will be employed part-time in the community with supports.
 - o This goal meets Transition standards for Item #1 for the following reasons:
 - a) The goal statement includes an observable behavior.
 - b) The criterion “with supports” is unnecessary for this to meet the standards for Transition, but provide additional information that may assist in planning and linking Jeremy with services that will support his postsecondary employment goal.

1.3p: Unacceptable example:

- Jeremy hopes to work at a store near his home part-time after high school.
 - o This goal statement does not meet Transition standards for Item #1 for the following reason:
 - a) “Hopes” is not observable.

1.3q: Acceptable Example:

- After graduation, Paul will get a job at a grocery store, where he enjoyed a job-shadowing experience during school.
 - o This goal meets Transition standards for Item #1 for the following reasons:
 - a) The action in the statement is observable.
 - b) The goal statement is focused on postsecondary employment.
 - c) While not required, this postsecondary employment goal statement corresponds to Paul’s postsecondary education/training goal and is founded on Paul’s interests (i.e., job-shadowing experience he enjoyed).

1.3r: Unacceptable example:

- After graduation, Paul will be referred to Vocational Rehabilitation for assistance with job placement through assessments and temporary supports
 - o This goal does not meet Transition standards for Item #1 for the following reasons:
 - a) A referral to vocational rehabilitation is an activity, not a goal.
 - b) A referral to vocational rehabilitation is a transition service that should occur to support a postsecondary employment goal while Paul is still in school.

1.3s: Acceptable Example:

- Within three months of graduation, Kevin will obtain a supported employment position that allows him to work to his maximum stamina and incorporates the use of assistive technology.
 - o This goal meets Transition standards for Item #1 for the following reasons:
 - a) It is stated that the goal will occur after graduation from high school.
 - b) The goal is stated measurably: “obtain” and “work” can be observed as occurring or not, within three months of graduation.

1.3t: Unacceptable example:

- Upon completion of high school, Kevin will express his preferences related to his postsecondary employment options, given picture symbols and the iTalk2, an augmentative communication device.

- o This goal does not meet Transition standards for Item #1 for the following reasons:
 - a) Expressing preference about employment preferences is an activity. Expressing preference about employment is not an outcome.
 - b) This goal is an activity that should be engaged in with Kevin prior to and throughout secondary transition. It does not reflect a postsecondary goal for his employment.

1.5: It is possible to include the postsecondary areas of education/training, employment, and, if applicable, independent living in one postsecondary goal statement.

1.5a: Acceptable Example:

- After graduating from high school, Jason will enroll in a four-year college to obtain his undergraduate degree in history and education, to become a high school social studies teacher
 - o This goal meets Transition standards for Item #1 for the following reasons:
 - a) Enrolling in a four-year college is observable.
 - b) Obtaining an undergraduate degree in history and education is measurable.
 - c) Becoming a high school social studies teacher is also observable.
 - d) The expectation, or behavior, is explicit, as in Jason performs the required activities or he does not, after graduating from high school.
 - e) These goals logically must occur after high school (and it is stated that the goal will occur after graduation).

1.5b: Unacceptable example:

- Jason will meet the criteria for passing Spanish II, so that he can apply to college where he wants to major in education
 - o This goal does not meet Transition standards for Item #1 for the following reasons:
 - a) It occurs before Jason will have left high school.
 - b) “Apply” is an activity or process, not an outcome.

1.5c: Acceptable Example:

- The summer after leaving high school, Stephanie will independently ride the bus each work day to her job with Marriot Food Services, where she will participate in classes each year, as offered by her employer, to advance industrial kitchen skills.
 - o This goal meets Transition standards for Item #1 for the following reasons:
 - a) Development of an independent living skill, specifically transportation independence, and participation in on-the job training (employment implied), are the focuses of this goal.
 - b) Independently riding the bus is observable, as in Stephanie demonstrates the skill or she does not.
 - c) Reporting to her job with Marriot Food Services is also a skill that can be observed.
 - d) Participating in employer-offered job skill training will occur in conjunction with Stephanie’s employment with Marriot Foods (as she does

not need additional job training after high school) and participating in these courses is also observable.

e) It is stated that the goal will occur after Stephanie exits high school

1.5d: Unacceptable example:

- Stephanie wants to get a job in food services and will develop skills to access the county's public transportation system
 - o This goal does not meet Transition standards for Item #1 for the following reasons:
 - a) The goal is not measurable as stated.
 - b) Part of the goal as stated (i.e., developing transportation skills) would likely occur while the student was in school.

Item #1c: The followings are examples of a Measurable Postsecondary Goals in the domain of Independent Living.

1.4a: Acceptable Example:

- Upon completion of high school, Liz will learn to utilize public transportation, including the public bus and uptown trolley.
 - This goal meets Transition 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 Liz performs the necessary activities or does not perform the activities.
 - c) The expectation, or behavior, is explicit, as in Liz performs the required activities or she does not.
 - d) It is stated in this goal that the instruction will occur after graduation.

1.4b: Unacceptable example:

- Liz will learn to use the bus system.
 - This goal does not meet Transition standards for item #1 for the following reasons:
 - a) Participation in independent living, specifically community participation, is the focus of this goal.
 - b) The expectation for learning, or behavior, is not explicitly stated.
 - c) It is not stated that the goal will occur after high school.

1.4c: Acceptable Example:

- Upon completion of high school, Jeremy will independently prepare for work each day, including dressing, making his bed, making his lunch, and accessing transportation.
 - This goal meets Transition standards for item #1 for the following reasons:
 - a) Participation in independent living skill development, specifically residential skills, is the focus of this goal.
 - b) Independently preparing for work each day is observable, as in Jeremy performs the necessary activities or does not successfully perform the activities necessary.
 - c) The expectation, or behavior, is explicit.
 - d) It is stated in this goal that the goal will occur after graduation.

1.4e: Acceptable Example:

- Upon completion of high school, Paul will play soccer in a recreational soccer league at the YMCA.
 - This goal meets Transition standards for item #1 for the following reasons:
 - a) Participation in independent living skill development, specifically community recreational activities, is the focus of this goal.
 - b) Joining a team is observable, as in Paulo joins the team or he does not, as in Paulo either performs the required activities or he does not.
 - c) The expectation, or behavior, is explicit, as in Paul performs the required activities or he does not.

d) It is stated that the goal will occur after graduation.

1.4g – 1.4i: Acceptable Examples:

- 1.4g: After graduation Rolanda will live at home and participate to the maximum extent possible in her daily routines (e.g. feeding, dressing, bathing, activating small appliances/media devices, choice making, etc.) and environment through the use of technology.
- 1.4h: After graduation Rolanda will participate in community-integrated recreational/leisure activities related to music, movies, and art at movie theaters, concerts at the local community college, art and craft museums downtown, and the entertainment store at the mall.
- 1.4i: After graduation Rolanda will effectively utilize an augmentative communication device at home and in the community that allows familiar and non-familiar individuals to communicate with her regarding needs, wants, and desires.
 - o The above goals meet Transition standards for Item #1 for the following reasons:
 - a) Each goal is focused on Rolanda’s independent living (residential, self-care, community participation, communication skills).
 - b) Each goal is stated in a manner that can be observed (i.e., “will live”, “participate”, “effectively utilize”.
 - c) There are criteria for performing the postsecondary goals that make them explicit and observable.
 - d) The goals are stated as outcomes for Rolanda after high school, not activities or processes toward outcomes.

1.4j: Unacceptable example:

- Rolanda should continue to use her facial expressions as a reliable mode to communicate her preferences as well as practice increasing her communication skills via eye gaze at concrete objects.
 - o This goal does not meet Transition standards for Item #1 on for the following reasons:
National Secondary Transition Technical Assistance Center
 - a) While “using facial expressions” is measurable, it is not a postsecondary outcome, because Rolanda has already developed this skill.
 - b) “Practice increasing” is an activity toward an outcome of effective communication skills.

1.4k – 1.4m: Acceptable Examples:

- 1.4k: After graduation, Kevin will continue to live with his parents and will participate in his daily care routines to the maximum extent possible.
- 1.4l: Immediately following graduation, Kevin will participate in 1- 2 age-appropriate community and individual community-based activities per week related to horticulture, socialization with young adults, animals, and music.
- 1.4m: After graduation Kevin will effectively utilize an augmentative communication device at home and in the community that allows familiar and non-familiar individuals to communicate with his regarding needs, wants, and desires.

- o The above goals meet Transition standards for Item #1 for the following reasons:
 - a) Each goal is focused on Kevin’s independent living (residential, self-care, community participation, communication skills).
 - b) Each goal is stated in a manner that can be observed (i.e., “will live”, “participate”, “effectively utilize”).
 - c) There are criteria for performing the postsecondary goals that make them explicit and observable.
 - d) The goals are stated as outcomes for Kevin after high school, not activities or processes toward outcomes.

1.4n: Unacceptable Example:

- Kevin enjoys watching DVD’s, looking at books, listening to his iPod, watching his younger sister play video games, sitting with family for meals, and making music on his electronic keyboard.
 - o This goal does not meet Transition standards for Item #1 on for the following reasons:
 - a) While this information includes a consideration for Kevin’s preferences and interests, he has already developed this skill.
 - b) No timeframe or date is stated for this goal. It is stated as an activity that is currently happening rather than a goal for the future.
 - c) “Enjoys” is neither observable nor measurable.
 - d) This is a statement of Kevin’s preferences, not what he will do after exiting secondary education.

1.5: It is possible to include the postsecondary areas of education/training, employment, and, if applicable, independent living in one postsecondary goal statement. The following examples illustrate goals that meet the criteria for measurable postsecondary goals for item #1 of the NSTTAC Transition in more than one domain.

1.5c: Acceptable Example:

- The summer after leaving high school, Stephanie will independently ride the bus each work day to her job with Marriot Food Services, where she will participate in classes each year, as offered by her employer, to advance industrial kitchen skills.
 - o This goal meets Transition standards for Item #1 for the following reasons:
 - a) Development of an independent living skill, specifically transportation independence, and participation in on-the job training (employment implied), are the focuses of this goal.
 - b) Independently riding the bus is observable, as in Stephanie demonstrates the skill or she does not.
 - c) Reporting to her job with Marriot Food Services is also a skill that can be observed.
 - d) Participating in employer-offered job skill training will occur in conjunction with Stephanie’s employment with Marriot Foods (as she does not need additional job training after high school) and participating in these courses is also observable.
 - e) It is stated that the goal will occur after Stephanie exits high school.

1.5d: Unacceptable Example:

- Stephanie wants to get a job in food services and will develop skills to access the county's public transportation system
 - o This goal does not meet Transition standards for Item #1 for the following reasons:
 - a) The goal is not measurable as stated.
 - b) Part of the goal as stated (i.e., developing transportation skills) would likely occur while the student was in school.

Item #2a: The following are examples of Measurable Annual IEP Goals in “Education / Training”

7.2a: Acceptable Example

- Given the Community College information, John will demonstrate knowledge of the college’s admission requirements by verbally describing these requirements and identifying admission deadlines with 90% accuracy by November, 2007.
 - This annual goal meets the Transition standards for the following reasons:
 - a) Participation in education is the primary focus of this objective.
 - b) Learning about the college’s admission requirements is a step that will help John meet his goal of attending the Community College.

7.2b: Unacceptable Example:

- Given The Lake Shore Technical College Undergraduate Handbook, John will choose and participate in two intramural sports that interest him.
 - This annual goal does not meet Transition standards for Item #2 for the following reasons:
 - a) The behavior of choosing and participating in two intramural sports is not considered a step in helping John reach his post-secondary goal of attending the Community College.
 - b) This may be considered to be a short-term objective because the behavior described in this annual goal will not take a year for the student to accomplish.

7.2c: Acceptable Examples

- Allison will develop algebra skills, as measured by her homework completion and quiz scores, by using a planner to record assignments, prepare questions for class, and record formulas for study in the Algebra II course during her senior year.
 - This goal meets Transition standards for item #2 for the following reasons:
 - a) Developing algebra skills in her Algebra II course is consistent with Allison’s post-secondary goal of attending a four-year liberal arts university.
 - b) Allison’s employment goal is contingent upon her completion of college, therefore, annual goals that support her college completion, also support her employment goal.
- Allison will demonstrate the organizational skills of using a planner to record her homework assignments for all classes every day and prepare questions for her teachers in English, Spanish, U.S. History, and Chemistry at least once each week for the duration of this IEP.
 - This goal meets Transition standards for item #2 for the following reasons:
 - a) Improving organizational skills through use of a planner to organize materials for her classes is linked to organizational skills that will also assist Allison at a college.
 - b) Use of a planner to prepare questions for her teachers is also logically linked to Allison’s success in planning for meetings with professors to advocate for her needs in the college environment.

c) Criteria, conditions, and a timeframe for the goal are provided.

7.2d: Unacceptable Example:

- Allison will set up an appointment with the guidance counselor to be sure that she is taking the correct courses for admission to a four-year college.
 - o This annual goal does not meet Transition standards for Item #2 for the following reasons:
 - a) While the above unacceptable example is an important activity for Allison to complete in preparation for college attendance, it does not represent her acquisition of knowledge or skills and is better documented as a transition service activity, rather than an annual goal.
 - b) Setting up an appointment is likely an activity that Allison can complete one time, not a goal that she would work toward all year.

7.2e: Acceptable Example:

- Given transportation to the Community College, James will achieve mastery (95% or better accuracy) of welding safety skills by completing an orientation course on welding safety by March 15, 2007.
 - o This annual goal meets Transition standards for Item #2 for the following reason:
 - a) The annual goal will be accomplished by James while in high school to prepare him for successfully completing welding courses at Lake Shore Technical College.
 - b) This annual goal focuses on skills and knowledge to be mastered, that are measurable.

7.2f: Unacceptable Example:

- Given completion of welding coursework, James will obtain a full-time job at a welding company by December 2010.
 - o This annual goal does not meet Transition standards for Item #2 for the following reason:
 - a) The annual goal occurs after graduation.

7.2g: Acceptable Example:

- Given a board displaying four choices of classroom and community topics (e.g., instructional activities, work-based instruction activities, locations in the school, movies, music, locations in the community, people), Rolanda will use a pointer, affixed to a head-piece to select the activity or item in which she wants to engage with 80% accuracy.
 - o This example meets Transition standards for Item #2 for the following reasons:
 - a) Rolanda is not able to use a communication board effectively and learning to do so is a skill that will prepare her to participate in a habilitative and vocational training program after high school.
 - b) Similarly, communicating choices will prepare Rolanda for the goal of participating in leisure activities that interest her.
 - c) Finally, learning to use technology to select from 4 choices is a step toward

preparing Rolanda communicating more effectively with familiar and non-familiar individuals in various settings.

7.2h: Unacceptable Example:

- Rolanda will participate in speech therapy two times each week for 30 minutes per session for the duration of the IEP.
 - o This goal statement does not meet Transition standards for Item #2 for the following reason:
 - a) Participation in speech therapy does not indicate what knowledge or skill Rolanda is expected to gain during the upcoming year.
 - b) While it is likely that participation in speech therapy logically supports her postsecondary education/training goal, because there is no skill noted, it is unclear that there is a link.

7.2i: Acceptable Example

- Jodi will improve her reading comprehension scores by one grade level through daily instruction using high-interest reading materials such as the newspaper, teen magazines, and young adult women’s magazines, school-approved websites, and short stories for adults by April 1, 2007
 - o This example meets Transition standards for Item #2 for the following reasons:
 - a) The goal is clearly linked to Jodi’s postsecondary education/training goal because improved reading comprehension skills will better prepare her for continued coursework as an adult.
 - b) Improved reading comprehension scores indicate Jodi’s acquisition of a new skill.
 - c) The goal is measurable, based on the criteria provided.

7.2j: Unacceptable Example:

- Jodi will participate in the coursework for Occupational Course of Study (OCS) English 11.
 - o This goal does not meet Transition standards for Item #2 for the following reason:
 - a) While this goal would likely support Jodi’s postsecondary goal, participating in the curriculum is an activity, not a measurable annual goal regarding the student’s acquisition of skills.

7.2k: Acceptable Example:

- Given instruction in the high school Business Math course, Alex will learn to use (a) use an adding machine, (b) create spreadsheets using money management software, and (c) complete long-term projects for class with an average of 85% accuracy throughout the Spring semester of this IEP.
 - o This goal statement meets Transition standards for Item #2 for the following reasons:
 - a) The goal is focused on Alex’s acquisition of math skills that will support his enrollment in a postsecondary level business math course.
 - b) The goal includes a measurable behavior, criteria, and a timeframe.

7.2l: Unacceptable Example:

- Given instruction in the high school Business Math course, Alex will participate in class assignments throughout the semester.
 - o This goal statement does not meet Transition standards for Item #2 for the following reasons:
 - a) There are no criteria stated for the adequacy by which Alex should participate assignments in the course.
 - b) “Participation” does not indicate a skill that Alex will develop that will prepare him for his postsecondary goal of taking a Business Math course at the technical college.

7.2m: Acceptable Example:

- Liz will learn to accurately record her personal information including first and last name, date of birth, social security number, street address, city, state, zip code, age, and 10-digit telephone number with 100% accuracy by April, 2007.
 - o This annual goal meets Transition standards for Item #2 for both education/training and employment for the following reasons:
 - a) The annual goal will be accomplished by Liz while in high school to prepare her as a student at the Community College, to independently complete applications and forms.
 - b) This annual goal also supports Liz’s ability to independently complete a job application and important forms at work (e.g., tax forms, emergency information)
 - c) The goal indicates conditions, a timeframe, and a behavior with criterion that are measurable.

7.2n: Unacceptable Example:

- Liz will visit a number of community colleges and universities before enrolling at the Community College of her choice.
 - o This annual goal does not meet Transition standards for Item #2 for the following reason:
 - a) No timeframe is provided for this activity.
 - b) While this action is observable, it is an activity that supports a skill of choice-making.
 - c) The goal does not indicate the number of post-secondary educational environments that will be visited or what activities Liz will participate in once there.

7.2o: Acceptable Example

- Given school transportation and parent consent, Jeremy will demonstrate positive and appropriate (e.g., greeting one time, hand shaking upon arrival and departure, smiling/nodding to acknowledge another person) social interactions with others at the adult program while observing or participating in activities and instruction for one hour four times each month during each month for the duration of this IEP.
 - o This annual goal meets Transition standards for Item #2 for the following reasons:
 - a) Acquiring the developed through this goal logically supports Jeremy’s postsecondary goal of attending instruction at a center-based program.
 - b) This annual goal will be accomplished by Jeremy while in high school to prepare him for success at a center-based adult program within a given timeframe.
 - c) The conditions for the goal, “given school transportation and parent consent”, are stated.
 - d) The goal focuses on the behavior of interacting appropriately at the center-based adult program, which can be directly measured.
 - d) The criterion, “for one hour four times each month during each month during activities or instruction for the duration of this IEP”, is stated.

7.2p: Unacceptable Example:

- o Jeremy will join a social group such as Teens on the Town and attend at least one activity sponsored by the group in the community each month for the duration of this IEP.
- o This annual goal does not meet Transition standards for Item #2 for the following reasons:
 - a) This annual goal is not related to Jeremy’s postsecondary goals in education or training.
 - b) The goal does not indicate a skill or knowledge that Jeremy will develop, but suggests a community participation or independent living activity.

7.2q: Acceptable Example

- Given a list of Paul’s strengths and needs, Paul will identify the work skills in which he needs to improve upon by circling his work-related needs 2 out of 3 times by January 23, 2007.
 - o This annual goal meets Transition standards for Item #2 for the following reasons:
 - a) The annual goal is a step that will be completed during high school to help Paul prepare for his training to improve his work skills at a grocery store after graduation.
 - b) The behavior of identifying work skills by circling work-related needs is measurable.

7.2r: Unacceptable Example:

- Given a list of jobs at a grocery store, Paul will choose which job interests him the most 2 out of 3 times by January 23, 2007.
 - o This annual goal does not meet Transition standards for Item #2 for the following reason:
 - a) Having Paulo choose a job at a grocery store that interests him is not related to

his postsecondary goal of improving his work skills.

7.2s: Acceptable Example

- Given the GoTalk20+ augmentative communication device and weekly community practice, Kevin will independently and accurately use the device to communicate single words to communicate a desire for an item in community settings, including restaurants and ticket counters.
 - o This example meets Transition standards for Item #2 for the following reasons:
 - a) Kevin is not able to use a GoTalk20+ effectively and learning to do so is a skill that will prepare him to participate in a habilitative and vocational training program, recreational opportunities, and educational opportunities after high school.
 - b) Learning to use a GoTalk20+ effectively will prepare Kevin to incorporate assistive technology use in future employment
 - c) Similarly, communicating choices will prepare Kevin for the goal of participating in leisure activities that interest him.
 - d) Finally, learning to use the GoTalk20+ is a step toward preparing Kevin to communicate more effectively with familiar and non-familiar individuals in various settings.

7.2t: Unacceptable Example:

- Kevin will participate in occupational therapy two times each week for 30 minutes each session for the duration of the IEP.
 - o This goal statement does not meet Transition standards for Item #2 for the following reason:
 - a) Participation in occupational therapy does not indicate what knowledge or skill Kevin is expected to gain during the upcoming year.
 - b) While it is likely that participation in speech therapy logically supports his postsecondary education/training goal, because there is no skill noted, it is unclear that there is a link.

7.5a: Acceptable Example:

- Through participation in the district's teacher mentor program, Jason will write an essay about his expectations for his future career, including statements of (a) a goal (b) 3 or more negative aspects of teaching, (c) 3 or more positive aspects of teaching and (d) a summary statement of the mentor program experience with 80% or better accuracy in grammar and spelling by March 2008.
 - o This annual goal meets Transition standards for Item #2 for the following reasons:
 - a) This annual goal supports Jason's postsecondary goal of becoming a high school teacher.
 - b) Writing well and synthesizing information are district standards and align with his postsecondary goal of attending college.
 - c) This is a step toward that postsecondary goal that can be completed while in high school
 - d) The annual goal includes a condition, criteria, timeframe, and an observable behavior.

7.5b: Unacceptable Example:

- Jason will complete a work study with a local retailer, demonstrating mastery of the job skills and work behaviors, at 90% accuracy by May 2008.
 - o This annual goal does not meet Transition standards for Item #2 for the following reason:
 - a) This annual goal does not support any part of Jason’s goal to attend college or to become a teacher.

7.5c: Acceptable Example:

- 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.
 - o This annual goal meets Transition standards for Item #2 for the following reasons:
 - a) The annual goal logically supports her postsecondary goal with regard to independent use of public transportation.
 - b) The goal is measurable.
 - c) It is appropriate that Stephanie will learn this skill during high school, in preparation for her postsecondary goal of employment (with training) and employment.

7.5d: Unacceptable Examples:

- Given a web-based phone book, Stephanie will call movie theaters to determine show times.
 - o This annual goal does not meet Transition standards for Item #2 for the following reasons:
 - a) The annual goal is not associated with Stephanie’s postschool employment, training, or independent living goals.
 - b) The annual focuses on an activity, not an explicit skill or behavior.
 - c) No criteria or timeframe are provided.
- Given a choice of 3 job training centers in the community, Stephanie will select a center for job training after graduation, based on her interests and needs.
 - o This annual goal does not meet Transition standards for Item #2 for the following reasons:
 - a) It does not seem to logically support Stephanie’s postsecondary goal, in which Stephanie has already identified (and has presumably gained employment) a specific job.
 - b) This goal, as written, is an activity, rather than a learned or mastered skill.

Item #2b: The following are examples of Measurable Annual IEP Goals in “Employment”

7.3a: Acceptable Example:

- John will be able to report 3 possible occupations for part-time employment, based on the results of career assessments through career counseling with the guidance counselor.
 - This annual goal meets Transition standards for Item #2 for the following reason:
 - a) The behavior of assessing job interest is a step in helping John determine jobs in which he would be most successful during college.

7.3b: Unacceptable Example:

- John will attend the annual job fair and participate in mock interviews with prospective employers.
 - This annual goal does not meet Transition standards for Item #2 for the following reasons:
 - a) While this is an appropriate activity in preparation for employment after high school, it is not relevant to John’s postsecondary goal of working part-time on campus while attending the community college.
 - b) This goal statement indicates an activity that John could complete, but does not clearly indicate what knowledge or skill will be developed.

7.3c: Acceptable Examples:

- Allison will develop algebra skills, as measured by her homework completion and quiz scores, by using a planner to record assignments, prepare questions for class, and record formulas for study in the Algebra II course during her senior year.
 - This goal meets Transition standards for item #2 for the following reasons:
 - a) Developing algebra skills in her Algebra II course is consistent with Allison’s post-secondary goal of attending a four-year liberal arts university
 - b) Allison’s employment goal is contingent upon her completion of college, therefore annual goals that support her college completion, also support her employment goal
- Allison will demonstrate the organizational skills of using a planner to record her homework assignments for all classes every day and prepare questions for her teachers in English, Spanish, U.S. History, and Chemistry at least once each week for the duration of this IEP.
 - This goal meets Transition standards for item #2 for the following reasons:
 - a) Improving organizational skills through use of a planner to organize materials for her classes is linked to organizational skills that will also assist Allison at a college.
 - b) Use of a planner to prepare questions for her teachers is also logically linked to Allison’s success in planning for meetings with professors to advocate for her needs in the college environment.

- c) Criteria, conditions, and a timeframe for the goal are provided.

7.3c2: Acceptable Example:

- Allison will describe the similarities and differences of various early childhood careers in a two page essay after conducting four structured interviews of employees in the field of early childhood including (a) a professor, (b) a child care director, and (c) a preschool teacher, during the fall semester of this IEP.
 - o This annual goal meets Transition standards for Item #2 for the following reasons:
 - a) The behavior of describing aspects of related jobs is a logical step in helping Allison narrow her career path after college.
 - b) (This annual goal may also provide Allison with information that help her select courses in college that best prepare for a career in early childhood education.)
 - c) The goal statement includes criteria, a timeframe, and is measurable.
 - d) The goal statement indicates acquisition of knowledge, through the completion of a series of activities.

7.3e: Acceptable Example

- Given transportation to the Community College, James will achieve mastery (95% or better accuracy) of welding safety skills by completing an orientation course on welding safety by March 15, 2007.
 - o This annual goal meets Transition standards for Item #2 for the following reason:
 - a) The annual goal will be accomplished by James while in high school to prepare him for successfully completing welding courses at the Community College.
 - b) This annual goal focuses on skills and knowledge to be mastered, that are measurable.

7.3f: Unacceptable Example:

- Given completion of welding coursework, James will obtain a full-time job at a welding company by December 2010.
 - o This annual goal does not meet Transition standards for Item #2 for the following reason:
 - a) The annual goal occurs after graduation.

7.3g: Acceptable Example :

- Given a microswitch properly secured to the headrest of her chair, Rolanda will select three activities that she prefers from the school's work-based curriculum with 90% accuracy by October 15, 2007.
 - o This annual goal meets standards for Transition for Item #2 for the following reasons:
 - a) The behavior of indicating preferences in the context of employment preparation instruction is a step toward Rolanda's goal of participating in supported self-employment or volunteer work.

- b) Data from completion of the annual goal may provide Rolanda’s IEP team with information regarding future employment interests for her.
- c) Meeting the goal stated, indicates acquisition of a new skill for Rolanda of accurately making choices from more than one.
- d) The goal statement includes criteria and a timeframe.

7.3h: Unacceptable Example:

- Given a Dynavox©, Rolanda will use the device to speak in sentences to her teachers and family members by October, 2007.
 - o This annual goal does not meet standards for Transition for item #2 for the following reason:
 - a) The behavior cannot logically be demonstrated during the coming year, given Rolanda’s current level of performance and previous instruction in the area of augmentative communication.

7.3i: Acceptable Example

- Jodi will identify her likes and dislikes of retail employment options by participating in at least 3 retail job shadowing experiences and verbally describing her preferences by April 1, 2007.
 - o This annual goal meets Transition standards for Item #2 for the following reasons:
 - a) Obtaining employment is the primary focus of this objective.
 - b) Participating in a job shadowing experience will help Jodi identify her likes and dislikes about the job and help to ensure that obtaining a part-time position in a the retail environment is the most appropriate option for her upon graduation from high school.
 - c) “Identify her likes and dislikes” indicates a skill that can be measured.

7.3j: Unacceptable Example:

- Given a bi-weekly paycheck, Jodi will practice banking skills with 95% accuracy by August 1, 2007.
 - o This annual goal does not meet Transition standards for Item #2 for the following reasons:
 - a) The goal is written as an activity Jodi will participate in after she obtains the job; therefore, it is not considered a step that will help her reach her post-secondary goal of obtaining a part-time retail job.

7.3k: Acceptable Examples:

- Given a list of possible scenarios at work, Alex will learn to distinguish those that require a meeting with his supervisor with 90% or better accuracy on 1 trial/ week for the duration of the IEP.
 - o This annual goal meets Transition standards for Item #2 for the following reasons:
 - a) This annual goal primarily focuses on supporting the maintenance of employment.
 - b) Identifying issues at work that require supervisor meetings (e.g. requesting

additional hours) is a critical work skill that is appropriate for Alex to develop while in high school.

c) “Distinguish” indicates that Alex will be learning a skill.

- Given his DVR caseworker’s contact information, Alex will learn to call him independently to discuss issues at his job.
 - o This annual goal meets Transition standards for Item #2 for the following reasons:
 - a) Maintaining employment is the primary focus of this objective.
 - b) Learning to independently contact his adult service caseworker while in high school is a skill that will prepare Alex for his continued employment postsecondary goal.
 - c) The goal indicates that Alex will be learning a new skill of calling his caseworker independently.

7.3l: Unacceptable Example:

- Given a work schedule, Alex will practice calculating the hours that he has been assigned to work each week.
 - o This annual goal does not meet Transition standards for item #2 for the following reasons:
 - a) The statement suggests an activity, rather than a learned skill.

7.3m: Acceptable Example:

- Given a cell phone with pertinent telephone numbers programmed and weekly practice in school and community settings, Liz 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.
 - o This annual goal meets Transition standards for Item #2 for the following reasons:
 - a) Preparing for employment is the primary focus of this goal.
 - b) Using a telephone successfully is an important skill for a person who will maintain employment.
 - c) The goal includes conditions, a timeframe, and a behavior with criterion that are measurable.

7.3n: Unacceptable Example:

- Liz will participate in a variety of activities to prepare her for employment at the community college including public transportation training, telephone skills, safety skills, money skills and social skills.
 - o This annual goal does not meet Transition standards for Item #2 for the following reason:
 - a) The goal does not indicate conditions, a timeframe, or a behavior with criterion that is measurable.

7.3o: Acceptable Example:

- Given staff supervision and school transportation to the sites, Jeremy will rank his preference of career opportunities using a picture symbol rubric through completion of community-based instruction at four different community employment sites for three two-hour sessions every week that school is in session for the duration of this IEP.
 - o This annual goal meets Transition standards for Item #2 for the following reasons:
 - a) The goal includes activities that will prepare Jeremy for postsecondary employment.
 - b) The goal states conditions and a timeframe in which it should be accomplished.
 - c) The goal states a measurable behavior and the activities stated are measurable.

7.3p: Unacceptable Example:

- Jeremy will attend a job club at school to find out about various employment opportunities available to him after graduation.
 - o This goal statement does not meet the criteria for Transition for Item #2 for the following reason:
 - a) The goal does not state conditions, a timeframe, or any criterion by which to measure the extent to which Jeremy attends the job club meetings.

7.3q: Acceptable Example:

- Given a task analysis for bagging groceries, Paul will practice the task semi-weekly and complete it without (a) breaking items, (b) ripping bags on 90% of occasions by April 6, 2007.
 - o This annual goal meets Transition standards for Item #2 for the following reasons:
 - a) Learning to follow the task analysis to bag groceries is a step Paul will take during high school to help him meet his postsecondary employment goal of getting a job at a grocery store.
 - b) The goal statement includes conditions, criteria, and timeframe that are measurable.

7.3r: Unacceptable Example:

- Given a list of recreational activities, Paul will choose the activity that interests him the most 3 out of 4 times by April 6, 2007.
 - o This annual goal does not meet Transition standards for Item #2 for the following reason:
 - a) Choosing a recreational activity is not an annual goal that will help Paul obtain a job at a grocery store.

7.3s: Acceptable Example

- Given the GoTalk20+ augmentative communication device and weekly community practice, Kevin will independently and accurately use the device to communicate single words to communicate a desire for an item in community settings, including restaurants and ticket counters.
 - o This example meets Transition standards for Item #2 for the following reasons:
 - a) Kevin is not able to use a GoTalk20+ effectively and learning to do so is a skill that will prepare him to participate in a habilitative and vocational training program, recreational opportunities, and educational opportunities after high school.
 - b) Learning to use a GoTalk20+ effectively will prepare Kevin to incorporate assistive technology use in future employment
 - c) Similarly, communicating choices will prepare Kevin for the goal of participating in leisure activities that interest him.
 - d) Finally, learning to use the GoTalk20+ is a step toward preparing Kevin to communicate more effectively with familiar and non-familiar individuals in various settings.

7.3t: Unacceptable Example:

- Kevin will participate in occupational therapy two times each week for 30 minutes each session for the duration of the IEP.
 - o This goal statement does not meet Transition standards for Item #2 for the following reason:
 - a) Participation in occupational therapy does not indicate what knowledge or skill Kevin is expected to gain during the upcoming year.
 - b) While it is likely that participation in speech therapy logically supports his postsecondary education/training goal, because there is no skill noted, it is unclear that there is a link.

7.3s2: Acceptable Example:

- Kevin will participate in yearlong on-campus vocational preparation, including the following experiences, each for a period of three months, with a frequency of a minimum of two sessions each week, and session duration of one hour per session in the following positions
 - a) Clerical job experience in school office
 - b) School Based Laundry Enterprise
 - c) Janitorial work experience throughout school building
 - o This annual goal meets standards for Transition for Item #2 for the following reasons:
 - a) Kevin will gain skills as well needed of employment in these on-campus job experiences.
 - b) Data from completion of the annual goal may provide Kevin's IEP team with

- information regarding future employment strengths and interests for him.
- c) The goal statement includes specific criteria to attain this goal, including minimum level related to (a) duration of the work experience, (b) frequency of participation, and (c) as well as the duration of each work session.

7.3t2: Unacceptable Example:

- Given a GoTalk20+, Kevin will use the device to speak in sentences in the community to speak to familiar listeners including his teachers and family members as well as unfamiliar listeners by October, 2008.
 - o This annual goal does not meet standards for Transition for item #2 for the following reason:
 - a) Kevin is just learning to use of the GoTalk20+ augmentative communication device in the classroom setting, so this behavior cannot logically be demonstrated during the coming year given Kevin’s current level of performance.

7.5a: Acceptable Example:

- Through participation in the district’s teacher mentor program, Jason will write an essay about his expectations for his future career, including statements of (a) a goal (b) 3 or more negative aspects of teaching, (c) 3 or more positive aspects of teaching and (d) a summary statement of the mentor program experience with 80% or better accuracy in grammar and spelling by March 2008.
 - o This annual goal meets Transition standards for Item #2 for the following reasons:
 - a) This annual goal supports Jason’s postsecondary goal of becoming a high school teacher.
 - b) Writing well and synthesizing information are district standards and align with his postsecondary goal of attending college.
 - c) This is a step toward that postsecondary goal that can be completed while in high school.
 - d) The annual goal includes a condition, criteria, timeframe, and an observable behavior.

7.5b: Unacceptable Example:

- Jason will complete a work study with a local retailer, demonstrating mastery of the job skills and work behaviors, at 90% accuracy by May 2008.
 - o This annual goal does not meet Transition standards for Item #2 for the following reason:
 - a) This annual goal does not support any part of Jason’s goal to attend college or to become a teacher.

7.5c: Acceptable Example:

- 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.
 - o This annual goal meets Transition standards for Item #2 for the following reasons:

- a) The annual goal logically supports her postsecondary goal with regard to independent use of public transportation.
- b) The goal is measurable.
- c) It is appropriate that Stephanie will learn this skill during high school, in preparation for her postsecondary goal of employment (with training) and employment.

7.5d: Unacceptable Examples:

- Given a web-based phone book, Stephanie will call movie theaters to determine show times.
 - o This annual goal does not meet Transition standards for Item #2 for the following reasons:
 - a) The annual goal is not associated with Stephanie’s postschool employment, training, or independent living goals.
 - b) The annual focuses on an activity, not an explicit skill or behavior.
 - c) No criteria or timeframe are provided.
- Given a choice of 3 job training centers in the community, Stephanie will select a center for job training after graduation, based on her interests and needs.
 - o This annual goal does not meet Transition standards for Item #2 for the following reasons:
 - a) It does not seem to logically support Stephanie’s postsecondary goal, in which Stephanie has already identified (and has presumably gained employment) a specific job.
 - b) This goal, as written, is an activity, rather than a learned or mastered skill.

Item #2c: The following are examples of Measurable Annual IEP Goals in “Independent Living”

7.4a: Acceptable Example:

- Given travel training situations, Liz will demonstrate sitting quietly and refraining from talking to strangers while utilizing public transportation at least two times across three opportunities.
 - This annual goal meets Transition standards for Item #2 for the following reasons:
 - a) The annual goal describes a skill Liz would need to have in her repertoire of skills in order to travel using public transportation.
 - b) The annual goal is a skill that will be worked on during high school.

7.4b: Unacceptable Example:

- Given several coins, Liz will match the coin with its amount six out of eight times by November 3, 2007.
 - This annual goal does not meet Transition standards for Item #2 for the following reasons:
 - a) According to Liz’s present level of performance, Liz already knows the value of coins; therefore, it is not necessary to include this as a goal to help her meet her post-secondary goal of using public transportation.

7.4c: Acceptable Example:

- Given the ingredients for a sandwich and task analysis, Jeremy will follow the steps to make a sandwich with 90% accuracy by June 2007.
 - This annual goal meets Transition standards for Item #2 for the following reason:
 - a) This annual goal is one of several skills Jeremy will need in order to learn how to prepare a complete meal for his lunch.

7.4d: Unacceptable Example:

- Jeremy will participate in field-trips to the grocery store monthly for the duration of this IEP.
 - This annual goal does not meet Transition standards for item #2 for the following reasons:
 - a) This annual goal is not related to the post-secondary goal of independently preparing for work each day.
 - b) This goal statement does not indicate acquisition of a new skill.
 - c) This goal statement does not include conditions or criteria to be measurable.

7.4e: Acceptable Example:

- 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.
 - o This annual goal meets Transition standards for Item #2 for the following reasons:
 - a) This annual goal is a step that Paulo will take in achieving his post-secondary goal of playing in a soccer league.
 - b) This annual goal focuses on a skill that will be developed during high school.

7.4f: Unacceptable Example:

- Given written directions, Paul will put the steps in making a sandwich in the correct order with 95% accuracy by January 2008.
 - o This annual goal does not meet Transition standards for item #2 for the following reason:
 - a) This annual goal is not related to Paul’s post-secondary goal of joining a soccer league.

7.4g: Acceptable Example:

- Given daily classroom routines for practice and a verbal prompt, Rolanda will raise her arms to assist in lifting, dressing, and hand washing on 80% of occasions for the duration of the IEP.
 - o This annual goal statement meets Transition standards for Item #2 for the following reasons:
 - a) Developing the physical skills necessary to meet this goal will prepare Rolanda for her postsecondary goal of maximum participation in her daily routine.
 - b) The goal statement provides conditions, criteria, and a timeframe, so that it is measurable.

7.4h: Unacceptable Example:

- Rolanda will receive physical therapy services 3x/ week.
 - o This goal statement does not meet Transition standards for Item #2 for the following reasons:
 - a) The goal statement does not indicate any skills that Rolanda will be gaining.
 - b) This is a related service, not a statement of an annual goal.

7.4i Acceptable Example:

- Given a board displaying four choices of classroom and community topics (e.g., instructional activities, work-based instruction activities, locations in the school, movies, music, locations in the community, people), Rolanda will use a pointer, affixed to a head-piece to select the activity or item in which she wants to engage with 80% accuracy.
 - o This example meets Transition standards for Item #2 for the following reasons:
 - a) Rolanda is not able to use a communication board effectively and learning to do so is a skill that will prepare her to participate in a habilitative and vocational training program after high school.

- b) Similarly, communicating choices will prepare Rolanda for the goal of participating in leisure activities that interest her.
- c) Finally, learning to use technology to select from four choices is a step toward preparing Rolanda to communicate more effectively with familiar and non-familiar individuals in various settings.

7.4l Acceptable Example:

- Given the GoTalk20+ augmentative communication device and weekly community practice, Kevin will independently and accurately use the device to communicate single words to communicate a desire for an item in community settings, including restaurants and ticket counters.
 - o This example meets Transition standards for Item #2 for the following reasons:
 - a) Kevin is not able to use a GoTalk20+ effectively and learning to do so is a skill that will prepare him to participate in a habilitative and vocational training program, recreational opportunities, and educational opportunities after high school.
 - b) Learning to use a GoTalk20+ effectively will prepare Kevin to incorporate assistive technology use in future employment
 - c) Similarly, communicating choices will prepare Kevin for the goal of participating in leisure activities that interest him.
 - d) Finally, learning to use the GoTalk20+ is a step toward preparing Kevin to communicate more effectively with familiar and non-familiar individuals in various settings.

7.4n: Unacceptable Example:

- Kevin will participate in occupational therapy two times each week for 30 minutes each session for the duration of the IEP.
 - o This goal statement does not meet Transition standards for Item #2 for the following reason:
 - a) Participation in occupational therapy does not indicate what knowledge or skill Kevin is expected to gain during the upcoming year.
 - b) While it is likely that participation in speech therapy logically supports his postsecondary education/training goal, because there is no skill noted, it is unclear that there is a link.

7.4k: Acceptable Example:

- Given picture symbols with Velcro adhesive and a wall mountable daily planner, Kevin will utilize a schedule to plan self-care (e.g., showering and eating), employment, educational, and recreational activities, five days each week for the duration of the IEP with a maximum of one physical prompt per activity to place the picture symbol on the schedule.
 - o This annual goal statement meets Transition standards for Item #2 for the following reasons:

- a) Developing the skills to plan necessary to meet this goal will prepare Kevin for his postsecondary goal of maximum participation in his daily routine.
- b) The goal statement provides conditions, criteria, and a timeframe, so that it is measurable.

Unacceptable Example:

- Kevin will receive occupational therapy services 3x/ week.
 - o This goal statement does not meet Transition standards for Item #2 for the following reasons:
 - a) The goal statement does not indicate any skills that Kevin will be gaining.
 - b) This is a related service, not a statement of an annual goal.

7.5c: Acceptable Example:

- 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.
 - o This annual goal meets Transition standards for Item #2 for the following reasons:
 - a) The annual goal logically supports her postsecondary goal with regard to independent use of public transportation.
 - b) The goal is measurable.
 - c) It is appropriate that Stephanie will learn this skill during high school, in preparation for her postsecondary goal of employment (with training) and employment.

7.5d: Unacceptable Examples:

- Given a web-based phone book, Stephanie will call movie theaters to determine show times.
 - o This annual goal does not meet Transition standards for Item #2 for the following reasons:
 - a) The annual goal is not associated with Stephanie’s postschool employment, training, or independent living goals.
 - b) The annual focuses on an activity, not an explicit skill or behavior.
 - c) No criteria or timeframe are provided.
- Given a choice of 3 job training centers in the community, Stephanie will select a center for job training after graduation, based on her interests and needs.
 - o This annual goal does not meet Transition standards for Item #2 for the following reasons:
 - a) It does not seem to logically support Stephanie’s postsecondary goal, in which Stephanie has already identified (and has presumably gained employment) a specific job.
 - b) This goal, as written, is an activity, rather than a learned or mastered skill.

Item 3a: The following are examples of Transition Services Component: “Instruction”

8a: Instruction is one component of a transition program that “the student needs to receive in specific areas to complete needed courses, succeed in the general curriculum, and gain needed skills”.

Source: Storms, J., O’Leary, E., & Williams, J. (2000). *Transition requirements: A guide for states, districts, schools, universities and families*. Eugene: University of Oregon, Western Regional Resource Center.

8a.2a: The following examples of **instruction** support the postsecondary **education/training** goal of “upon completion of high school, John will enroll at the Lake Shore Technical College.”

Acceptable Examples:

- Instruction related to word processing / keyboarding skills
- Tutoring (peer or teacher) in reading comprehension strategies
- Self-monitoring instruction related to on-task behavior
- Self-advocacy training

Unacceptable Examples:

- Filling out an application
- Touring a community college campus
- Adapted physical education course
- Paid work
- Field trips to the grocery store
- Volunteer experiences at the local elementary school

8a.2c The following examples of **instruction** support the postsecondary **education/training** goal of “Allison will obtain a four-year degree from a liberal arts college with a major in child development.”

Acceptable Examples:

- Instructional support of guided notes for lessons
- Instructional support of syllabi in advance, as requested
- Instructional support of preferential seating in Spanish I
- Audio-taped texts for English 12
- Extended time on tests in Algebra II and Advanced Biology
- Modified ACT testing

Unacceptable examples:

- Touring child care facilities
- Paid work

8a.2e: The following examples of **instruction** support the postsecondary **education/training and employment** goals of “upon graduation from high school, James will successfully complete welding courses at the Community College to attain the Entry Level Welding Certificate” and “James will be self employed as a welder”.

Acceptable Examples:

- Social skills training
- Instruction related to on the job safety
- Community based instructional experiences related to construction work
- Work-based instruction with a local welder
- Self-determination training

Unacceptable Examples:

- Community based instructional experiences related to the food service industry
- Coursework related to visual arts
- Two trips to adult vocational day placement
- Field trips related to recreational opportunities
- Interpreter services for the hearing impaired

8a.2g: The following examples of **instruction** support the postsecondary **education/training** goal of “after graduation, Rolanda will participate in an in-home or center-based program designed to provide habilitative and vocational training with medical and therapeutic supports.”

Acceptable Examples:

- Training of family members in use, care and maintenance of technology
- Participation in academic and functional curriculum

Unacceptable Examples:

- Class field trip to the mall to go Christmas shopping
- Referral to vocational rehabilitation for assessments

8a.2i: The following examples of **instruction** support the postsecondary **education/training and employment** goals of “Jodi will enroll in courses (non-degree) at the Community College” and “Jodi will attain a part-time position in a community retail environment independently.”

Acceptable Examples:

- Travel instruction
- Instruction related to hygiene
- Instruction related to functional math skills
- Personal banking instruction
- Community based instruction at Wal-Mart to introduce to retail employment skills

- Instruction related to social skills in school and work settings

Unacceptable Examples:

- Instruction related to janitorial skills
- Community based instructional experiences in restaurant settings

8a.2k: The following examples of **instruction** support the postsecondary **education** goal of “Alex will take a business math course at Kings College” and “after finishing high school, Alex will increase his work hours in the business department of a local office supply store, contacting XYZ Adult Agency for employment support services.”

Acceptable Examples:

- Instruction related to social skills in a work setting
- Instruction related to self-advocacy skills
- Personal banking instruction
- Computer skills (word-processing, data entry) instruction

Unacceptable Examples:

- Community-based instruction at a local church for exposure to industrial cleaning skills
- Tour of adult job training centers

8a.2m: The following examples of **instruction** support the postsecondary **education/training and independent living** goals of “Liz will complete the nondegree program at the Community College” and “upon completion of high school, Liz will successfully utilize public transportation, including the public bus and uptown trolley.”

Acceptable Examples:

- Instruction on Community Safety skills
- Travel instruction
- Math instruction related to money usage
- Literacy instruction related to sight word identification
- Instruction related to community safety and self defense at the YMCA
- Math instruction related to telling time on a variety of watches and clocks

8a.2s: The following examples of **instruction** support the postsecondary **education/training** goal of “immediately after graduation, Kevin will participate in habilitative and functional skill training through CAP services and will attend courses designed to provide specialized academic, functional, and occupational preparation for individuals with disabilities 2 times per week at the community college.”

Acceptable Examples:

- Participation in academic and functional curriculum
- Participation in self-advocacy training

Unacceptable Examples:

- Class field trip to the movies
- Situational assessment at local hotels

8a.3e: The following examples of **instruction** support the postsecondary **education/training and employment** goals of “upon graduation from high school, James will successfully complete welding courses at the Community College to attain the Entry Level Welding Certificate” and “James will be self employed as a welder”.

Acceptable Examples:

- Social skills training
- Instruction related to on the job safety
- Community based instructional experiences related to construction work
- Work-based instruction with a local welder
- Self-determination training

Unacceptable Examples:

- Community based instructional experiences related to the food service industry
- Coursework related to visual arts
- Two trips to adult vocational day placement
- Field trips related to recreational opportunities
- Interpreter services for the hearing impaired

8a.3g: The following example of **instruction** supports the postsecondary **employment** goal of “immediately after graduation Rolanda will receive job development services from vocational rehabilitation or a community rehabilitation program and will participate in technologically supported self-employment or volunteer work within 1 year of graduation.”

Acceptable Example:

- Participation in the adapted academic and functional curriculum

Unacceptable Examples:

- Instruction in word processing
- Travel instruction

8a.3i: The following examples of **instruction** support the postsecondary **education/training and employment** goals of “Jodi will enroll in courses (non-degree) at Gaston Community College” and “Jodi will attain a part-time position in a community retail environment independently.”

Acceptable Examples:

- Travel instruction
- Instruction related to hygiene
- Instruction related to functional math skills
- Personal banking instruction
- Community based instruction at Wal-Mart to introduce to retail employment skills
- Instruction related to social skills in school and work settings

Unacceptable examples:

- Instruction related to janitorial skills
- Community based instructional experiences in restaurant settings

8a.3k: The following examples of **instruction** support the postsecondary **employment** goal of “Alex will take a business math course at Kings College” and “after finishing high school Alex will increase his work hours in the business department of a local office supply store, contacting XYZ Adult Agency for employment support services.”

Acceptable Examples:

- Instruction related to social skills in a work setting
- Instruction related to self-advocacy skills
- Personal banking instruction
- Computer skills (word-processing, data entry) instruction

Unacceptable Examples:

- Community-based instruction at a local church for exposure to industrial cleaning skills
- Tour of adult job training centers

8a.3o: The following examples of **instruction** support the postsecondary **employment and independent living** goals of “upon completion of high school, Jeremy will independently prepare for work each day, including dressing, making his bed, making his lunch, and accessing transportation.”

Acceptable Examples:

- Instruction on using picture symbol recipes
- Instruction on personal hygiene
- Community-based instruction on purchasing lunch supplies

8a.3s: The following example of **instruction** supports the postsecondary **employment** goal of “within three months of graduation, Kevin will obtain a supported employment position that allows him to work to his maximum stamina and incorporates the use of

assistive technology.”

Acceptable Example:

- Participation in the adapted academic and functional curriculum
- Participation in Career Technical Education Courses
- Participation in community based instruction related to employability skills

Unacceptable Example:

- Instruction in word processing
- Participation in adapted physical education
- Visit to a local sheltered workshop

8a.4a: The following examples of **instruction** support the postsecondary **education/training and independent living** goals of “Liz will complete the nondegree program at Montgomery County College” and “upon completion of high school, Liz will successfully utilize public transportation, including the public bus and uptown trolley.”

Acceptable Examples:

- Instruction on Community Safety skills
- Travel instruction
- Math instruction related to money usage
- Literacy instruction related to sight word identification
- Instruction related to community safety and self defense at the YMCA
- Math instruction related to telling time on a variety of watches and clocks

Unacceptable Examples:

- Instruction related to life science
- Intelligence testing
- Job shadowing with school bus driver
- Participating in chorus

8a.4c: The following examples of **instruction** support the postsecondary **employment and independent living** goals of “upon completion of high school, Jeremy will independently prepare for work each day, including dressing, making his bed, making his lunch, and accessing transportation.”

Acceptable Examples:

- Instruction on using picture symbol recipes
- Instruction on personal hygiene
- Community-based instruction on purchasing lunch supplies

Unacceptable Examples:

- Instruction related to laundry skills
- Instruction related to the water cycle
- Visit to a McDonald’s food prep area

8a.4e: The following examples of **instruction** support the postsecondary **individual living** goal of “upon completion of high school, Paulo will play soccer in a recreational soccer league at the YMCA.”

Acceptable Examples:

- Social skills training
- Travel training
- Soccer skills training in adaptive physical education
- Instruction related to preparation for sport activities
- Self-advocacy training

Unacceptable Examples:

- Instruction related to civil rights
- Instruction on food preparation
- Math coursework
- Schedule and calendar skill instruction

8a.5a: The following examples of **instruction** support the **multi-domain** postsecondary goal for Jason of attending college to gain employment as a teacher.

Acceptable Examples:

- Digital version of U.S. History texts
- Extended time on end of course tests
- Self-advocacy instruction
- Tutoring for college entrance exams

Unacceptable Example:

- Field trips to the grocery store

8a.5c: The following examples of **instruction** support the **multi-domain** postsecondary goal for Stephanie related to accessing transportation to her job, where she will participate in on-the-job training.

Acceptable Examples:

- Travel instruction
- Instruction on use of a picture schedule
- Instruction in telling and calculating time
- Reading instruction

Unacceptable Examples:

- Instruction on the life cycle of insects
- Instruction on domestic independence skills (e.g., bed-making, cleaning bathrooms)

Item 3b: The following are examples of Transition Services Component: “Related Services”

8b: Related services is defined as “transportation, and such developmental, corrective, and other supportive services (including speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, social work services, school nurse services designed to enable a child with a disability to receive a free appropriate public education as described in the individualized education program of the child, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services, except that such medical services shall be for diagnostic and evaluation purposes only) as may be required to assist a child with a disability to benefit from special education, and includes the early identification and assessment of disabling conditions in children. However, the term does not include a medical device that is surgically implanted or the replacement of such device”.

Source: Individuals with Disabilities Education Improvement Act of 2004, Public Law No. 108-446, 20 U. S. C. 1400, H. R. 1350.

Retrieved from: <http://www.ed.gov/policy/spced/guid/idea/tb-second-trans.pdf> on June 27, 2006.

8b.2a: The following examples of **related service** support the postsecondary **education/training and employment** goals of “upon completion of high school, John will enroll at the Community College” and “John will work in an on-campus part-time job while in college”.

Acceptable Examples:

- Speech language services to improve expressive communication
- Occupational therapy services to improve handwriting

Unacceptable Examples:

- Self-advocacy instruction
- Career interest inventory

8b.2e: The following examples of **related service** support the postsecondary **education/training and employment** goals of “upon graduation from high school, James will successfully complete welding courses at Central Piedmont Community College to attain the Entry Level Welding Certificate” and “James will be self employed as a welder”.

Acceptable Examples:

- Interpreter services for the hearing impaired
- Counseling services to increase ability to manage anger

Unacceptable Examples:

- Instruction related to safety in the workplace
- Instruction related to workplace social behavior

8b.2g: The following examples of **related service** support the postsecondary **education/training** goal of “after graduation, Rolanda will participate in an in-home or center-based program designed to provide habilitative and vocational training with medical and therapeutic supports.”

Acceptable Examples:

- Speech therapy services for training in use of augmentative communication device
- Speech therapy, occupational therapy for augmentative communication evaluation and selection of appropriate augmentative communication device for school and postschool environments
- Occupational therapy for use of assistive technology
- Occupational therapy for assistive technology evaluation for determination of devices to increase independence in home and center-based environment
- Physical therapy to maintain and improve strength and flexibility
- Nursing services to increase Rolanda’s ability access to community environments
- Transfer of therapy services to adult service arena

Unacceptable Examples:

- Speech therapy to improve Rolanda’s verbal communication skills

8b.2i: The following examples of **related service** support the postsecondary **education/training and employment** goal of “upon graduation from high school, Jodi will attain a part-time position in a community retail environment independently.”

Acceptable Examples:

- Counseling services to improve self-confidence
- Occupational therapy to improve fine motor skills and performance of activities of daily living

Unacceptable Examples:

- Community visits to retail environments
- Instruction related to money usage

8b.2k: The following example of **related service** support the postsecondary **employment** goal of “after finishing high school Alex will increase his work hours in the business department of a local office supply store, contacting XYZ Adult Agency for employment support services.”

Acceptable Examples:

- Speech language services to increase oral language fluency

Unacceptable Examples:

- Reading instruction

8b.2s: The following examples of **related service** support the postsecondary **education/training** goal of “immediately after graduation, Kevin will participate in habilitative and functional skill training through CAP services and will attend courses designed to provide specialized academic, functional, and occupational preparation for individuals with disabilities 2 times per week at the community college.”

Acceptable Examples:

- Speech therapy services for training in use of augmentative communication device
- Speech therapy, occupational therapy for augmentative communication evaluation and selection of appropriate augmentative communication device for school and postschool environments
- Occupational therapy consultation for use of assistive technology
- Occupational therapy consultation for assistive technology evaluation for determination of devices to increase independence in home and community environments
- Physical therapy to maintain and improve strength and flexibility
- Transfer of therapy services to adult service arena

Unacceptable Examples:

- Counseling services related to anger management
- Instruction related to self-determination

8b.3i: The following examples of **related service** support the postsecondary **education/training and employment** goal of “upon graduation from high school, Jodi will attain a part-time position in a community retail environment independently.”

Acceptable Examples:

- Counseling services to improve self-confidence
- Occupational therapy to improve fine motor skills and performance of activities of daily living

Unacceptable Examples:

- Community visits to retail environments
- Instruction related to money usage

8b.3k: The following example of **related service** support the postsecondary **employment** goal of “after finishing high school Alex will increase his work hours in the business department of a local office supply store, contacting XYZ Adult Agency for employment support services.”

Acceptable Examples:

- Speech language services to increase oral language fluency

Unacceptable Examples:

- Reading instruction

8b.4a: The following examples of **related service** support the postsecondary **independent living** goal of “upon completion of high school, Lissette will successfully utilize public transportation, including the public bus and uptown trolley, to arrive safely at work at the appropriate time.”

Acceptable Examples:

- Assistive technology services to increase use of voice output device
- Physical therapy to improve independent ambulation

Unacceptable Examples:

- Travel training
- Self-determination instruction

8b.4c: The following examples of **related service** support the postsecondary **independent living** goal of “upon completion of high school, Jeremy will independently prepare for work each day, including dressing, making his bed, making his lunch, and accessing transportation.”

Acceptable Examples:

- Orientation and mobility services to identify storage areas in kitchen
- Occupational therapy services to improve spreading and cutting with knife
- Speech therapy to improve communication through use of picture symbols

Unacceptable Examples:

- Instruction related to making simple meals
- Training to use an automated bank machine

8b.4e: The following examples of **related service** support the postsecondary **independent living** goal of “upon completion of high school, Paulo will play soccer in a recreational soccer league at the YMCA.”

Acceptable Examples:

- Physical therapy services to improve dribbling ball

- Therapeutic recreation services to improve sportsmanship

Unacceptable Examples:

- Participation in after school intramural sports
- Instruction related to first aid

8b.4h: The following examples of **related service** support the **independent living** goal of “after graduation Rolanda will participate in community-integrated recreational/leisure activities related to music, movies, and art at movie theaters, concerts at the local community college, art and craft museums downtown, and the entertainment store at the mall.”

Acceptable Examples:

- Speech therapy services for training in use of augmentative communication device
- Speech therapy, occupational therapy for augmentative communication evaluation and selection of appropriate augmentative communication device for school and postschool environments
- Occupational therapy for use of assistive technology
- Occupational therapy for assistive technology evaluation for determination of devices to increase independence in home and center-based environment
- Physical therapy to maintain and improve strength and flexibility
- Nursing services to increase Rolanda’s ability access to community environments
- Transfer of therapy services to adult service arena

Unacceptable Examples:

- Participation in a school club
- Instruction related to hygiene

8b.4i: The following examples of **related service** support the **independent living** goal of “immediately following graduation, Kevin will participate in 1- 2 age-appropriate community and individual community-based activities per week related to horticulture, socialization with young adults, animals, and music.”

Acceptable Examples:

- Speech therapy services for training in use of augmentative communication device
- Speech therapy, occupational therapy for augmentative communication evaluation and selection of appropriate augmentative communication device for school and postschool environments
- Occupational therapy consultation for use of assistive technology
- Occupational therapy consultation for assistive technology evaluation for determination of devices to increase independence in home and community environments
- Physical therapy to maintain and improve strength and flexibility

- Transfer of therapy services to adult service arena

Unacceptable Examples:

- Participation in a school club
- Instruction related to hygiene

Item 3c: The following are examples of Transition Services Component: “Community Experience”

8c: Community experiences is one component of a transition program “that are provided outside the school building or in community settings. Examples include community-based work experiences and/ or exploration, job site training, banking, shopping, transportation, counseling and recreation activities”.

Source: Storms, J., O’Leary, E., & Williams, J. (2000). *Transition requirements: A guide for states, districts, schools, universities and families*. Eugene: University of Oregon, Western Regional Resource Center.

8c.2a: The following examples of **community experience** support the postsecondary **education/training and employment** goals of “upon completion of high school, John will enroll at the Community College” and “John will work in an on-campus part-time job while in college.”

Acceptable Examples:

- Three visits to community college (contact with school’s Learning Assistance Program)
- Training using a public telephone to call group home
- Trips to community college using public transportation
- Trip to community college bookstore to purchase supplies needed
- Tour of community college campus to familiarize student with surroundings

Unacceptable Experiences:

- Field trip to four-year college dormitory
- Sleep over orientation at four-year college campus
- Visit adult vocational day placement agency

8c.2c: The following examples of **community experiences** support the postsecondary **education/training and employment** goals of “Allison will obtain a four-year degree from a liberal arts college with major in child development” and “Allison will have a career in the field of early childhood education.”

Acceptable Examples:

- Job shadow experiences with children
- Visit three university campuses, including a tour through the admissions department and a visit to the disability services office, between the late Spring and early Fall 2006

Unacceptable Experience:

- Role play admissions interview in special education resource classroom

8c.3a: The following examples of **community experience** support the postsecondary **education/training and employment** goals of “upon completion of high school, John will enroll at Ocean County Community College” and “John will work in an on-campus part-time job while in college.”

Acceptable Examples:

- Three visits to community college (contact with school’s Learning Assistance Program)
- Training using a public telephone to call group home
- Trips to community college using public transportation
- Trip to community college bookstore to purchase supplies needed.
- Tour of community college campus to familiarize student with surroundings

Unacceptable Experiences:

- Field trip to four-year college dormitory
- Sleep over orientation at four-year college campus
- Visit adult vocational day placement agency

8c.3c: The following examples of **community experiences** support the postsecondary **education/training and employment** goals of “Allison will obtain a four-year degree from a liberal arts college with major in child development” and “Allison will have a career in the field of early childhood education.”

Acceptable Examples:

- Job shadow experiences with children
- Visit three university campuses, including a tour through the admissions department and a visit to the disability services office between the late Spring and early Fall, 2006

Unacceptable Experiences:

- Role play admissions interview in special education resource classroom

8c.3i: The following examples of **community experience** support the postsecondary **employment** goal of “upon graduation from high school, Jodi will attain a part-time position in a community retail environment independently.”

Acceptable Examples:

- Job shadowing in a retail environment
- Practice using public transportation
- Visit four retail settings that are prospective employers
- Mock interviews with an employment specialist at a community based instruction site

Unacceptable Experiences:

- Watch series of videos depicting appropriate community behavior
- Participate in role play activities in the classroom related to using a register

- Visit aquatic center for Special Olympics swimming practice
- Use internet to identify directions to job site
- Call bus company to ask about route and schedule information

8c.4g: The following example of **community experience** support the **independent living** goal of “after graduation Rolanda will participate in community-integrated recreational/leisure activities related to music, movies, and art at movie theaters, concerts at the local community college, art and craft museums downtown, and the entertainment store at the mall.”

Acceptable Examples:

- Visits to recreational agencies/facilities in the community
- Leisure and recreational interest survey through student response to different leisure opportunities in the community

Unacceptable Experiences:

- Job shadowing in a retail environment
- Practice using public transportation

8c.4l: The following example of **community experience** support the **independent living** goal of “immediately following graduation, Kevin will participate in 1- 2 age-appropriate community and individual community-based activities per week related to horticulture, socialization with young adults, animals, and music.”

Acceptable Examples:

- Visits to recreational agencies/facilities in the community
- Leisure and recreational interest survey through student response to different leisure opportunities in the community
- Referral to Teens on the Town, a recreation program for young adults with developmental disabilities

Unacceptable Experiences:

- Employment preference survey
- Watching a movie in the classroom
- Calling the movie theater from the classroom to determine movie times

8c.5a: The following examples of **community experience** support the **multi-domain** postsecondary goal for Jason of attending college to gain employment as a teacher.

Acceptable Examples:

- Structured observations of teachers
- Visit to at least one college with a teacher preparation program
- Conduct teacher interviews

Unacceptable Experience:

- Watch series of videos on various professional careers

8c.5c: The following examples of **community experience** support the **multi-domain** postsecondary goal for Stephanie related to accessing transportation to her job, where she will participate in on-the-job training.

Acceptable Examples:

- Job shadowing in a food-service environment
- Taking the bus to access job shadowing site

Unacceptable Experiences:

- Preparing sandwiches in the classroom
- Role-playing interviews with classmates

Item 3d: The following are examples of Transition Services Component: “Employment and Other Post-school Adult Living Objectives”

8d: Employment and other post-school adult living objectives are components of a transition program that “the student needs to achieve desired post-secondary goals. These could be services leading to a job or career or those that support activities done occasionally such as registering to vote, filing taxes, renting a home, accessing medical services, filing for insurance or accessing adult services such as Social Security Income (SSI)”.

Source: Storms, J., O’Leary, E., & Williams, J. (2000). *Transition requirements: A guide for states, districts, schools, universities and families*. Eugene: University of Oregon, Western Regional Resource Center.

8d.2c: The following example of **employment and other postschool living objectives** supports the postsecondary **education/training and employment** goals of “Allison will obtain a four-year degree from a liberal arts college with major in child development” and “Allison will have a career in the field of early childhood education.”

Acceptable Examples:

- Part time employment in a position related to working with children
- Apply for possible college financial aid
- Vocational rehabilitation referral to determine eligibility for tuition assistance
- Apply for college and disability support service, no later than December 2006

Unacceptable Examples:

- Complete application process at community college
- Interview for a full-time position at a local day care

8d.2g: The following example of **employment and other postschool living objectives** supports Rolanda’s postsecondary **education/training and employment** goals of “will participate in an in-home or center-based program designed to provide habilitative and vocational training with medical and therapeutic supports” and “will receive job development services from vocational rehabilitation or a community rehabilitation program and will participate in technologically supported self-employment or volunteer work within one year of graduation.”

Acceptable Examples:

- Meeting with SSI representative to determine possible financial benefits
- Vocational rehabilitation referral

Unacceptable Examples:

- Apply for college disability support services
- Complete application for job at local mall

8d.2s: The following example of **employment and other postschool living objectives** supports Kevin’s postsecondary **education/training** and **employment** goals of “immediately after graduation, Kevin will participate in habilitative and functional skill training through CAP services and will attend Compensatory Education classes 2 times per week at the community college” and “within three months of graduation, Kevin will obtain a supported employment position that allows him to work to his maximum stamina and incorporates the use of assistive technology”

Acceptable Examples:

- Meeting with job coach in classroom and community settings
- Meeting with SSI representative to determine possible financial benefits
- Vocational rehabilitation referral

Unacceptable Examples:

- Apply for college disability support services
- Complete application for job at local mall

8d.3c: The following example of **employment and other postschool living objectives** supports the postsecondary **education/training and employment** goals of “Allison will obtain a four-year degree from a liberal arts college with major in child development” and “Allison will have a career in the field of early childhood education.”

Acceptable Examples:

- Part time employment in a position related to working with children
- Apply for possible college financial aid
- Vocational rehabilitation referral to determine eligibility for tuition assistance
- Apply for college and disability support service, no later than December 2006

Unacceptable Examples:

- Complete application process at community college
- Interview for a full-time position at a local day care

8d3g: The following example of **employment and other postschool living objectives** supports Rolanda’s postsecondary **education/training** and **employment** goals of “will participate in an in-home or center-based program designed to provide habilitative and vocational training with medical and therapeutic supports” and “will receive job development services from vocational rehabilitation or a community rehabilitation program and will participate in technologically supported self-employment or volunteer work within one year of graduation.”

Acceptable Examples:

- Meeting with SSI representative to determine possible financial benefits
- Vocational rehabilitation referral

Unacceptable Examples:

- Apply for college disability support services
- Complete application for job at local mall

8d.3i: The following examples of **employment and other postschool living objectives** support the postsecondary **employment** goal of “upon graduation from high school, Jodi will attain a part-time position in a community retail environment independently.”

Acceptable Examples:

- After school paid work experience at Target
- Volunteer position at Habitat for Humanity Thrift Store

Unacceptable Examples:

- Paid at home to walk family pet two times daily
- Job coaching services at veterinary clinic

8d.3k: The following examples of **employment and other postsecondary living objectives** support the postsecondary **employment** goal of “after finishing high school Alex will increase his work hours in the business department of a local office supply store, contacting XYZ Adult Agency for employment support services”.

Acceptable Examples:

- Work hours (for credit) in the school district business department (already engaged)
- After school paid work experience in the business office of Office Depot (already engaged)
- Interview with adult agency staff regarding possible future needs (self-advocacy support, tax form completion assistance, transportation services)
- Voter registration

Unacceptable Examples:

- Job coaching services at a local laundry facility
- Allowance provided by parents for completing “jobs” at home
- Field trip to the mall

8d.3s: The following example of **employment and other postschool living objectives** supports Kevin’s postsecondary **education/training** and **employment** goals of “immediately after graduation, Kevin will participate in habilitative and functional skill training through CAP services and will attend Compensatory Education classes 2 times per week at the community college” and “within three months of graduation, Kevin will obtain a supported employment position that allows him to work to his maximum stamina and incorporates the use of assistive technology”

Acceptable Examples:

- Meeting with job coach in classroom and community settings
- Meeting with SSI representative to determine possible financial benefits
- Vocational rehabilitation referral

Unacceptable Examples:

- Apply for college disability support services
- Complete application for job at local mall

8d.4c: The following examples of **employment and other postschool living objectives** support the postsecondary **independent living** goal of “upon completion of high school, Jeremy will independently prepare for work each day, including dressing, making his bed, making his lunch, and accessing transportation.”

Acceptable Examples:

- Learning locations of various food items in his kitchen at home
- Determining his preference among five or fewer food choices

Unacceptable Examples:

- Make phone call to parents once daily
- Order items at local restaurants

8d.5c: The following examples of **employment and other postschool living objectives** support the **multi-domain** postsecondary goal for Stephanie related to accessing transportation to a job, where she will participate in on-the-job training.

Acceptable Examples:

- Using the bus schedule during in class instruction and on community outings
- Using computer software to identify likes and dislikes regarding food-preparation jobs

Unacceptable Examples:

- Preference assessment regarding meals in local restaurants
- Going to the movies

Item 3e: The following are examples of Transition Services Component: “Daily Living Skills”

8e. Acquisition of Daily living skills is one component of a transition program that is included “if appropriate” to support student ability to do those activities that “adults do every day (e. g., preparing meals, budgeting, maintaining a home, paying bills, caring for clothes, grooming)”.

Source: Storms, J., O’Leary, E., & Williams, J. (2000). *Transition requirements: A guide for states, districts, schools, universities and families*. Eugene, OR: University of Oregon, Western Regional Resource Center.

8e.2m: The following examples of **daily living skills** support the postsecondary **education/training and independent living** goal of “Liz will complete the nondegree program at the Community College” and “upon completion of high school, Liz will successfully utilize public transportation, including the public bus and uptown trolley.”

Acceptable Examples:

- Purchase a monthly bus pass
- Safety skills in the community
- Learning to choose a seat near the bus driver
- Learning to use the pull cord to identify her upcoming stop

Unacceptable Examples:

- Laundry skill instruction at home
- Preparing simple meals for herself
- Instruction to improve reading comprehension

8e.2s: The following examples of **daily living skills** support the postsecondary **education/training and independent living** goal of “immediately after graduation, Kevin will participate in habilitative and functional skill training through CAP services and will attend Compensatory Education classes 2 times per week at the community college , After graduation, Kevin will continue to live with his parents and will participate in his daily care routines to the maximum extent possible”, and Immediately following graduation, Kevin will participate in 1- 2 age-appropriate community and individual community-based activities per week related to horticulture, socialization with young adults, animals, and music”,”

Acceptable Examples:

- Maintain a bank account
- Express preferences related to saving money for personal
- Safety skills in the community
- Selecting clothing for the day

Unacceptable Examples:

- Preparing simple meals for himself
- Travel training in the community

8e.4a: The following examples of **daily living skills** support the postsecondary **education/training and independent living** goal of “Liz will complete the nondegree program at Montgomery County College” and “upon completion of high school, Liz will successfully utilize public transportation, including the public bus and uptown trolley.”

Acceptable Examples:

- Purchase a monthly buss pass
- Safety skills in the community
- Learning to choose a seat near the bus driver
- Learning to use the pull cord to identify her upcoming stop

Unacceptable Examples:

- Laundry skill instruction at home
- Preparing simple meals for herself
- Instruction to improve reading comprehension

8e.4c: The following examples of **daily living skills** support the postsecondary **independent living** goal of “upon completion of high school, Jeremy will independently prepare his lunch for work each workday.”

Acceptable Examples:

- Knowledge and use of simple recipes
- Consumer skills at the grocery store
- Dishwasher loading and unloading instruction
- Sorting items according to temperature need (refrigerator, freezer, pantry)
- Knowledge of healthy food choices

Unacceptable Examples:

- Instruction in purchasing lunch at McDonald’s
- Instruction to improve bed-making skills

8e.4e: The following examples of **daily living skills** support the postsecondary **independent living** goal of “upon completion of high school, Paulo will play soccer in a recreational soccer league at the YMCA.”

Acceptable Examples:

- Laundry instruction to wash uniform after games
- Learn proper care for equipment (cleats, knee guards, ball)

Unacceptable Examples:

- Instruction related to life sciences
- Instruction related to basketball rules
- Driver’s education instruction

8e.4k & l: The following examples of **daily living skills** support the postsecondary **education/training and independent living** goal of “immediately after graduation, Kevin will participate in habilitative and functional skill training through CAP services and will attend Compensatory Education classes 2 times per week at the community college , After graduation, Kevin will continue to live with his parents and will participate in his daily care routines to the maximum extent possible”, and Immediately following graduation, Kevin will participate in 1- 2 age-appropriate community and individual community-based activities per week related to horticulture, socialization with young adults, animals, and music”,”

Acceptable Examples:

- Maintain a bank account
- Express preferences related to saving money for personal
- Safety skills in the community
- Selecting clothing for the day

Unacceptable Examples:

- Preparing simple meals for himself
- Travel training in the community

8e.5c: The following example of **daily living** services support the **multi-domain** postsecondary goal for Stephanie related to accessing transportation to a job, where she will participate in on-the-job training.

Acceptable Examples:

- Appropriate interactions with co-workers in job shadow and work experience settings
- Food preparation and kitchen hygiene instruction

Unacceptable Examples:

- Driver’s education

Item 3f: The following are examples of Transition Services Component: “Functional Vocational Evaluation”

8f. Functional vocational evaluation is one component of a transition program that is included “if appropriate”. This evaluation involves “an assessment process that provides information about job or career interests, aptitudes, and skills. Information may be gathered through situational assessment, observations or formal measures, and should be practical. The IEP team could use this information to refine services outlined in the IEP”.

Source: Storms, J., O’Leary, E., & Williams, J. (2000). *Transition requirements: A guide for states, districts, schools, universities and families*. Eugene, OR: University of Oregon, Western Regional Resource Center.

8f.2g: The following example of **functional vocational evaluation** supports the postsecondary goals for Rolanda in the areas of **education/ training** (1 goal), **employment** (1 goal), and **independent living** (3 goals).

Acceptable Example:

- Refer to Vocational Rehabilitation for non-verbal, modified assessments of adaptive behavior, career interest, and career skills

Unacceptable Examples:

- Administration of assessments intended for verbal students
- Administration of assessments for preschoolers, not related to employment or adult living skills

8f.2s: The following example of **functional vocational evaluation** supports the postsecondary goals for Kevin in the areas of **education/ training** (1.2s), **employment** (1.3s), and **independent living** (1.4k - m).

Acceptable Example:

- Refer to Vocational Rehabilitation for non-verbal, modified assessments of adaptive behavior, career interest, and career skills

Unacceptable Examples:

- Administration of assessments intended for verbal students
- Administration of assessments for preschoolers, not related to employment or adult living skills

8f.3e: The following example of **functional vocational evaluation** supports the postsecondary goals for Rolanda in the areas of **education/ training** (1 goal), **employment** (1 goal), and **independent living** (3 goals).

Acceptable Example:

- Refer to Vocational Rehabilitation for non-verbal, modified assessments of adaptive behavior, career interest, and career skills

Unacceptable Example:

- Administration of assessments intended for verbal students
- Administration of assessments for preschoolers, not related to employment or adult living skills

8f.3i: The following examples of **functional vocational evaluation** support the postsecondary **employment** goal of “upon graduation from high school, Jodi will attain a part-time position in a community retail environment independently.”

Acceptable Examples:

- Completing a career preference inventory
- Completing an adaptive behavior scale
- Completing a self-determination scale

Unacceptable Examples:

- Completing an algebra exam
- End of grade testing for language arts and civics
- Scholastic Aptitude Test (SAT) completion

8f.3k: The following example of **functional vocational evaluation** supports the **employment** goal of “after finishing high school Alex will increase his work hours in the business department of a local office supply store, contacting XYZ Adult Agency for employment support services.”

Acceptable Examples:

- Completing a computation/ business math skill inventory
- Completing a office skill inventory

Unacceptable Examples:

- End of grade civics test
- ACT test completion

8f.3s: The following example of **functional vocational evaluation** supports the postsecondary goals for Kevin in the areas of **education/ training (1.2s)**, **employment (1.3s)**, and **independent living (1.4k -m)**.

Acceptable Example:

- Refer to Vocational Rehabilitation for non-verbal, modified assessments of adaptive behavior, career interest, and career skills

Unacceptable Examples:

- Administration of assessments intended for verbal students
- Administration of assessments for preschoolers, not related to employment or adult living skills.

8f.4g- 4i: The following example of **functional vocational evaluation** supports the postsecondary goals for Rolanda related to **education/ training (1 goal)**, **employment (1 goal)**, and **independent living (3 goals)**.

Acceptable Example:

- Refer to Vocational Rehabilitation for non-verbal, modified assessments of adaptive behavior, career interest, and career skills

Unacceptable Examples:

- Administration of assessments intended for verbal students
- Administration of assessments for preschoolers, not related to employment or adult living skills.

8f.4k-m: The following example of **functional vocational evaluation** supports the postsecondary goals for Kevin in the areas of **education/ training (1.2s)**, **employment (1.3s)**, and **independent living (1.4k -m)**.

Acceptable Example:

- Refer to Vocational Rehabilitation for non-verbal, modified assessments of adaptive behavior, career interest, and career skills

Unacceptable Examples:

- Administration of assessments intended for verbal students
- Administration of assessments for preschoolers, not related to employment or adult living skills

8f.5c: The following example of **functional vocational evaluation** supports the postsecondary goals for Stephanie related to **education/training, employment, and independent living skills**.

Acceptable Examples:

- Completing a career preference inventory
- Completing an adaptive behavior scale
- Teacher made task-analysis of cooking task in the classroom

Unacceptable Examples:

- End of grade test civics
- *Brigance Early Childhood Inventory*

Item 6a: The following are examples of “Courses of Study” in Education/Training

11.2a & 3a: This example reflects **courses of study** that support the postsecondary **education/training and employment** goals of “upon completion of high school, John will enroll at Ocean County Community College” and “John will be employed in an oncampus part-time job while in college.”

Acceptable Example:

The box on the IEP is checked showing that the student will engage in the College Preparatory courses of study during the next 4 years of high school:

- These **courses of study** meet Transition standards for Item #6 for the following reason:
 - o John plans to attend a community college to complete courses for an associate’s degree after he graduates high school.
 - o John’s high school coursework throughout high school will need to prepare him for admissions to the community college and so should include college preparatory work and the requirements for the diploma that will allow him admissions to the community college.

Unacceptable Examples:

The IEP lists John’s courses for the current year:

1. English II (1 Credit)
 2. Algebra (1 Credit)
 3. Physical Science (1 Credit)
 4. Government (1 Credit)
 5. Theatre Arts II (1 Credit)
- These courses of study do not meet Transition standards for Item #6 for the following reasons:
 - o The IEP does not indicate the series of courses that constitute the course of study, throughout the four years of high school, which will help him meet his postsecondary goal.

11.2c & 3c: This example reflects **courses of study** that support the post-secondary **education/training and employment** goal of “Allison will obtain a degree from a liberal arts university with a major in child development” and “Allison will have a career in the field of early childhood education.”

Acceptable Example:

For Allison’s upcoming 12th grade year the courses listed include Psychology (semester), English 12 (year), Algebra II (year), Band (year), Phys Ed. (semester), Cooperative Work Experience (semester), Advanced Biology (year), Child Development (semester), Resource Room (year).

- These **courses of study** meet Transition standards for Item #6 for the following reasons:
 - o The courses listed are relevant to the student’s postsecondary goals.

- o Courses listed reflect the student's current (12th grade) to anticipated exit (12th grade) years.

Unacceptable Examples:

1. Occupational English I, II, III, IV (4 Credits)
 2. Occupational Mathematics I, II, III (3 Credits)
 3. Life Skills Science I, II (2 Credits)
 4. Social Studies I (Government/US History), II (Self-advocacy/Problem solving) (2 Credits)
 5. Computer proficiency as specified in IEP
 6. Health and Physical Education (1 Credit)
 7. Career Technical Education (4 Credit)
 8. Occupational Preparation (6 Credit)
- These courses of study do not meet Transition standards for Item #6 for the following reason:
 - o These courses do not reflect adequate courses of study to meet Allison's postsecondary goal of graduating from a four-year liberal arts university.

11.2e &3e: This example reflects **courses of study** that support the postsecondary **education/training and employment** goals of “upon graduation from high school, James will successfully complete welding courses at the Community College to attain the Entry Level Welding Certificate” and “James will be self employed as a welder”.

Acceptable Example:

Courses are listed identifying what James will take each year of high school. These courses are:

1. English I, II, III, IV (4 Credits)
 2. Mathematics I, II, III (Algebra I, Geometry, Algebra II OR Algebra I, Technical Math I & II, OR Integrated Mathematics I, II,& III) (3 Credits)
 3. Science (A physical science course, Biology, Earth/Environmental Science) (3 Credits)
 4. Social Studies (Government/Economics, US History, World Studies) (3 Credits)
 5. Demonstration of proficiency in state testing of computer skills
 6. Health and Physical Education (1 Credit)
 7. Career/Technical (4 Credits)
 8. Electives (2 Credits)
- These **courses of study** meet Transition standards for Item #6 for the following reason:
 - o James's post-secondary goal is to take courses at the 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.

Unacceptable Example:

The IEP list the following courses as James's course of study:

1. Functional Reading (1 Credit)
 2. Problem Solving in the Workplace (1 Credit)
 3. Functional Math (1 Credit)
- These courses of study do not meet Transition standards for Item #6 for the following reasons:
 - o The courses listed are not courses that will help James meet his post-secondary goal of completing the coursework for a welding certificate at a technical college and full-time employment. Instead, these courses would be more appropriate for a student whose goal is to live independently.
 - o The courses do not reflect multi-year coursework that will help James meet his post-secondary goals.

11a.2g, 3g, 4g-4i: This example reflects **courses of study** that support Rolanda's postsecondary goals for **education/training** (1 goal), **employment** (1 goal), and **independent living** (3 goals).

Acceptable Example:

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.

- These **courses of study** meet ITransition standards for Item #6 for the following reasons:
 - o Rolanda is a medically fragile student with significant cognitive and physical disabilities whose curriculum must be modified
 - o The curriculum described is relevant to her postsecondary goals
 - o The curriculum described includes opportunities to access the standard course of study through alternative methods

Unacceptable Examples:

The box is checked on the IEP indicating that the student is completing the coursework for a standard diploma.

- These courses of study do not meet Transition standards for Item #6 for the following reasons:
 - o While it would be adequate to check a box to describe the courses of study, the standard diploma option without any explanation of accommodations, modifications, or alternative paths would be inappropriate based on our knowledge of Rolanda's strengths and needs and her postsecondary goals.

11a.2i & 3i: This example reflects **courses of study** that support the postsecondary **education/ training and employment** goals of “Jodi will enroll in courses at Gaston Community College” and “upon graduation from high school, Jodi will attain a part-time position in a community retail environment independently.”

Acceptable Example:

The box on the IEP is checked showing that the student will engage in the North Carolina Occupational Course of Study:

1. Occupational English I, II, III, IV (4 Credits)
2. Occupational Mathematics I, II, III (3 Credits)
3. Life Skills Science I, II (2 Credits)
4. Social Studies I (Government/US History), II (Self-advocacy/Problem solving) (2 Credits)
5. Computer proficiency as specified in IEP
6. Health and Physical Education (1 Credit)
7. Career Technical Education (4 Credit)
8. Occupational Preparation (6 Credit)
9. Includes completion of 300 hours of school-based training, 240 hours of community based training, and 360 hours of paid employment
10. Elective credits/completion of IEP objectives/Career portfolio

- These **courses of study** meet Transition standards for Item #6 for the following reason:
 - o Jodi is a student with cognitive disabilities who has an IEP and is receiving special education services at her local high school. She participates in the North Carolina Occupational Course of Study which is a course of study for students with disabilities who have an Individualized Education Program. Since her ultimate goal is to obtain gainful employment and be able to continue to take courses (non-degree) at the local community college after she graduates high school and her academic ability is aligned with the occupational coursework the occupational course of study is most appropriate for Jodi.

Unacceptable Examples:

The box on the IEP is checked showing that the student will engage in College Tech Prep Course of Study:

1. English I, II, III, IV (4 Credits)
2. Mathematics I, II, III (Algebra I, Geometry, Algebra II OR Algebra I, Technical Math I&II, OR Integrated Mathematics I, II,&III) (3 Credits)
3. Science (A physical science course, Biology, Earth/Environmental Science) (3 Credits)
4. Social Studies (Government/Economics, US History, World Studies) (3 Credits)
5. Demonstration of proficiency in state testing of computer skills
6. Health and Physical Education (1 Credit)
7. Career/Technical (4 Credits)
8. Electives (2 Credits)

- These courses of study does not meet Transition standards for Item #6 for the following reason:

- o The IEP indicates that Jodi will participate in the North Carolina College Tech Prep Course of Study; however, the College Tech Prep Course of Study was

designed for students that would like to pursue a degree at a community or technical college. Therefore, the College Tech Prep Course of Study would not be appropriate for Jodi whose post-secondary goal is to work part-time in the retail environment and take non-degree focused courses after graduating from high school.

11.2k & 3k: This example reflects **courses of study** that support the postsecondary **education/training and employment** goals of “Alex will take a business math course at Kings College” and “after finishing high school Alex will increase his work hours in the business department of a local office supply store, contacting XYZ Adult Agency for employment support services.”

Acceptable Example:

1. Work Study
2. Business Math
3. Community Living

- These **courses of study** meet Transition standards for Item #6 for the following reasons:
 - o The courses listed are for Alex’s current and anticipated exit year (same year)
 - o The courses listed support Alex’s postsecondary goals

Unacceptable Example:

Alex attends the self-contained classroom for students with developmental disabilities who are older than 18.

- This example does not meet Transition standards for Item #6 for the following reason:
 - o Noting the student’s setting does not indicate information about the curriculum and its relevance to the student’s postsecondary goals.

11.2m, 3m, & 4a: This example reflects **courses of study** that support Liz’s postsecondary **education/training, employment, and independent living** goals.

Acceptable Example:

Courses are listed identifying what Liz will take each year of high school. These courses are:

1. Functional Math I, II, III, IV (4 Credits)
2. Functional Reading I, II, III, IV (4 Credits)
3. Introduction to Cooking I, II, III, IV (4 Credits)
4. Safety in the Community I, II, III, IV (4 Credits)
5. Recreation Leisure I, II, III (3 Credits)
6. Work Study Skills I, II, III, IV (4 Credits)

- These **courses of study** meet Transition standards for Item #6 for the following reason:
 - o The coursework listed is appropriate for Liz because her post-secondary 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.

Unacceptable Examples:

The IEP lists the following courses as Liz's course of study:

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)
- These **courses of study** do not meet Transition standards for Item #6 for the following reasons:
 - o The courses listed are not appropriate for Liz because they will not help her meet her post-secondary goals of participating in life-skill & 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.

11.2o, 3o, & 4c: This example reflects **courses of study** that support Jeremy's postsecondary **education/training, employment, and independent living** goals.

Acceptable Example:

The IEP lists Jeremy's courses for the next year:

1. Career Exploration (1 Credit)
 2. Daily Living Skills II (1 Credit)
 3. Social Skills II (1 Credit)
 4. Functional Math II (1 Credit)
 5. Functional Reading II (1 Credit)
 6. Cooking II (1 Credit)
- These **courses of study** meet Transition standards for Item #6 for the following reasons:
 - o The coursework listed is appropriate for Jeremy because his post-secondary goals are to participate in a center-based training program, earning wages in a part-time job in the community, and preparing his lunch; therefore, courses that will help Jeremy become more independent and meet his IEP objectives are most appropriate.
 - o Because Jeremy is entering his final year of school, the courses for more than that year do not need to be listed

Unacceptable Examples:

The box on the IEP is checked showing that the student will engage in the North Carolina standard College Preparatory courses of study during the next 3 years of high school

- These **courses of study** do not meet Transition standards for Item #6 for the following reason:
 - o The courses indicated are would not adequately prepare Jeremy for his postsecondary goals

11.2q, 3q, & 4e: This example reflects **courses of study** that support Paulo’s postsecondary **education/training, employment, and independent living** goals.

Acceptable Example:

1. Functional Math I, II, III, IV (4 Credits)
2. Functional Reading I, II, III, IV (4 Credits)
3. Occupational Skills I, II, III, IV (4 Credits)
4. Recreation/Leisure I, II, III (3 Credits)
5. Communication at the Workplace (1 Credit)
6. Career Awareness (1 Credit)
7. Career Preparation (1 Credit)

- These courses of study meet Transition standards for Item #6 for the following reasons:
 - o This course of study is appropriate for Paulo to meet his post-secondary goals because it allows him to take recreation/leisure courses and also take functional courses that will help him meet his IEP objectives.

Unacceptable Examples:

1. Functional Math (1 Credit)
2. Functional Reading (1 Credit)
3. Occupational Skills (1 Credit)
4. PE (1 Credit)
5. Career Awareness (1 Credit)

- These courses of study do not meet Transition standards for Item #6 for the following reason:
 - o The courses listed only reflect one year of the 3 years Paulo has remaining in school.

11.2s, 3s, & 4k-m: This example reflects **courses of study** that support Kevin’s postsecondary goals for **education/training (1.2s), employment (1.3s), and independent living (4.k-m)**.

Acceptable Example:

Receives specially designed instruction with an alternate curriculum, including instruction focused career development, functional academics, and community referenced

skills that are linked to the state standard course of study in Language Arts, Math, and Science.

- These **courses of study** meet Transition standards for Item #6 for the following reasons:
 - o Kevin is a student with significant cognitive and physical disabilities whose curriculum must be modified
 - o The curriculum described is relevant to his postsecondary goals
 - o The curriculum described includes opportunities to access the standard course of study through alternative methods

Unacceptable Example:

The box is checked on the IEP indicating that the student is completing the coursework for a standard diploma.

- These courses of study do not meet Transition standards for Item #6 for the following reasons:
 - o While it would be adequate to check a box to describe the courses of study, the standard diploma option without any explanation of accommodations, modifications, or alternative paths would be inappropriate based on our knowledge of Kevin’s strengths and needs and his postsecondary goals.

11.5a: This example reflects **courses of study** that support the postsecondary **education/training and employment** goal of “Jason will obtain his undergraduate degree in history and education, to become a high school social studies teacher.”

Acceptable Example:

The box on the IEP is checked showing that the student will engage in the North Carolina standard College Preparatory courses of study during the next 3 years of high school.

- These **courses of study** meet Transition standards for Item #6 for the following reasons:
 - o Jason plans to attend a four-year college to complete courses for a bachelor’s degree after he graduates high school
 - o Jason’s coursework throughout high school will need to prepare him for admissions to a college and so should include college preparatory work and the requirements for the diploma that will allow him admissions to the college

Unacceptable Example:

The IEP lists Jason’s courses for the current year:

1. English II (1 Credit)
2. Algebra (1 Credit)
3. Physical Science (1 Credit)
4. Government (1 Credit)
5. Theatre Arts II (1 Credit)

- These courses of study do not meet Transition standards for Item #6 for the following reasons:
 - o The IEP does not indicate the series of courses that constitute the course of study, throughout the four years of high school, which will help him meet his postsecondary goal.

11.5c: This example reflects **courses of study** that support the postsecondary **education/training, employment, and independent living** goal of “the summer after leaving high school Stephanie will independently ride the bus each work day to her job with Marriot Food Services, where she will participate in classes each year, as offered by her employer, to advance her industrial kitchen skills.”

Acceptable Example:

Courses are listed identifying what Stephanie will take each year of high school. These courses are:

1. Functional Math I, II, III, IV (4 Credits)
2. Functional Reading I, II, III, IV (4 Credits)
3. Introduction to Cooking I (1 Credit)
4. Introduction to Service Employment (1 Credit)
5. Safety in the Community I, II, III, IV (4 Credits)
6. Recreation Leisure I, II, III (3 Credits)
7. Employment Readiness (2 Credits)
8. Work Study I & II (6 Credits)

- These **courses of study** meet Transition standards for Item #6 for the following reason:
 - o The coursework listed is appropriate for Stephanie because it supports preparation for her post-secondary goal is focused on employment (job training in that employment) and independent navigation of the community.

Unacceptable Example:

The IEP lists the following courses as Stephanie’s courses of study:

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)

- These courses of study do not meet Transition standards for Item #6 for the following reason:
 - o The courses listed are not appropriate for Stephanie because they will not help her meet her post-secondary goal of traveling independently to her food services job where she intends to advance her skills through employer provided training opportunities. Instead, these courses are intended for a student that would like to pursue postsecondary education at a college or university.

Item 6b: The following are examples of “Courses of Study” in Employment

11.2a & 3a: This example reflects **courses of study** that support the postsecondary **education/training and employment** goals of “upon completion of high school, John will enroll at the Community College” and “John will be employed in an on campus part-time job while in college.”

Acceptable Example:

The IEP will note that the student will engage in College Preparatory courses of study during the next 4 years of high school:

- These **courses of study** meet Transition standards for Item #6 for the following reason:
 - o John plans to attend a community college to complete courses for an associate’s degree after he graduates high school.
 - o John’s high school coursework throughout high school will need to prepare him for admissions to the community college and so should include college preparatory work and the requirements for the diploma that will allow him admissions to the community college.

Unacceptable Example:

The IEP lists John’s courses for the current year:

1. English II (1 Credit)
2. Algebra (1 Credit)
3. Physical Science (1 Credit)
4. Government (1 Credit)
5. Theatre Arts II (1 Credit)

- These courses of study do not meet Transition standards for Item #6 for the following reasons:
 - o The IEP does not indicate the series of courses that constitute the course of study, throughout the four years of high school, which will help him meet his postsecondary goal.

11.2c & 3c: This example reflects **courses of study** that support the post-secondary **education/training and employment** goal of “Allison will obtain a degree from a liberal arts university with a major in child development” and “Allison will have a career in the field of early childhood education.”

Acceptable Example:

For Allison’s upcoming 12th grade year the courses listed include Psychology (semester), English 12 (year), Algebra II (year), Band (year), Phys Ed. (semester), Cooperative Work Experience (semester), Advanced Biology (year), Child Development (semester), Resource Room (year)

- These **courses of study** meet Transition standards for Item #6 for the following reasons:
 - o The courses listed are relevant to the student’s postsecondary goals.

- o Courses listed reflect the student's current (12th grade) to anticipated exit (12th grade) years.

Unacceptable Example:

1. Occupational English I, II, III, IV (4 Credits)
 2. Occupational Mathematics I, II, III (3 Credits)
 3. Life Skills Science I, II (2 Credits)
 4. Social Studies I (Government/US History), II (Self-advocacy/Problem solving) (2 Credits)
 5. Computer proficiency as specified in IEP
 6. Health and Physical Education (1 Credit)
 7. Career Technical Education (4 Credit)
 8. Occupational Preparation (6 Credit)
- These courses of study do not meet I-13 standards for Item #6 for the following reason:
 - o These courses do not reflect adequate courses of study to meet Allison's postsecondary goal of graduating from a four-year liberal arts university.

11.2e & 3e: This example reflects **courses of study** that support the postsecondary **education/training and employment** goals of “upon graduation from high school, James will successfully complete welding courses at the Community College to attain the Entry Level Welding Certificate” and “James will be self employed as a welder”.

Acceptable Example:

Courses are listed identifying what James will take each year of high school. These courses are:

1. English I, II, III, IV (4 Credits)
 2. Mathematics I, II, III (Algebra I, Geometry, Algebra II OR Algebra I, Technical Math I & II, OR Integrated Mathematics I, II, & III) (3 Credits)
 3. Science (A physical science course, Biology, Earth/Environmental Science) (3 Credits)
 4. Social Studies (Government/Economics, US History, World Studies) (3 Credits)
 5. Demonstration of proficiency in state testing of computer skills
 6. Health and Physical Education (1 Credit)
 7. Career/Technical (4 Credits)
 8. Electives (2 Credits)
- These **courses of study** meet Transition standards for Item #6 for the following reason:
 - o James' post-secondary 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.

Unacceptable Example:

The IEP list the following courses as James' course of study:

1. Functional Reading (1 Credit)
2. Problem Solving in the Workplace (1 Credit)
3. Functional Math (1 Credit)

- These courses of study do not meet I-13 standards for Item #6 for the following reasons:
 - o The courses listed are not courses that will help James' meet his post-secondary goal of completing the coursework for a welding certificate at a technical college and full-time employment. Instead, these courses would be more appropriate for a student whose goal is to live independently.
 - o The courses do not reflect multi-year coursework that will help James' meet his post-secondary goals.

11a.2g, 3g, 4g-4i: This example reflects **courses of study** that support Rolanda's postsecondary goals for **education/training** (1 goal), **employment** (1 goal), and **independent living** (3 goals).

Acceptable Example:

Receives specially designed instruction with an alternate curriculum, including instruction focused on self-care and communication skills and linked to course of study in Language Arts, Math, and Science.

- These **courses of study** meet Transition standards for Item #6 for the following reasons:
 - o Rolanda is a medically fragile student with significant cognitive and physical disabilities whose curriculum must be modified
 - o The curriculum described is relevant to her postsecondary goals
 - o The curriculum described includes opportunities to access the standard course of study through alternative methods

Unacceptable Example:

The IEP indicates that the student is completing the coursework for a standard diploma.

- These courses of study do not meet Transition standards for Item #6 for the following reasons:
 - o While it would be adequate to check a box to describe the courses of study, the standard diploma option without any explanation of accommodations, modifications, or alternative paths would be inappropriate based on our knowledge of Rolanda's strengths and needs and her postsecondary goals.

11a.2i & 3i: This example reflects **courses of study** that support the postsecondary **education/ training and employment** goals of "Jodi will enroll in courses at Gaston Community College" and "upon graduation from high school, Jodi will attain a part-time

position in a community retail environment independently.”

Acceptable Example:

The IEP indicates that the student will engage in Occupational Course of Study:

1. Occupational English I, II, III, IV (4 Credits)
 2. Occupational Mathematics I, II, III (3 Credits)
 3. Life Skills Science I, II (2 Credits)
 4. Social Studies I (Government/US History), II (Self-advocacy/Problem solving) (2 Credits)
 5. Computer proficiency as specified in IEP
 6. Health and Physical Education (1 Credit)
 7. Career Technical Education (4 Credit)
 8. Occupational Preparation (6 Credit)
 9. Includes completion of 300 hours of school-based training, 240 hours of community based training, and 360 hours of paid employment
 10. Elective credits/completion of IEP objectives/Career portfolio
- These **courses of study** meet Transition standards for Item #6 for the following reason:
 - o Jodi is a student with cognitive disabilities who has an IEP and is receiving special education services at her local high school. She participates in Occupational Course of Study which is a course of study for students with disabilities who have an Individualized Education Program. Since her ultimate goal is to obtain gainful employment and be able to continue to take courses (non-degree) at the local community college after she graduates high school and her academic ability is aligned with the occupational coursework the occupational course of study is most appropriate for Jodi.

Unacceptable Example:

The IEP indicates that the student will engage in College Tech Prep Course of Study:

1. English I, II, III, IV (4 Credits)
 2. Mathematics I, II, III (Algebra I, Geometry, Algebra II OR Algebra I, Technical Math I&II, OR Integrated Mathematics I, II,&III) (3 Credits)
 3. Science (A physical science course, Biology, Earth/Environmental Science) (3 Credits)
 4. Social Studies (Government/Economics, US History, World Studies) (3 Credits)
 5. Demonstration of proficiency in state testing of computer skills
 6. Health and Physical Education (1 Credit)
 7. Career/Technical (4 Credits)
 8. Electives (2 Credits)
- These courses of study does not meet Transition standards for Item #6 for the following reason:
 - o The IEP indicates that Jodi will participate in the Prep Course of Study; however, the College Tech Prep Course of Study was designed for students that would like to pursue a degree at a community or technical college. Therefore, the College Tech Prep Course of Study would not be appropriate for Jodi whose post-secondary goal is to work part-time in the retail environment and take non-degree focused courses after graduating from high

school.

11.2k & 3k: This example reflects **courses of study** that support the postsecondary **education/training and employment** goals of “Alex will take a business math course at Kings College” and “after finishing high school Alex will increase his work hours in the business department of a local office supply store, contacting XYZ Adult Agency for employment support services.”

Acceptable Example:

1. Work Study
2. Business Math
3. Community Living

- These **courses of study** meet Transition standards for Item #6 for the following reasons:
 - o The courses listed are for Alex’s current and anticipated exit year (same year)
 - o The courses listed support Alex’s postsecondary goals

Unacceptable Example:

Alex attends the self-contained classroom for students with developmental disabilities who are older than 18.

- This example does not meet Transition standards for Item #6 for the following reason:
 - o Noting the student’s setting does not indicate information about the curriculum and its relevance to the student’s postsecondary goals.

11.2m, 3m, & 4a: This example reflects **courses of study** that support Liz’s postsecondary **education/training, employment, and independent living** goals.

Acceptable Example:

Courses are listed identifying what Liz will take each year of high school. These courses are:

1. Functional Math I, II, III, IV (4 Credits)
2. Functional Reading I, II, III, IV (4 Credits)
3. Introduction to Cooking I, II, III, IV (4 Credits)
4. Safety in the Community I, II, III, IV (4 Credits)
5. Recreation Leisure I, II, III (3 Credits)
6. Work Study Skills I, II, III, IV (4 Credits)

- These **courses of study** meet Transition standards for Item #6 for the following reason:
 - o The coursework listed is appropriate for Liz because her post-secondary 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.

Unacceptable Example:

The IEP lists the following courses as Liz's course of study:

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)
- These **courses of study** do not meet Transition standards for Item #6 for the following reasons:
 - o The courses listed are not appropriate for Liz because they will not help her meet her post-secondary goals of participating in life-skill & 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.

11.2o, 3o, & 4c: This example reflects **courses of study** that support Jeremy's postsecondary **education/training, employment, and independent living** goals.

Acceptable Example:

The IEP lists Jeremy's courses for the next year:

1. Career Exploration (1 Credit)
 2. Daily Living Skills II (1 Credit)
 3. Social Skills II (1 Credit)
 4. Functional Math II (1 Credit)
 5. Functional Reading II (1 Credit)
 6. Cooking II (1 Credit)
- These **courses of study** meet Transition standards for Item #6 for the following reasons:
 - o The coursework listed is appropriate for Jeremy because his post-secondary goals are to participate in a center-based training program, earning wages in a part-time job in the community, and preparing his lunch; therefore, courses that will help Jeremy become more independent and meet his IEP objectives are most appropriate.
 - o Because Jeremy is entering his final year of school, the courses for more than that year do not need to be listed

Unacceptable Example:

The box on the IEP is checked showing that the student will engage in the North Carolina standard College Preparatory courses of study during the next 3 years of high school

- These **courses of study** do not meet Transition standards for Item #6 for the following

reason:

- o The courses indicated are would not adequately prepare Jeremy for his postsecondary goals

11.2q, 3q, & 4e: This example reflects **courses of study** that support Paulo’s postsecondary **education/training, employment, and independent living** goals.

Acceptable Example:

1. Functional Math I, II, III, IV (4 Credits)
2. Functional Reading I, II, III, IV (4 Credits)
3. Occupational Skills I, II, III, IV (4 Credits)
4. Recreation/Leisure I, II, III (3 Credits)
5. Communication at the Workplace (1 Credit)
6. Career Awareness (1 Credit)
7. Career Preparation (1 Credit)

- These courses of study meet Transition standards for Item #6 for the following reasons:
 - o This course of study is appropriate for Paulo to meet his post-secondary goals because it allows him to take recreation/leisure courses and also take functional courses that will help him meet his IEP objectives.

Unacceptable Example:

1. Functional Math (1 Credit)
2. Functional Reading (1 Credit)
3. Occupational Skills (1 Credit)
4. PE (1 Credit)
5. Career Awareness (1 Credit)

- These courses of study do not meet Transition standards for Item #6 for the following reason:
 - o The courses listed only reflect one year of the 3 years Paulo has remaining in school.

11.2s, 3s, & 4k-m: This example reflects **courses of study** that support Kevin’s postsecondary goals for **education/training (1.2s), employment (1.3s), and independent living (4.k-m)**.

Acceptable Example:

Receives specially designed instruction with an alternate curriculum, including instruction focused career development, functional academics, and community referenced skills that are linked to the state standard course of study in Language Arts, Math, and Science.

- These **courses of study** meet Transition standards for Item #6 for the following reasons:
 - o Kevin is a student with significant cognitive and physical disabilities whose

- o curriculum must be modified
- o The curriculum described is relevant to his postsecondary goals
- o The curriculum described includes opportunities to access the standard course of study through alternative methods

Unacceptable Example:

The IEP indicates that the student is completing the coursework for a standard diploma.

- These courses of study do not meet Transition standards for Item #6 for the following reasons:
 - o While it would be adequate to describe the courses of study, the standard diploma option without any explanation of accommodations, modifications, or alternative paths would be inappropriate based on our knowledge of Kevin’s strengths and needs and his postsecondary goals.

11.5a: This example reflects **courses of study** that support the postsecondary **education/training and employment** goal of “Jason will obtain his undergraduate degree in history and education, to become a high school social studies teacher.”

Acceptable Example:

The IEP indicates that the student will engage in College Preparatory courses of study during the next 3 years of high school.

- These **courses of study** meet Transition standards for Item #6 for the following reasons:
 - o Jason plans to attend a four-year college to complete courses for a bachelor’s degree after he graduates high school
 - o Jason’s coursework throughout high school will need to prepare him for admissions to a college and so should include college preparatory work and the requirements for the diploma that will allow him admissions to the college

Unacceptable Example:

The IEP lists Jason’s courses for the current year:

1. English II (1 Credit)
2. Algebra (1 Credit)
3. Physical Science (1 Credit)
4. Government (1 Credit)
5. Theatre Arts II (1 Credit)

- These courses of study do not meet Transition standards for Item #6 for the following reasons:
 - o The IEP does not indicate the series of courses that constitute the course of study, throughout the four years of high school, which will help him meet his postsecondary goal.

11.5c: This example reflects **courses of study** that support the postsecondary **education/training, employment, and independent living** goal of “the summer after leaving high school Stephanie will independently ride the bus each work day to her job with Marriot Food Services, where she will participate in classes each year, as offered by her employer, to advance her industrial kitchen skills.”

Acceptable Example:

Courses are listed identifying what Stephanie will take each year of high school. These courses are:

1. Functional Math I, II, III, IV (4 Credits)
2. Functional Reading I, II, III, IV (4 Credits)
3. Introduction to Cooking I (1 Credit)
4. Introduction to Service Employment (1 Credit)
5. Safety in the Community I, II, III, IV (4 Credits)
6. Recreation Leisure I, II, III (3 Credits)
7. Employment Readiness (2 Credits)
8. Work Study I & II (6 Credits)

- These **courses of study** meet Transition standards for Item #6 for the following reason:
 - o The coursework listed is appropriate for Stephanie because it supports preparation for her post-secondary goal is focused on employment (job training in that employment) and independent navigation of the community.

Unacceptable Example:

The IEP lists the following courses as Stephanie’s courses of study:

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)

- These courses of study do not meet Transition standards for Item #6 for the following reason:
 - o The courses listed are not appropriate for Stephanie because they will not help her meet her post-secondary goal of traveling independently to her food services job where she intends to advance her skills through employer provided training opportunities. Instead, these courses are intended for a student that would like to pursue postsecondary education at a college or university.

Item 6c: The following are examples of “Courses of Study” in Independent Living

11a.2g, 3g, 4g-4i: This example reflects **courses of study** that support Rolanda’s postsecondary goals for **education/training** (1 goal), **employment** (1 goal), and **independent living** (3 goals).

Acceptable Example:

Receives specially designed instruction with an alternate curriculum, including instruction focused on self-care and communication skills and linked to Language Arts, Math, and Science.

- These **courses of study** meet Transition standards for Item #6 for the following reasons:
 - o Rolanda is a medically fragile student with significant cognitive and physical disabilities whose curriculum must be modified
 - o The curriculum described is relevant to her postsecondary goals
 - o The curriculum described includes opportunities to access the standard course of study through alternative methods

Unacceptable Examples:

The box is checked on the IEP indicating that the student is completing the coursework for a standard diploma.

- These courses of study do not meet Transition standards for Item #6 for the following reasons:
 - o While it would be adequate to check a box to describe the courses of study, the standard diploma option without any explanation of accommodations, modifications, or alternative paths would be inappropriate based on our knowledge of Rolanda’s strengths and needs and her postsecondary goals.

11.2m, 3m, & 4a: This example reflects **courses of study** that support Liz’s postsecondary **education/training, employment, and independent living** goals.

Acceptable Example:

Courses are listed identifying what Liz will take each year of high school. These courses are:

1. Functional Math I, II, III, IV (4 Credits)
2. Functional Reading I, II, III, IV (4 Credits)
3. Introduction to Cooking I, II, III, IV (4 Credits)
4. Safety in the Community I, II, III, IV (4 Credits)
5. Recreation Leisure I, II, III (3 Credits)
6. Work Study Skills I, II, III, IV (4 Credits)

- These **courses of study** meet Transition standards for Item #6 for the following reason:
 - o The coursework listed is appropriate for Liz because her post-secondary 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.

Unacceptable Example:

The IEP lists the following courses as Liz’s course of study:

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)

- These **courses of study** do not meet Transition standards for Item #6 for the following reasons:
 - o The courses listed are not appropriate for Liz because they will not help her meet her post-secondary goals of participating in life-skill & 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.

11.2o, 3o, & 4c: This example reflects **courses of study** that support Jeremy’s postsecondary **education/training, employment, and independent living** goals.

Acceptable Example:

The IEP lists Jeremy’s courses for the next year:

1. Career Exploration (1 Credit)
2. Daily Living Skills II (1 Credit)
3. Social Skills II (1 Credit)
4. Functional Math II (1 Credit)
5. Functional Reading II (1 Credit)
6. Cooking II (1 Credit)

- These **courses of study** meet Transition standards for Item #6 for the following reasons:
 - o The coursework listed is appropriate for Jeremy because his post-secondary goals are to participate in a center-based training program, earning wages in a part-time job in the community, and preparing his lunch; therefore, courses that will help Jeremy become more independent and meet his IEP objectives are most appropriate.
 - o Because Jeremy is entering his final year of school, the courses for more than that year do not need to be listed

Unacceptable Example:

The IEP shows that the student will engage in College Preparatory courses of study during the next 3 years of high school

- These **courses of study** do not meet Transition standards for Item #6 for the following reason:
 - o The courses indicated are would not adequately prepare Jeremy for his postsecondary goals

11.2q, 3q, & 4e: This example reflects **courses of study** that support Paul’s postsecondary **education/training, employment, and independent living** goals.

Acceptable Example:

1. Functional Math I, II, III, IV (4 Credits)
2. Functional Reading I, II, III, IV (4 Credits)
3. Occupational Skills I, II, III, IV (4 Credits)
4. Recreation/Leisure I, II, III (3 Credits)
5. Communication at the Workplace (1 Credit)
6. Career Awareness (1 Credit)
7. Career Preparation (1 Credit)

- These courses of study meet Transition standards for Item #6 for the following reasons:
 - o This course of study is appropriate for Paulo to meet his post-secondary goals because it allows him to take recreation/leisure courses and also take functional courses that will help him meet his IEP objectives.

Unacceptable Example:

1. Functional Math (1 Credit)
2. Functional Reading (1 Credit)
3. Occupational Skills (1 Credit)
4. PE (1 Credit)
5. Career Awareness (1 Credit)

- These courses of study do not meet Transition standards for Item #6 for the following reason:
 - o The courses listed only reflect one year of the 3 years Paulo has remaining in school.

11.2s, 3s, & 4k-m: This example reflects **courses of study** that support Kevin’s postsecondary goals for **education/training (1.2s), employment (1.3s), and independent living (4.k-m)**.

Acceptable Example:

Receives specially designed instruction with an alternate curriculum, including instruction focused career development, functional academics, and community referenced

skills that are linked to the state standard course of study in Language Arts, Math, and Science.

- These **courses of study** meet Transition standards for Item #6 for the following reasons:
 - o Kevin is a student with significant cognitive and physical disabilities whose curriculum must be modified
 - o The curriculum described is relevant to his postsecondary goals
 - o The curriculum described includes opportunities to access the standard course of study through alternative methods

Unacceptable Example:

The IEP indicates that the student is completing the coursework for a standard diploma.

- These courses of study do not meet Transition standards for Item #6 for the following reasons:
 - o While it would be adequate to check a box to describe the courses of study, the standard diploma option without any explanation of accommodations, modifications, or alternative paths would be inappropriate based on our knowledge of Kevin’s strengths and needs and his postsecondary goals.

11.5c: This example reflects **courses of study** that support the postsecondary **education/training, employment, and independent living** goal of “the summer after leaving high school Stephanie will independently ride the bus each work day to her job with Marriot Food Services, where she will participate in classes each year, as offered by her employer, to advance her industrial kitchen skills.”

Acceptable Example:

Courses are listed identifying what Stephanie will take each year of high school. These courses are:

1. Functional Math I, II, III, IV (4 Credits)
2. Functional Reading I, II, III, IV (4 Credits)
3. Introduction to Cooking I (1 Credit)
4. Introduction to Service Employment (1 Credit)
5. Safety in the Community I, II, III, IV (4 Credits)
6. Recreation Leisure I, II, III (3 Credits)
7. Employment Readiness (2 Credits)
8. Work Study I & II (6 Credits)

- These **courses of study** meet Transition standards for Item #6 for the following reason:
 - o The coursework listed is appropriate for Stephanie because it supports preparation for her post-secondary goal is focused on employment (job training in that employment) and independent navigation of the community.

Unacceptable Example:

The IEP lists the following courses as Stephanie’s courses of study:

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)
- These courses of study do not meet Transition standards for Item #6 for the following reason:
 - o The courses listed are not appropriate for Stephanie because they will not help her meet her post-secondary goal of traveling independently to her food services job where she intends to advance her skills through employer provided training opportunities. Instead, these courses are intended for a student that would like to pursue postsecondary education at a college or university.