

## Lilly

Lilly is a 20 year old female with severe multiple mental and physical disabilities. She receives specially designed instruction with an alternate curriculum in a separate school setting. She receives the following related services: physical therapy and nursing care. Lilly's medical needs require the assistance of a nurse daily. She suffers from chronic digestive tract problems, requiring a colostomy, as well as a severe cardio-pulmonary condition, which have resulted in dependence on computer monitors and medication requiring 24 hour supervision. Eye and neurological exams have also concluded that Lilly has no sight, but her hearing is thought to be within the normal range.

Lilly is awake for approximately six hours in a 24 hour period. She seems to enjoy receiving verbal and tactile attention from her family members and caregivers. She responds positively to music and voices. She has become increasingly tolerant of position changes on a mat table and allows hand-over-hand assistance to participate in activities. Lilly receives physical therapy, focused on strengthening muscles and bones, as well as stretching her muscles to maintain mobility.

Lilly has limited functional communication skills. Her primary mode of communication combines head movements and some sounds. She turns toward an activity or stimulus and makes a humming sound when she is content and a turns her head away, grimaces, or grunts when she is displeased or wants to discontinue an activity. Attempts to use augmentative communication devices have been unsuccessful; however, her therapist and teachers are evaluating her ability to indicate preferences, using a head-activated switch with consistency.

Lilly relies on others to move her wheelchair and place her in a chair, a stander, or on a mat for all activities. A 2-person lift or mechanical device is required for all transfers. Lilly does not initiate any attempt to move to another position, once placed in lying, sitting, or standing. She has limited fine motor skills and requires hand-over-hand assistance for all activities. Lilly is dependent on a personal care attendant to care for all of her personal care needs (i.e., eating, brushing teeth, combing hair).

Formula for writing a post secondary goal:

□
□
will
□
□

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

Formula for writing an annual goal that supports the postsecondary goal:

Given */(condition@(teaching strategies)@e.g., direct instruction@modeling@peer tutoring)* */((student))* will */((behavior))* */((*

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**NSTTAC Indicator 13 Checklist Form A  
(Meets Minimum SPP/APR Requirements)**

Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition services needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority. (20 U.S.C. 1416(a)(3)(B))

<b>1. Is there an appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living?</b>	
<b>Example</b>	<b>Non Example</b>
<p>(Education and Training 1) After graduation, Lilly will participate in a center-based program with an adult curriculum focused on gaining maximum social communication, daily living, and vocational skills.</p> <p><i>This goal meets I-13 standards for Item #1 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>a) <i>Participation in training is the focus of the goal.</i></li> <li>b) <i>“Participation” is an observable behavior.</i></li> </ul> <p>(Employment 1) After graduation, Lilly will participate in a center-based program with an adult curriculum, receiving services to increase her stamina and mobility to prepare her for work.</p> <p><i>These goals meets I-13 standards for Item #1 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>a) <i>It is stated that the goal will occur after graduation from high school.</i></li> <li>b) <i>Goal are stated measurably: “participate” can be observed as occurring or not, within 1 year of graduation</i></li> <li>c) <i>The goal is focused on Lilly’s preparation for employment</i></li> </ul> <p>(Independent Living 1) After graduation Lilly will use an augmentative communication device at home and the center-based program to communicate her wants, needs, and desires and to interact with her environment more independently.</p> <p><i>The above goals meet I-13 standards for Item #1 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>a) <i>Goal are stated in a manner that can be observed (i.e., “will use”, “communicate”</i></li> <li>b) <i>Goals are stated as outcomes for Lilly after high school, not activities or processes toward outcomes.</i></li> </ul>	<p>(Education and Training 1) After leaving high school, Lilly plans enter an adult day care center.</p> <p><i>This goal <u>does not</u> meet I-13 standards for Item #1 for the following reason:</i></p> <ul style="list-style-type: none"> <li>a) <i>“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.</i></li> </ul> <p>(Employment 1) Upon completion of high school, Lilly will apply for services through vocational rehabilitation to support her participation in a vocational center program.</p> <p><i>These goals <u>do not</u> meet I-13 standards for Item #1 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>a) <i>Applying to vocational rehabilitative services is an activity not an outcome.</i></li> </ul> <p>(Independent Living 1) Lilly will rely on family members and staff to communicate her needs and wants.</p> <p><i>These goals <u>do not</u> meet I-13 standards for Item #1 on for the following reasons:</i></p> <ul style="list-style-type: none"> <li>a) <i>Relying on families is not an independent living skill</i></li> <li>b) <i>It is not clear goals will be obtained after high school</i></li> </ul>

2 . Is (are) the postsecondary goal(s) updated annually?	
<p style="text-align: center;"><b>Example</b></p> <p>(Education and Training 1; Employment 1; Independent Living 1) Three postsecondary goals were included in the IEP and the IEP was updated within 12 months.</p> <p><i>The goals <b>meet</b> I-13 standards for Item #2 for the following reasons:</i></p> <p style="margin-left: 20px;"><i>a) Postsecondary goals were identified in conjunction with developing the IEP and the IEP was reviewed with 12 months of the previous IEP.</i></p>	<p style="text-align: center;"><b>Non Example</b></p> <p>No postsecondary goal was identified for Education or Training.</p> <p><i>These goals <b>do not</b> meet I-13 standards for Item #2 for the following reasons:</i></p> <p style="margin-left: 20px;"><i>a) Absence of a postsecondary goal in Education/ Training or Employment would indicate that the postsecondary goal was not considered with the development of the IEP.</i></p>

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

Example	Non Example
<p>(State assessment → state present level → link to postsecondary goals)</p> <p>Summarized on front page of IEP.</p> <p><i>“Strengths: Anecdotal records for an observation period of 10 days indicate that Lilly is awake for approximately six hours in a 24 hour period. She seems to enjoy receiving verbal and tactile attention from her family members and caregivers. She responds positively to music and voices.</i></p> <p>Lilly’s primary mode of communication combines head movements and some sounds. She turns toward an activity or stimulus and makes a humming sound when she is content and a turns her head away, grimaces, or grunts when she is displeased or wants to discontinue an activity.</p> <p><i>“Present Levels of Academic Achievement and Functional Abilities: A portfolio assessment indicates that Lilly accesses the general education curriculum through extension activities. She benefits from sensory stimulating activities and activities to improve her independence and communication.</i></p> <p><i>Notes in the permanent folder document numerous attempts to use augmentative communication devices since elementary age which have been unsuccessful; however, her therapist and teachers are evaluating her ability to indicate preferences, using a head-activated switch with consistency. Health problems have often interfered with consistent therapy delivery for Lilly.</i></p> <p><i>Results of a physical therapy evaluation indicate Lilly relies on others to move her wheelchair and place her in a chair, a stander, or on a mat for all activities. A 2-person lift or mechanical device is required for all transfers. Lilly does not initiate any attempt to move to another position, once placed in lying, sitting, or standing. She has limited fine motor skills and requires hand-over-hand assistance for all activities. Lilly is dependent on a personal care attendant to care for all of her personal care needs (i.e., eating, brushing teeth, combing hair).</i></p> <p><i>Signed examination summary from Lilly’s pediatrician, dated during the current year indicated that she suffers from chronic digestive and cardio-pulmonary disorders and is completely blind. Her medical needs require 24 hour nursing care to monitor digestion, breathing, and normal heart rate.</i></p> <p><i>This example <b>meets</b> I-13 standards for Item #3 for the following reasons:</i></p> <ul style="list-style-type: none"> <li><i>a) It includes information gathered over time.</i></li> <li><i>b) It reflects student strengths, interests, and preferences.</i></li> <li><i>c) The information is from multiple sources and places.</i></li> <li><i>d) The data sources are age-appropriate.</i></li> </ul>	<p>Lilly has severe limitations in fine and gross motor skills.</p> <p><i>This information <b>does not</b> meet I-13 standards for Item #3 for the following reasons:</i></p> <ul style="list-style-type: none"> <li><i>a) There is no indication of the source of information (i.e., name or type of assessment).</i></li> <li><i>b) There is no link to postsecondary goals</i></li> <li><i>c) It does not reflect assessment data gathered over time</i></li> </ul>

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4. Are there transition services in the IEP that will reasonably enable the student to meet his or her postsecondary goal(s)?	
Examples	Non Examples
<p>(Instruction)</p> <ul style="list-style-type: none"> <li>• Self-care skill instruction</li> <li>• Instruction in use of augmentative devise</li> </ul> <p><i>These services <b>meet</b> the I-13 requirements for item #4 for the following reasons:</i></p> <ol style="list-style-type: none"> <li><i>a) Instruction is related to postsecondary goals</i></li> <li><i>b) Services can be provided by the school</i></li> </ol> <p>(Community Experience)</p> <ul style="list-style-type: none"> <li>• Community-based independent and community living instruction</li> <li>• Visits to recreational agencies/facilities in the community</li> </ul> <p><i>These services <b>meet</b> the I-13 requirements for item #4 for the following reasons:</i></p> <ol style="list-style-type: none"> <li><i>a) Instruction is related to postsecondary goals</i></li> <li><i>b) Services can be provided by the school</i></li> </ol> <p>(Related Services)</p> <ul style="list-style-type: none"> <li>• Assistive technology evaluation and selection of appropriate device for school and post school environments</li> <li>• Speech therapy services for training in use of augmentative communication device</li> <li>• Occupational therapy for use of assistive technology</li> <li>• Physical therapy to maintain and improve strength and flexibility</li> <li>• Nursing services to increase Lilly’s ability access to community environments</li> </ul> <p><i>These services <b>meet</b> the I-13 requirements for item #4 for the following reasons:</i></p> <ol style="list-style-type: none"> <li><i>a) Instruction is related to postsecondary goals</i></li> <li><i>b) Lilly has documented deficits in the areas of speech and motor skills</i></li> <li><i>c) Lilly is medically fragile and requires nursing assistance</i></li> <li><i>d) Due to the nature and severity of Lilly’s disability financial assistance may be needed</i></li> <li><i>e) Services can be provided by the school</i></li> </ol> <p>(Functional Vocational Evaluation)</p> <ul style="list-style-type: none"> <li>• Refer to Vocational Rehabilitation for non-verbal, modified assessments of adaptive behavior, mobility, dexterity</li> <li>• Ecological Assessment</li> </ul>	<p>(Instruction)</p> <ul style="list-style-type: none"> <li>• Instruction in word processing</li> <li>• Instruction in Anatomy and Physiology</li> </ul> <p><i>These services <b>do not</b> meet the I-13 requirements for item #4 for the following reasons:</i></p> <ol style="list-style-type: none"> <li><i>a) The severity of Lilly’s disability does not allow him the ability to take a traditional word processing course</i></li> <li><i>b) The instruction in the science course does not match Lilly’s postsecondary goals</i></li> </ol> <p>(Community Experience)</p> <ul style="list-style-type: none"> <li>• Class trip to Disability Services at the local college</li> </ul> <p><i>These services <b>do not</b> meet the I-13 requirements for item #4 for the following reasons:</i></p> <ol style="list-style-type: none"> <li><i>a) Christmas shopping and going to community college is not related to Lilly’s postsecondary goals</i></li> </ol> <p>(Related Services)</p> <ul style="list-style-type: none"> <li>• Speech therapy to improve Lilly’s verbal communication skills</li> </ul> <p><i>These services <b>do not</b> meet the I-13 requirements for item #4 for the following reasons:</i></p> <ol style="list-style-type: none"> <li><i>a) Lilly’s is nonverbal</i></li> <li><i>b) Services do not match Lilly’s postsecondary goals</i></li> </ol> <p>(Functional Vocational Evaluation)</p> <ul style="list-style-type: none"> <li>• Apply for college disability support services</li> <li>• Picture interest inventory</li> <li>• Complete application for job at local mall</li> <li>• Administration of assessments intended for verbal students</li> <li>• Administration of assessments for preschoolers, not related to employment or adult living skills</li> </ul>

*These services **meet** the I-13 requirements for item #4 for the following reasons:*

- a) Evaluations are related to postsecondary goals*
- b) Services can be provided by the school*

*(Post school living)*

- Leisure and recreational interest survey through student response to different leisure opportunities in the community
- Meeting with SSI representative to determine possible financial benefits

*These services **meet** the I-13 requirements for item #4 for the following reasons:*

- a) Activities are related to postsecondary goals*
- b) Services can be provided by the school*

*These services **do not** meet the I-13 requirements for item #4 for the following reasons:*

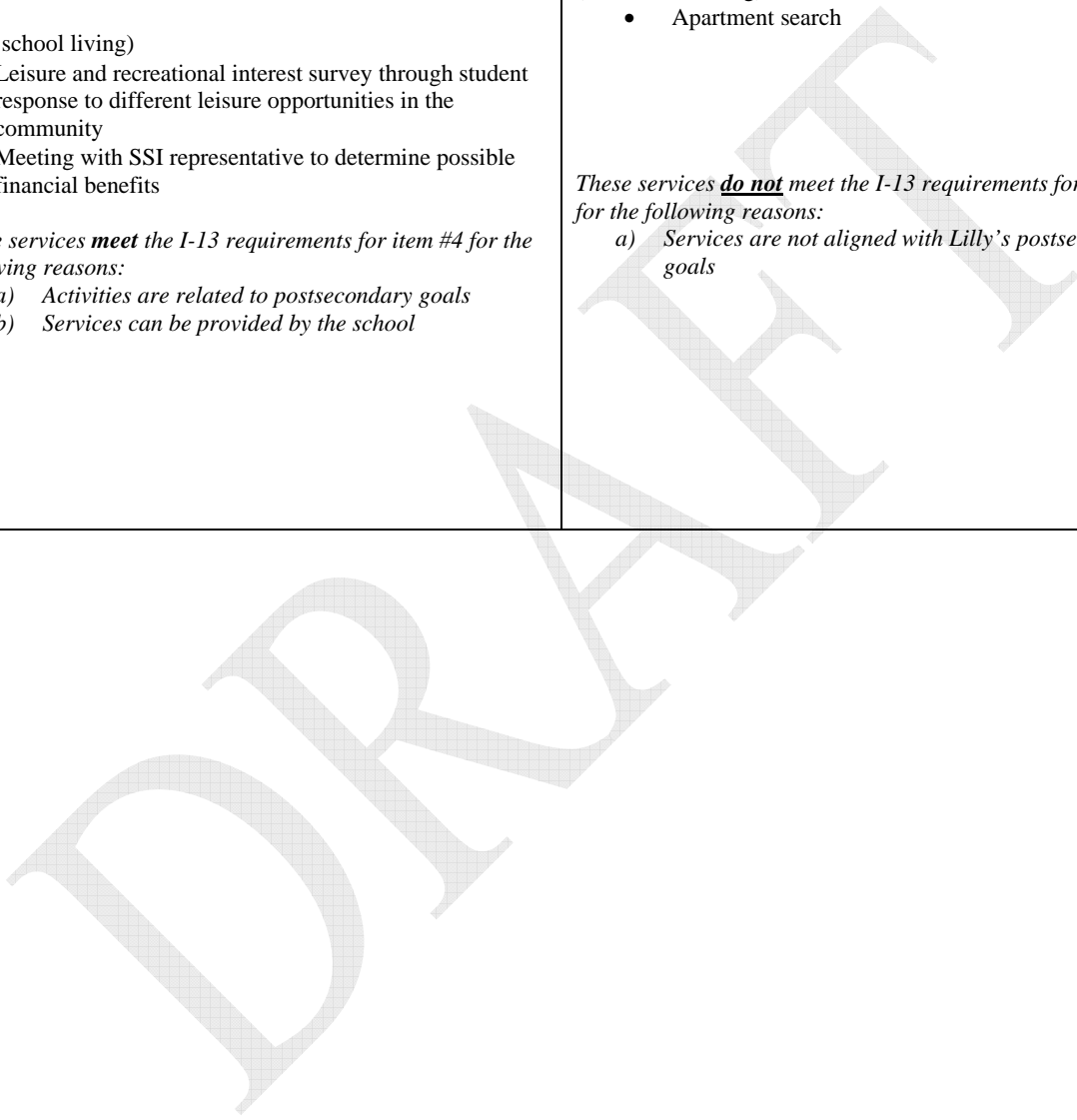
- a) Services are not aligned with Lilly's postsecondary goals*
- b) Lilly is completely blind*
- c) Pre-school assessments are not age-appropriate*
- d) Lilly is nonverbal, a verbal assessment would not be appropriate*

*(Post school living)*

- Apartment search

*These services **do not** meet the I-13 requirements for item #4 for the following reasons:*

- a) Services are not aligned with Lilly's postsecondary goals*





**5. Do the transition services include courses of study that will reasonably enable the student to meet his or her postsecondary goal(s)?**

Example	Non Example
<p>Courses of study listed on the IEP as:</p> <ul style="list-style-type: none"> <li>• Career/Technical (2 credits)</li> <li>• Life Skills (2 credits)</li> <li>• Elective (Chorus) (1 credit)</li> </ul> <p><i>These courses of study <b>meet</b> I-13 standards for Item #5 for the following reasons:</i></p> <ol style="list-style-type: none"> <li>a) <i>Program is specially designed to meet the academic and functional needs of Lilly</i></li> <li>b) <i>The limited number of courses for her remaining 2 years of school reflect Lilly's needs for a shortened school day</i></li> <li>c) <i>The courses of study support Lilly's postsecondary goals</i></li> </ol>	<p>A list of general curriculum courses, noting use of extended content standards.</p> <p><i>This example <b>does not</b> meet I-13 standards for Item #5 for the following reason:</i></p> <ol style="list-style-type: none"> <li>a) <i>Lilly's present levels of academic and functional performance and her age do not indicate relevance of the general education courses</i></li> <li>b) <i>Coursework for standard diploma does not align with Lilly's postsecondary goals</i></li> </ol>

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**6 . Is (are) there annual IEP goal(s) related to the student’s transition services needs?**

Example	Non Example
<p>(Education and Training 1) Given two physically or auditorally presented choices (e.g., classical music, outside noises), Lilly will manipulate a switch with her head to choose the preferred activity or item with 80% accuracy by December of 2009.</p> <p><i>These goals <b>meet</b> I-13 standards for Item #6 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>a) <i>Lilly is not currently able to use an augmentative communication device effectively and learning to do so is a skill that will prepare him to participate in a habilitative and vocational training program after high school, related to all postsecondary goals.</i></li> <li>a) <i>Goals include a condition, measurable behaviors, criteria, and a timeframe.</i></li> </ul>	<p>(Education and Training 1) Lilly will actively engage in daily activities.</p> <p><i>These goal statements <b>do not</b> meet I-13 standards for Item #6 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>a) <i>There are no criteria stated for the time by which Lilly should engage in activities</i></li> <li>b) <i>Goals do not include all components (condition, measurable behavior, criteria, and timeframe).</i></li> </ul>
<p>(Employment 1) Given placement in her chair with a work table or in a stander in the classroom, Lilly will increase her stamina for exposure to multiple vocational tasks by 10% as measured by awake and comfortable during a 20 minute session during one school semester.</p> <p><i>This annual goal <b>meets</b> standards for I-13 for Item #6 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>a) <i>Data from completion of the annual goal may provide Lilly’s IEP team with information regarding future independent living needs for her.</i></li> <li>b) <i>Master of this goal will assist Lily in manipulating and interacting her environment independently after graduation.</i></li> <li>b) <i>Goals include a condition, measurable behaviors, criteria, and a timeframe.</i></li> </ul>	<p>(Employment 1) Lilly will complete a picture career interest inventory.</p> <p><i>This annual goal <b>does not</b> meet standards for I-13 for item #6 for the following reason:</i></p> <ul style="list-style-type: none"> <li>a) <i>This is an activity or transition service rather than goal</i></li> <li>b) <i>This goal is inappropriate for Lilly</i></li> <li>c) <i>Goal does not include all components (condition, measurable behavior, criteria, and timeframe).</i></li> </ul>
<p>(Independent Living) Given physical prompts and picture schedule, Lily will manipulate a switch with her head to signal to staff it is time for her to eat lunch or snack with 80% accuracy by June 2009.</p> <p><i>This annual goal <b>meets</b> standards for I-13 for Item #6 for the following reasons:</i></p> <ul style="list-style-type: none"> <li>c) <i>Data from completion of the annual goal may provide Lilly’s IEP team with information regarding future employment options for her.</i></li> <li>c) <i>Goals include a condition, measurable behaviors, criteria, and a timeframe.</i></li> </ul>	<p>(Independent Living 1) Lily will eat lunch with her peers.</p> <p><i>This annual goal <b>does not</b> meet standards for I-13 for item #6 for the following reason:</i></p> <ul style="list-style-type: none"> <li>d) <i>This is an activity or transition service rather than goal</i></li> <li>e) <i>Goal does not include all components (condition, measurable behavior, criteria, and timeframe).</i></li> </ul>

7. Is there evidence that the student was invited to the IEP Team meeting where transition services were discussed?	
Example	Non Example
<p>Letter to student dated prior to the IEP conference, attached to the IEP.</p> <p><i>This documentation <b>meets</b> I-13 standards for Item #7 for the following reasons:</i></p> <p style="margin-left: 20px;"><i>a) There is evidence that the student was invited to the IEP meeting where transition services would be discussed.</i></p>	<p>No invitation documented.</p> <p><i>This documentation <b>does not</b> meet I-13 standards for Item #7 for the following reasons:</i></p> <p style="margin-left: 20px;"><i>a) There is no evidence that the student was invited to the IEP meeting where transition services would be discussed.</i></p>

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**8. If appropriate, is there evidence that a representative of any participating agency was invited to the IEP meeting with the prior consent of the parent or student who has reached the age of majority?**

Example	Non Example
<ul style="list-style-type: none"> <li>• A consent form signed by Lilly’s mother indicating that the local education agency (LEA) may contact vocational rehabilitative (VR) services and invite them to the IEP meeting to for the purposes of a referral for an evaluation</li> <li>• A consent form signed by Lilly’s mother indicating that the LEA may contact Social Security Administration (SSA) to invite to the IEP meeting</li> <li>• A consent form signed by Lilly’s father indicating that the LEA may contact Medicaid to invite them to the IEP meeting for the purpose of coordinating referrals to outside agencies for therapy</li> </ul> <p><i>These examples <b>meet</b> the I-13 requirement for item #8 for the following reasons:</i></p> <p style="padding-left: 40px;"><i>a) Parental consent is required in order to contact any adult agencies and release student information</i></p>	<ul style="list-style-type: none"> <li>• An invitation to conference to the VR agency representative without consent on file</li> <li>• Notes from a phone call with outside PT provider by the LEA PT (without consent on file)</li> </ul> <p><i>These examples <b>do not</b> meet the requirements for I-13 item #8 for the following reasons:</i></p> <p style="padding-left: 40px;"><i>a) Parental consent is required in order to contact any adult agencies and release student information</i></p>

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