

Allison Examples

3. MEASURABLE POSTSECONDARY GOALS

MEASURABLE POSTSECONDARY GOALS / Education/Training

Allison

- By May 2012, Allison will obtain a four-year degree from a liberal arts college with a major in Child Development.

MEASURABLE POSTSECONDARY GOALS / Employment

Allison

- Within six months of receiving her degree in Child Development, Allison will obtain employment in the field of early childhood education.

MEASURABLE POSTSECONDARY GOALS / Independent Living (if appropriate)

Allison

- N/A; Independent living is only required “where appropriate.” For this student, it was determined by the transition IEP team not to be appropriate.

Transition services activity areas addressed for Allison
Instruction, Community Experiences, Daily Living Skills
TRANSITION SERVICES (Transition services may be developed into measurable annual goals or addressed through other components of the Transition IEP.)
Instruction
<p>Allison</p> <ul style="list-style-type: none"> • Guided notes for lessons • Syllabi in advance, as requested • Preferential seating in Spanish I • Audio-taped texts for English IV • Extended time on tests in Algebra II and Advanced Biology • Accommodations for ACT test
Related Services
<p>Allison</p> <ul style="list-style-type: none"> • N/A
Community Experiences
<p>Allison</p> <ul style="list-style-type: none"> • Job shadowing experiences in a variety of childhood education programs • College shadowing experiences at a minimum of three university campuses, which include touring the campus, meeting with the admissions department, and meeting with personnel in the disability services coordination office, between the late Spring and early Fall of 2007
Employment
<p>Allison</p> <ul style="list-style-type: none"> • Assistance and/or support in obtaining part-time employment in a position working with children • Application for college financial aid, including grants and scholarships • Referral to Vocational Rehabilitation to determine eligibility for tuition assistance and any other needed services • Application for college and disability support services, no later than December 2007
Post-School Adult Living Skills
<p>Allison</p> <ul style="list-style-type: none"> • N/A
Daily Living Skills (if appropriate)
<p>Allison</p> <ul style="list-style-type: none"> • N/A

Functional Vocational Evaluation (if appropriate)
Allison <ul style="list-style-type: none">• N/A

<p>MEASURABLE ANNUAL GOALS / Measurable annual goals to support the postsecondary goals may be clearly identified as aligned with the transition services activity areas noted above or they may be incorporated into the basic domains of curriculum/instructional environment, social/emotional development, independent functioning, health care, and communication.</p>
<p>Education/Training</p>
<p>Allison</p> <ul style="list-style-type: none"> • (education/training and employment) – Given the weekly assignment to write a 2-3 page essay on an assigned topic, Allison will use planning strategies to meet the scoring rubric requirements for earning a C or above on all essays. – Allison will use planning strategies to record, track, and complete homework assignments for all classes on a daily basis and will prepare questions for her teachers in English, Spanish, U.S. History, and Chemistry at least once each week for the duration of this IEP.
<p>Employment</p>
<p>Allison</p> <ul style="list-style-type: none"> • See Education/Training.
<p>Independent Living</p>
<p>Allison</p> <ul style="list-style-type: none"> • N/A

This case study was adapted from the NSTTAC I-13 Training Materials retrieved from <http://www.nsttac.org/>. Some content was also taken from the Exceptional Student Education Compliance Self-Assessment: Processes and Procedures Manual, 2007-08, Bureau of Exceptional Student Services, Florida Department of Education.