

<b>Lisette Examples</b>
<b>3. MEASURABLE POSTSECONDARY GOALS</b>
<b>MEASURABLE POSTSECONDARY GOALS / Education/Training</b>
<p><b>Lisette</b></p> <ul style="list-style-type: none"> <li>• Within three years of graduation from high school, Lisette will complete the non-degree program at Montgomery County College (MCC).</li> </ul>
<b>MEASURABLE POSTSECONDARY GOALS / Employment</b>
<p><b>Lisette</b></p> <ul style="list-style-type: none"> <li>• By January 2009, through the assistance of Vocational Rehabilitation (VR) and the staff of the non-degree program at MCC, Lisette will obtain part-time employment on campus at MCC that does not interfere with her program's schedule.</li> </ul>
<b>MEASURABLE POSTSECONDARY GOALS / Independent Living (if appropriate)</b>
<p><b>Lisette</b></p> <ul style="list-style-type: none"> <li>• Within one year of graduation from high school, Lisette will utilize public transportation, including the public bus and uptown trolley, to independently get to and from class at MCC.</li> </ul>

<b>Transition services activity areas addressed for Lisette</b>
Instruction, Related Services, Daily Living Skills
<b>TRANSITION SERVICES (Transition services may be developed into measurable annual goals or addressed through other components of the Transition IEP.)</b>
<b>Instruction</b>
<p><b>Lisette</b></p> <ul style="list-style-type: none"> <li>• Community safety skills instruction, including self-defense at the YMCA</li> <li>• Travel training instruction</li> <li>• Math instruction related to money usage and telling time on a variety of watches and clocks</li> <li>• Literacy instruction related to sight word identification</li> </ul>
<b>Related Services</b>
<p><b>Lisette</b></p> <ul style="list-style-type: none"> <li>• Assistive technology services to increase the use of voice output device</li> <li>• Physical therapy to improve independent ambulation</li> </ul>
<b>Community Experiences</b>
<p><b>Lisette</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul>
<b>Employment</b>
<p><b>Lisette</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul>
<b>Post-School Adult Living Skills</b>
<p><b>Lisette</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul>
<b>Daily Living Skills (if appropriate)</b>
<p><b>Lisette</b></p> <ul style="list-style-type: none"> <li>• Purchase a monthly bus pass</li> <li>• Apply safety skills in the community, particularly with regard to use of public transportation</li> <li>• Learn to choose a seat near the bus driver</li> <li>• Learn to use the pull cord to identify upcoming stop</li> </ul>
<b>Functional Vocational Evaluation (if appropriate)</b>
<p><b>Lisette</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul>

<p><b>MEASURABLE ANNUAL GOALS</b> / 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><b>Lisette</b></p> <ul style="list-style-type: none"> <li>• Lisette will accurately record her personal information, including first and last name, date of birth, social security number, street address, city, state, zip code, age, and telephone number with 100 percent accuracy by April 2008.</li> </ul>
<p>Employment</p>
<p><b>Lisette</b></p> <ul style="list-style-type: none"> <li>• Given a cell phone with pertinent telephone numbers programmed and weekly practice in school and community settings, Lisette will successfully call her supervisor to communicate important messages in five out of five role-play trials in school and community settings.</li> </ul>
<p>Independent Living</p>
<p><b>Lisette</b></p> <ul style="list-style-type: none"> <li>• Given travel training situations, Lisette will demonstrate sitting quietly and refraining from talking to strangers while utilizing public transportation at least two times across three situations.</li> </ul>

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.