

*TOUCH THE  
FUTURE,  
LIGHT THE  
WAY*

## Understanding and Writing Measurable Goals

**Indicator 13** addresses ... "Percent of youth aged 16 and above with an IEP that includes **coordinated, measurable, annual goals** and transition services that will reasonably enable the student to meet the post secondary goals." IDEA 2004 also requires the IEP team to develop "appropriate **measurable postsecondary goals** based upon age-appropriate transition assessments...." Postsecondary goals capture the students' visions of adult life. Annual goals address areas of academic and transition service need. Successfully completing coursework and participating in other educational experiences will enable students to successfully pursue their postsecondary goals.

Postsecondary goals are written **prior to** the development of measurable annual goals. They also inform and guide the development of meaningful transition services. This means that developing quality IEPs must begin with a discussion of the child's vision and desired goals for the future. Measurable goals are **observable**. The goals are measured as either achieved or not achieved. This is easily done when the language is **specific** - no soft wording, e.g. **Training:** Amanda **will** complete a plumbing internship (NOT hopes to complete). **Employment:** Ben **will** work as a car salesman (NOT desires to work).

Measurable post secondary goals written at age 14 may be "broader" in scope than at age 16, as students may be unsure of their future goals, e.g. Ben plans to be a car salesman. Goals are narrowed later.

- IEPs are reviewed and updated annually. The IEP team should revisit the student's post school **vision and goals**, then **more narrowly** define these goals in measurable terms, as we move closer to post-school goal achievement.

**Some points to note:**

- There is concern about writing in **specific** terms. The Indicator 13 checklist applies from age 16.

**The Indicator 13 Checklist Form B and Indicator 13 Q & A can be found at [nstattac.org](http://nstattac.org).**

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## Steps in the Transition Planning Process

- Step 1: Facilitate student, family and adult service provider involvement.
  - Step 2: Identify post-school goals based on age-appropriate transition assessments.
  - Step 3: Determine PLOP as it relates to post-school goals.
  - Step 4: Determine a course of study.
  - Step 5: Determine transition activities/services.
  - Step 6: Determine persons or agencies responsible and timeline for transition activities or services.
  - Step 7: Determine IEP goals/objectives linked to the post-school goals.
- Important:** Quality IEPs should address the transition component **FIRST**.

## Improving Post School Outcome for Students with Disabilities

On graduating from high school, most students with disabilities face much uncertainty about life choices. This uncertainty leads to unemployment, underemployment and job instability. Typically, jobs obtained by students are characterized by low or minimal wages, few hours, limited opportunities for advancement, and limited adult support. A significant number of youths with disabilities, particularly those with serious emotional disabilities, drop out of school and do not attend post secondary institutions. Strategies for a successful "transition" must be addressed.

Successful transition to life after high school for these students must consider the skill components that definitely contribute to positive employment outcomes. Students with disabilities must develop competence in five skill areas in

preparation for employment, as well as other outcomes. Coaches should be prepared to help students work through the maze of current inhibiting life issues, while simultaneously providing guidance towards the achievement success in these

*Successful outcomes for students with disabilities begin with a clear vision for the future and a plan to achieve that vision.*

skill areas:

- **Personal/Social skills**—appropriate personal and interpersonal skills can directly impact employment success, co-worker acceptance and job satisfaction.

- **Vocational or job related skills**—experiences gained through community based vocation training programs (job shadowing, internship, etc, are invaluable for job success.
- **Academic skills**—integrating academic and vocational instruction can improve students' academic performance.
- **Self-determination/Self advocacy skills**—the ability to locate and access available support during and after high school is critical for building student support and student confidence.
- **Community/Environmental skills**—skills needed for integrated, socially useful community living are the most challenging, but the most needed for

## Middle School Transition: Course of Study Selection

Selection of the student's course of study is a crucial initial step in transition planning. It **MUST** relate to the student's post secondary goals e.g. family and consumer science classes relate to a food service post secondary goal.

The course of study must be reviewed annually to assess its relevance to the post secondary goals and students' performance. It should address the

will be meaningful to the student's future and motivate the student to complete his or her education.

Careful selection is linked to graduating with a diploma (Indicator 1) and to drop-out rate reduction (Indicator 2). Teachers should guide parents and the team in the process of selecting the most appropriate course of study. The team should begin with the student's vision for his/her future, then define

realistic postsecondary goals, the student's present level of performance, and the course of study that matches the student's **potential** for success. Every possible effort should be made to link the **reality** of the student's current performance to his or her potential for success in high school.

**Note: Course of Study selection can make a difference between graduating and dropping out for some.**


## Student Involvement - Very Essential for Transition Planning

Beginning no later than the development of the first IEP to be in effect when the student is **14**, the student must be invited to all IEP meetings. The IEP team must actively involve the student in the development of his/her IEP. If the student does not attend, other steps are taken to ensure that his/her strengths, preferences and interests are considered as part of the IEP development. The

strengths, preferences and interests will describe what the student wants to do when he/she has completed school, how he/she wants to live, and how he/she

*Teach Self-Determination & Self-Advocacy Skills at all Levels .  
Begin student involvement early, using the Student Led IEP*

wants to participate in the community after high school. Students should be better prepared for, and be coached to lead their own IEP/Transition planning meetings. Student involvement leads to greater student acceptance of transition plans, greater participation in planned activities, increased completion of designed programs and a higher incidence of post-school goal achievement.

Lighthouse Award	Updates	Grant Awards
<p>Nominations for the NCDCDT Lighthouse Award to recognize individuals for outstanding service in the field of transition are being accepted through February 29th, 2008. ONE award will be given to the individual or agency that has made a significant difference through his/her/its commitment and dedication to ensuring that all students with disabilities in NC make a successful transition from school to adult life.</p> <p>For an application, visit our new website at: <a href="http://www.ncdcdt.org">www.ncdcdt.org</a>.</p> <p>For further information, please contact the NC-DCDT Past President, Teresa Smith at (919) 705-2714 OR Email: <a href="mailto:teresahsmith@wcps.org">teresahsmith@wcps.org</a></p>	<p style="text-align: center;"><b><i>Regional Meetings will be held between October 2007 and January 2008. Please contact your regional representatives for dates and details</i></b></p> <hr/> <p style="text-align: center;"><b><i>Employability Bowl Read more about it SOON!!!</i></b></p>	<p>NCDCDT is inviting proposals for 8 competitive mini-grants, designed to assist with improving transition services for students with special needs. Proposals fall into two categories: Non-Members: 4 grants @ \$500.00 ea. Member: 4 grants @ \$1,500.00 ea. Grant winners will display their posters at their Regional Meetings only.</p> <p>For an application, visit our new website at: <a href="http://www.ncdcdt.org">www.ncdcdt.org</a>.</p> <p>For further information, please contact the NC-DCDT Past President, Teresa Smith at (919) 705-2714 OR Email: <a href="mailto:teresahsmith@wcps.org">teresahsmith@wcps.org</a></p> <p style="text-align: right;"></p>

## Early Transition Planning - How Do Your Students Rate?

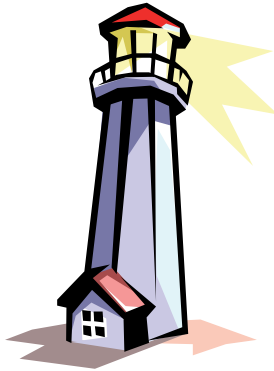
<p>Here is a Middle School Transition Planning Checklist for your guidance:</p> <ul style="list-style-type: none"> <li>• Have the student's strengths and interests been adequately identified? If not, what assessments are needed?</li> <li>• Can the student articulate a vision for his/her future? Can the student's strengths and interests generate ideas for <b>realistic goals</b> or a direction for the future?</li> <li>• Can the student expect to graduate</li> </ul>	<p>with a NC High School diploma? If not, what are the realistic expectations for the student at graduation?</p> <ul style="list-style-type: none"> <li>• What would the student need to learn or be able to do in order to meet his or her post school goals?</li> <li>• Does the student's course of study contribute to meeting these goals? Is the course of study selected the one in which the student has the best potential to succeed?</li> <li>• Is self-determination and self-</li> </ul>	<p>advocacy training included in the student's program? If not, what steps are in place to ensure the acquisition of these skills?</p> <ul style="list-style-type: none"> <li>• If needed, are functional vocational skills (e.g. working with money, shopping, etc.) included in the student's program?</li> <li>• Are extracurricular activities relevant to the student's interests available and accessible?</li> </ul>
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<p style="text-align: center;"><b><i>Should Balloting for 2008 NCDCDT Elections be MAILED IN or ON LINE? What do you think?</i></b></p>	<p style="text-align: center;"><b>CIPP and Transition</b></p> <p>For the next few years Transition in NC will remain a focus of NCDPI personnel under the Continuous Improvement Performance Plan (CIPP). To ensure that the transition component of your IEP is compliant, please use the Indicator 13 Checklist (Form B) to guide you. If you are unsure about writing measurable goals, etc. please contact your regional rep and/or seek training.</p>	<p style="text-align: center;"><b><i>REMEMBER OUR MEMBERSHIP GOAL ... at least <u>ONE</u> NC-DCDT member per system. Are YOU a Member? Join <u>NOW</u> and win a Prize! Details @ <a href="http://ncdcdt.org">ncdcdt.org</a></i></b></p>
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**NORTH CAROLINA DIVISION ON CAREER DEVELOPMENT AND TRANSITION**

The **LIGHTHOUSE**, the newsletter of the North Carolina Division on Career Development and Transition, is published three times per year - Fall, Winter and Spring. The aim is to inform and educate special educators of North Carolina. We welcome information about what is **HOT** in your school or region. We believe that Quality Transition Education & Services can only occur through an informed and educated people.

Send feedback and contributions to:  
wdennis@wcpss.net.



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Future*

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**We're on the Web  
ncdcdt.org**



**Save *this*  
DATE!**

**April 23-25, 2008**

*North Carolina  
Division on Career Development & Transition  
Council for Exceptional Children*

**2008  
Spring Transition Conference**

**Radisson Hotel High Point**  
135 South Main Street  
High Point, NC 27260



**(336) 889-8888**



*\*Rooms available at State Rate*

## My Future

My future I see

My future I hear

My future I believe

My future I never speak Racism, to anybody

My future I listen to people of all colors.

My future I am happy

My future I help people

My future I am going to graduate

My future, I am going to college.

My future I am going to read poems.

My future I am going to help the poor.

My future that I love and care about.

My future, just wait and see.

My future will be so bright.

By Donella Ponder, OCS student who is HI,  
Independence HS, Charlotte Meck. Schools, Class of 2007

## NC-DCDT Executive Board 07-08

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## Distinguished Woman's Award of Cleveland County

Dr. Nellie Aspel recently received the Distinguished Woman's Award of Cleveland County for her sterling contribution to education and commitment to special needs students. Dr. Aspel has been a lifelong advocate for students with disabilities and a Principal of North Shelby HS for 20 years. Under her leadership, North Shelby has obtained SACS accreditation, added programs and services to include horticulture therapy, therapeutic horse-back riding, preschool activities, community partnerships, family support and assistive technology. In 1990 she designed TASSEL, a nationally recognized transition program. An Adjunct professor at UNC-C for 15 years she co-authored a text in 1992. Dr. Aspel has received several professional awards. She is married with one son.  
**!!CONGRATULATIONS NELLIE!!**