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**Transition Planning  
for a Brighter Future:  
Designing IEPs for Secondary  
Students with Disabilities  
Considerations Packet**

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# **Transition Planning for a Brighter Future: Designing IEPs for Secondary Students with Disabilities**

## **Introduction and Purpose**

To regard people with disabilities as a potentially valuable resource requires a belief in human potential and recognition that potential must be discovered, nurtured, and developed. It requires a willingness to invest time, effort, patience, and support until a satisfactory level of work and personal living skills can be achieved. To be certain that each student with a disability has a chance to discover his or her potential, belief must be backed up by educational programs that are realistically crafted to allow students to pursue options to reach their goals. (Sitlington, Clark, & Kolstoe, 2000, p. 1)

The Individuals with Disabilities Education Improvement Act of 2004 (IDEA) prescribes a process for discovering, nurturing, and developing the potential of secondary-level students with disabilities. IDEA federal regulations outline this process and serve as the basis of this *Considerations Packet*. Specifically, the packet is designed to answer the following questions for educators, family members, and students:

1. What are the federal regulations that govern the transition planning process for students with disabilities?
2. How do these regulations translate into professional practices that:
  - a. Provide transition assessment data to help students develop appropriate measurable postsecondary goals;
  - b. Result in coordinated sets of activities to enable students to realize their postsecondary goals; and
  - c. Create a series of seamlessly coordinated, comprehensive Individualized Education Programs (IEPs) that support students through secondary school and prepare them for success in adult life?
3. What is the proper sequence for accomplishing this effort?

*Planning for a Brighter Future* translates IDEA federal transition regulations into ethical professional practices. Information is presented as a series of steps that are designed to infuse transition planning into IEPs for secondary students with disabilities. The appendices include examples and graphic organizers that educators and family members may use to record, organize, and use transition assessment data. These data inform the development of postsecondary goals, transition services, special education services, supplementary aids and services, and related services that will prepare students for adult life.

## The Regulatory Language of IDEA

### *Seven General IEP Components*

#### **The Requirement to Write Postsecondary Goals and Provide Transition Services**

(b) Beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include—

- (1) **Appropriate measurable postsecondary goals** based upon **age-appropriate transition assessments** related to **training, education, employment, and independent living** skills, where appropriate
- (2) **Transition services** (including **courses of study**) needed to assist the child in reaching those goals (Emphasis added)

IDEA 2004 §300.320(b) (1)(2)

IDEA requires IEP teams first to articulate **appropriate measurable postsecondary goals** that become the foundation upon which IEPs are developed for students of transition age. **Postsecondary goals** articulate students' visions for *adult* life; students do not accomplish postsecondary goals while they are still in high school. "**Appropriate**" "means 'suitable' or 'fitting' for a particular person, condition, occasion, or place" (*Federal Register*, 2006, p. 46661.). Appropriate postsecondary goals capitalize on students' interests, preferences, and strengths. **Measurable** postsecondary goals articulate these visions using terminology that captures the spirit of IDEA's requirement to design a results-oriented process. Using performance terminology enhances the measurability of postsecondary goal achievement. The use of objective and quantifiable performance terminology describes results that students plan to achieve after high school.

Postsecondary goals must be based upon the results of **age-appropriate transition assessments**. "Age appropriate" measures reflect students' chronological rather than developmental ages (Wehmeyer, 2002). **Transition assessments** are measures that facilitate a "planned, continuous process of gathering and organizing information on the student's strengths, needs, preferences and interests in relation to the demands of current and future living, learning, and working environments" (Sitlington, Neubert, Begun, Lombard, & Leconte, 2007, p. 3).

IDEA specifies four categories around which data are collected – **training, education, employment, and independent living**. Information generated around these four areas allows IEP teams to design postsecondary goals and corresponding transition services for a given student in all arenas of adult life.

IDEA provides a comprehensive definition of **transition services**, the first part of which includes the purpose of transition activities and the scope of adult life domains for which students may need to prepare.

### Definition of Transition Services

- (a) Transition services means a **coordinated set of activities** for a child with a disability that—
- (1) Is designed to be within a **results-oriented process**, that is focused on improving the **academic and functional** achievement of the child with a disability to facilitate the child's **movement from school to post-school activities**, including **postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation**; (Emphasis added)
  - (2) Is based on the individual child's **needs**, taking into account the child's **strengths, preferences, and interests**; and includes—
    - (i) **Instruction**;
    - (ii) **Related services**;
    - (iii) **Community experiences**;
    - (iv) The development of **employment** and other post-school **adult living** objectives; and
    - (v) If appropriate, acquisition of **daily living skills** and provision of a **functional vocational evaluation**. (Emphasis added)

IDEA 2004 §300.43(a)(2)

A **coordinated set of activities** is a series of actions that function harmoniously to bring about desired results. Within the context of transition planning for students with disabilities, this process goes beyond the scope of a single IEP. Rather, IDEA requires IEP teams to design special education services that reflect coordinated, long-range plans of action for students' secondary school experiences that:

1. Reflect the results of current, age-appropriate assessment data that identify students' interests, preferences, strengths, and needs;
2. Use these data to articulate students' postsecondary goals;
3. Include special education, related services, supplementary aids and services, and transition services to promote preparation for adult life in identified areas of need; and
4. Align these services in ways that facilitate the realization of students' postsecondary goals.

Once this has happened, it is then possible to translate the results of this long-range planning process into a series of IEPs in which transition services are coordinated within and among one another.

Since transition planning is to be a **results-oriented process**, educators must begin to collaborate with students, their families, and other service providers many years before students leave high school to consider and identify desirable, realistic visions for students' adult lives. Only then can teams begin to address **academic and functional achievement** necessary to prepare students for the futures they have envisioned.

**Academic achievement** includes acquisition of knowledge and skills in content areas such as:

- ◆ Language arts (reading, writing, speaking, listening)
- ◆ Mathematics
- ◆ Science
- ◆ History/social science
- ◆ Technology literacy

**Functional achievement** "... is a term that is generally understood to refer to skills or activities that are not considered academic...Instead, 'functional' is often used in the context of routine activities of everyday living" (*Federal Register*, 2006, p. 46661). Functional skills that impact transition to adulthood include, but are not limited to:

- ◆ Social Competence
  - The social, emotional, and cognitive skills and behaviors that students need in a variety of settings to interact successfully with peers and adults
  - The ability to establish and maintain relationships and avoid victimization
- ◆ Communication
  - The exchange of thoughts, messages, or information by speech, signals, writing, or behavior
- ◆ Personal Management
  - The process of completing routine tasks of daily life, such as leisure activities, food preparation, household management, financial management
- ◆ Behavior
  - Actions that help individuals meet environmental expectations, such as impulse/self-control, flexibility, attention/concentration, initiative, and persistence
- ◆ Self-Determination
  - Self-awareness, self-knowledge, self-concept, self-esteem, self-efficacy, assertiveness, self-advocacy, choice making, problem solving, decision making, goal setting, goal attainment, self-observation, self-evaluation, self-reinforcement

When students are able to see the connections among and between the school's **academic** and **functional** expectations, the transition components of their IEPs, and their unique plans for adulthood, they are more likely to invest in the educational process and remain in school.

The first part of the Definition of Transition Services states that the purpose of academic and functional skill development is to facilitate **movement from school to post-school activities**. The definition clarifies the “post-school” activities for which LEAs must consider students’ readiness. O’Leary (2003) defined these seven domains in the following way:

**1. Postsecondary Education**

Coursework at a two- or four-year college in a degree-seeking program

**2. Vocational Education**

Coursework in a postsecondary vocational school or program that provides entry-level job skills in order to secure employment

**3. Integrated Employment (including supported employment)**

Employment among people without disabilities, including employment opportunities for which accommodations and additional services, such as job coaching, are necessary

**4. Continuing/Adult Education**

Classes that enrich personal or professional lives and academic coursework for adults seeking a high school diploma

**5. Adult Services**

Agencies and organizations that improve quality of life

**6. Independent Living**

Activities of daily life

**7. Community Participation**

Activities that relate to mobility, civic responsibility, and volunteerism

The second portion of IDEA’s Definition of Transition Services requires IEP teams first to identify students’ **interests** and **preferences** as IEP teams begin to consider the seven domains of post-school life. **Interests** “focus on what a person is curious about, likes to spend time doing, or sees as a possible benefit ...” (Clark, 2007, p. 8). **Preferences** are “based on informed personal choices among interest-related options” (Clark, p. 8). Teams must then determine the extent to which students possess **strengths** necessary to pursue coursework, co-curricular, and extra-curricular activities that match their interests and preferences. **Strengths** are the knowledge and skills students possess that support their visions for adult life (Kochhar-Bryant, 2007). This process of collecting and analyzing data continues until students’ interests, preferences, and strengths reflect desirable, realistic visions for their post-school lives. IEP teams can then strategically identify **needs** to be addressed as they create coordinated sets of **activities**. These activities include:

### **1. Instruction**

Activities that provide explicit instruction in knowledge and skills that students must acquire to be ready to pursue their postsecondary goals

*Example activity: Teach the procedure for completing Selective Service registration*

### **2. Related Services**

Activities that empower students to access appropriate related services as adults, generally related services they have received during their school years

*Example activity: Contact the local Virginia Assistive Technology System (VATS) representative to access necessary augmentative communication technology for use at college*

### **3. Community Experiences**

Educational opportunities provided in the community that prepare students to participate in community life, such as government, social, recreational, leisure, shopping, banking, and transportation activities

*Example activity: Use the city transit system*

### **4. Employment**

Activities that focus on developing work-related behaviors, job seeking and keeping skills, career exploration, skill training, apprenticeship training, and actual employment

*Example activity: Shadow three adults who are employed in areas of career interest*

### **5. Adult Living**

Activities that focus on adult living skills, generally activities that are done once or occasionally

*Example activity: Register to vote*

### **6. Daily Living Skills**

Activities that adults do almost every day

*Example activity: Use picture cues to shower independently*

### **7. Functional Vocational Evaluation**

An assessment process that provides information about career interests, aptitudes, and skills

*Example activity: Participate in Postsecondary Education Rehabilitation Transition Program (PERT) evaluation at Woodrow Wilson Rehabilitation Center*

(O'Leary, 2003)

For students of transition age, the secondary transition planning process cannot be contained within the pages of a single IEP. However, the entire transition planning process can and should be reflected in a series of well-coordinated IEPs that are reviewed and revised at least annually. Each IEP then represents a portion of a long-range planning process designed to facilitate movement from school to successful adjustment to adult life. This long-range process begins with the collection of age-appropriate transition assessment data that serve as the basis for

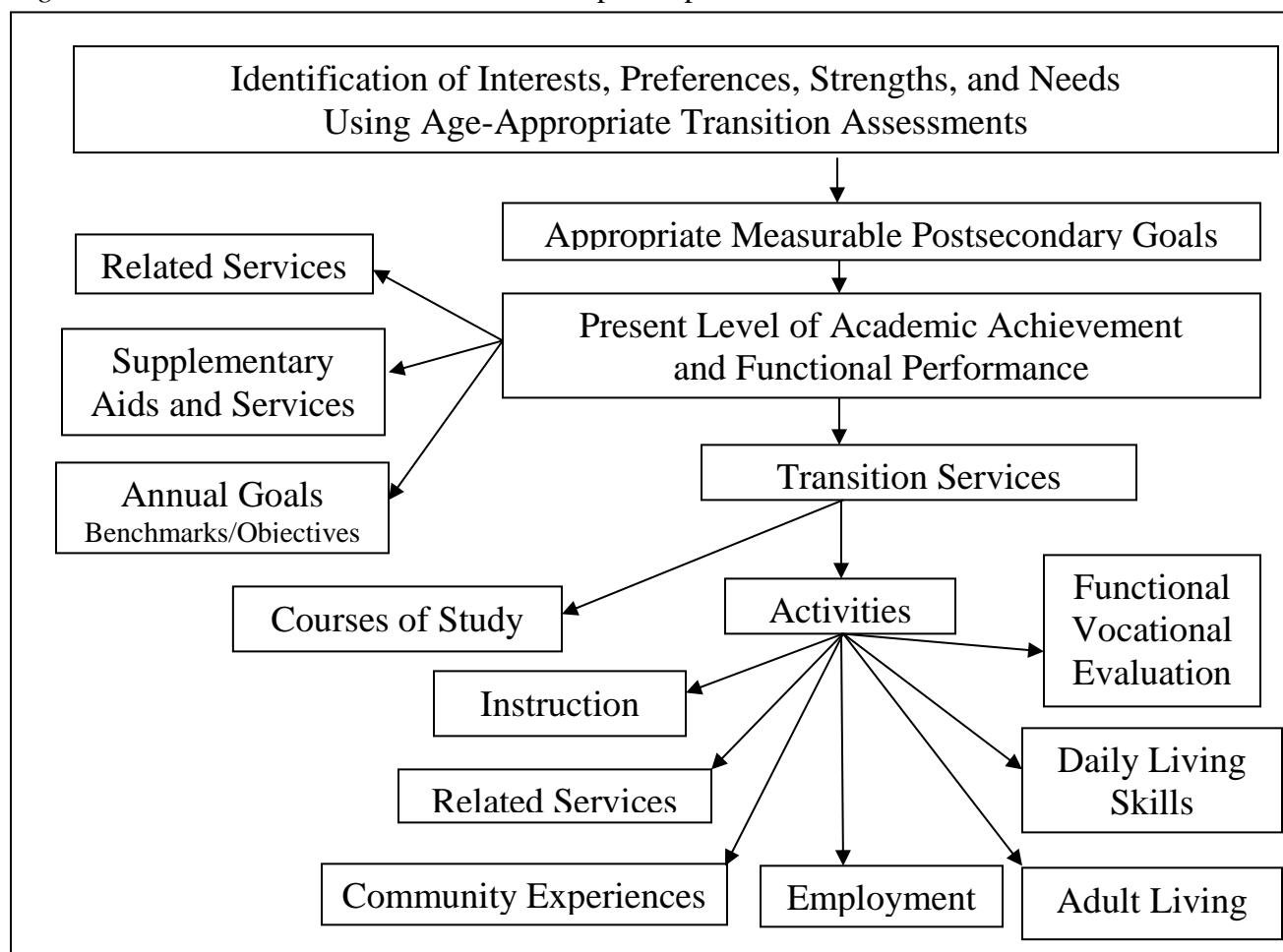


postsecondary goals. These assessment data are summarized in the Present Level of Academic Achievement and Functional Performance (PLAAFP or PLoP), which provides the foundation for the remainder of the IEP.

### The Transition IEP Planning Process

The procedure for incorporating transition requirements into the IEP development process is summarized in Figure 1 and described in the pages that follow.

*Figure 1.* Flow chart of transition IEP development process



### Responsibility A: Generate and analyze transition assessment data

#### Assessment Considerations

Transition assessment is an individualized process requiring thoughtful planning and selection of methods used to identify each student's interests, preferences, strengths, and needs. Consider the following points when completing this process:

- Transition assessment is a planned, continuous process of obtaining, organizing, and using recently acquired and newly generated information (Clark, 2007).
- Methods selected must be appropriate for the learning, cultural, and linguistic characteristics of the individual (Sitlington et al., 2007).
- Methods must be tailored to the types of information needed and the decisions to be made regarding transition planning and various postsecondary outcomes (Sitlington et al., 2007).

### **Assessment as a Team Effort**

The transition assessment process calls upon a variety of professionals “to conduct, organize, interpret and report on all transition-related assessments” (Clark, 2007, p. 68). Specific participants in the assessment process may include:

Special education teachers	Physical therapists
Transition coordinators	Occupational therapists
General education teachers	Assistive technology specialists
School counselors	Job coaches
School psychologists	Employers/work supervisors
School social workers	Community agency personnel
School nurses	Community organization personnel
Speech-language pathologists	Disability advocates

Clark (2007)

Additionally, students and their families play a vital role in providing information related to students’ interests, preferences, strengths, and needs.

### **The Process of Acquiring Transition Assessment Data**

IDEA obligates local education agencies to use transition assessment data to inform the development of students’ postsecondary goals. Systematic compilation of transition assessment data consists of a series of steps recommended by Sitlington et al. (2007).

Appendix A includes five student models used to illustrate the transition assessment and IEP planning process. A hyperlink to each example is imbedded throughout this document. Click on the student name to jump to the appropriate template in the Appendix. Click on the word *back* to return to the body of the document. Descriptions of each student model follow.

Tyler is a 17-year-old high school rising senior who is pursuing a Standard Diploma. He became eligible for special education services in elementary school as a student with a specific learning disability in reading.

Juan is a 17-year old high school rising senior who is pursuing a Modified Standard Diploma. He became eligible for special education services in elementary school as a student with a specific learning disability in math. Juan received a diagnosis of attention deficit/hyperactivity disorder and generalized anxiety disorder during middle school. Therefore, at his 2010 triennial review, the eligibility committee added Other Health Impairment as a secondary disability.

Bree is a 21-year-old student who has just completed the last quarter of her junior year in high school. She is eligible for special education services as a student with multiple disabilities. Bree has autism and intellectual disabilities.

Feriduhn is a 21-year-old student with cerebral palsy and intellectual disabilities. He will complete his secondary education in June 2012.

Leah is a 17-year-old rising senior who became eligible for special education services at the beginning of her junior year in high school, following an accident that resulted in a traumatic brain injury. She is scheduled to graduate in June 2012 with an advanced studies diploma.

### **Step 1**

Identify students' interests and preferences.

Data that reflect interests and preferences in each of the seven domains of transition planning provide insight into students' visions for life following high school and serve as a starting point for further transition assessment. Assessment data related to students' interests and preferences may be collected through both formal and informal methods, including interviews and inventories. Interview protocols, which may be developed locally or obtained from a published source, provide data related to all seven domains of transition planning for adult life. In contrast, interest inventories focus largely on career choices. These tools provide exposure to many occupational options, an important consideration for students who have limited exposure to the wide variety of careers available to them (Sitlington et al., 2007).

Appendix A provides illustrations of students' interests and preferences data. To view each model, click on the respective student's name. Models for Tyler, Juan, and Leah provide data collected during interviews with them. Models for Bree and Feriduhn provide parent interview data, as well as data summaries of these students' interests and preferences.

- [Tyler](#)
- [Juan](#)
- [Bree](#)
- [Feriduhn](#)
- [Leah](#)

## Step 2

Conduct analyses of adult working, educational, training, and living environments in which students express interest (Sitlington et al., 2007).

### Analyses of Employment Environments

Analyses of career environments require assessors to identify the knowledge and skills necessary to meet the demands of specific jobs. Sitlington et al. (2007) offered the following list of actions that structure this effort.

- A. Identify the characteristics of physical environments, such as layout, accessibility, temperature, noise level, location (indoor/outdoor), lighting, and potential hazards.
- B. Determine the activities or tasks that must be performed in specific environments. General activities include tasks, such as lifting, carrying, walking, sitting, reading, and writing. Specific responsibilities include activities, such as calculating costs, purchasing supplies, scheduling appointments, and analyzing chemicals in public water sources.
- C. Ascertain levels and types of social interactions that specific employment environments require. Some careers call upon employees to engage in intensive levels of social interaction with clients, customers, or coworkers; some jobs involve little social engagement. Certain career fields demand high levels of formal interaction; others require facility in informal social interaction.
- D. Identify the climate and cultural characteristics of specific environments. *Culture* refers to the attitudes, values, goals, and practices that characterize an organization. *Climate* may be thought of as the psychological atmosphere of an environment.

(Sitlington et al., 2007)

The [\*Occupational Outlook Handbook\*](#), a free online resource, provides information related to the demands of employment environments. Models for [Tyler](#), [Juan](#) and [Leah](#) provide examples of employment data collected from this resource. [Bree](#) and [Feriduhn](#)'s data were collected through interviews with their employers.

### Analyses of Education and Training Environments

Assessors first must determine the coursework, field experiences, and laboratory requirements of relevant postsecondary education or training environments. They must also identify and determine the availability of disability support services and accommodations that students require in order to be successful in these environments. Finally, assessors must secure procedural information, such as application requirements, admissions process, program costs, and the availability of postsecondary career counseling services (Sitlington et al., 2007).

### Analyses of Independent Living and Community Environments

Analyses of future living and community environments call upon assessors to identify the demands of specific living arrangements, transportation options, outlets for civic engagement, community resources that provide services for individuals with disabilities, and general services,

such as banking, shopping, and leisure activities. Alper (2003) recommended that assessors complete task analyses of specific skills required for the adult life environments in which young adults are likely to find themselves. Only after environmental analyses have been completed should strategic assessment of students' strengths and needs begin (Sitlington et al., 2007).

*Example of task analysis:*

Element of independent living – Domestic

Environment within which the student will function – Home

Sub-environment within which the student will function – Bathroom

Activity to be completed with the sub-environment – Washing hands

Steps to complete the activity –

- Step 1 – Turn on water
- Step 2 – Set water temperature
- Step 3 – Apply soap to hands
- Step 4 – Scrub hands with soap
- Step 5 – Rinse soap off hands
- Step 6 – Turn water off
- Step 7 – Use towel to dry hands

### **Step 3**

Consider the academic and functional skills the students must possess to meet the demands of the post-school environments that were identified in Step 2. It is these skills that will be assessed to determine whether or not students have sufficient strengths to pursue their visions for adult life. The [Virginia Education Wizard](#) identifies skills needed to pursue various occupations.

Review the employment analysis forms for [Tyler](#), [Juan](#), [Bree](#), [Feriduhn](#), and [Leah](#) to identify skills needed to meet the demands of their future areas of interest.

### **Step 4**

Assess students' strengths in relation to the demands of desired adult environments. Determine the extent to which students possess the necessary knowledge and skills to succeed in the adult worlds they envision. Begin by compiling and reviewing existing data that correspond to the requirements of these environments. These analyses will reveal strengths as well as gaps that may inform the need for additional assessment (Sitlington et al., 2007).

Transition data may be acquired through both informal and formal measures. Informal measures include rating scales, curriculum-based assessments, surveys, interviews, and checklists. Formal measures include tests of achievement, cognitive functioning, adaptive behavior, personality, quality-of-life, aptitude, social, self-determination, prevocational/employability, vocational, and transition knowledge and skills (Clark, 2007).

Through this assessment process Individualized Education Program (IEP) teams identify students' interests, preferences, strengths, and needs. IEP development involves using these data to write postsecondary goals and determine how best to address identified students' needs.

Complete summaries of [Tyler](#), [Juan](#), [Bree](#), [Feriduhn](#), and [Leah's](#) assessment data related to strengths and needs may be found in Appendix A.

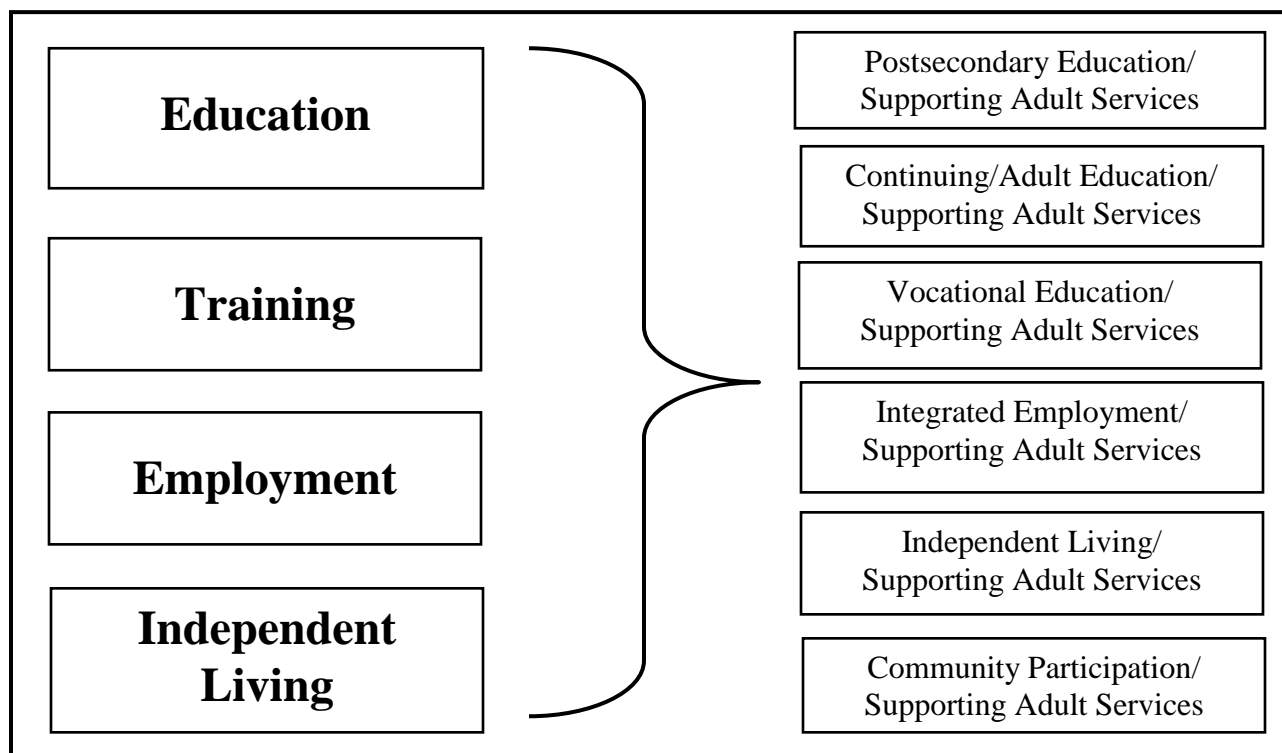
### **Responsibility B: Write postsecondary goals**

Postsecondary goals are developed by comparing students' strengths to the requirements of their desired post-school environments. Students with sufficient strengths in areas of interest and preference are ready to write postsecondary goals that reflect their visions for adulthood. However, when students lack sufficient strengths in areas of interest, reflection is in order. In what related areas of interest might students have sufficient strengths? For example, a student may express interest in veterinary medicine but not possess sufficient strengths to meet the employment demands of veterinary medicine. A related career in which a student might find success would be to work as a veterinary assistant or animal caretaker. Or, do students demonstrate strengths that could be aligned with adult life options they have never considered? For example, a student may demonstrate strengths necessary to coach a children's soccer team, but never have thought about doing so. The answers to these questions will inform the need for additional assessment of interests and preferences that align with strengths students have demonstrated.

Only after a match has been found between students' interests, preferences, and strengths may the process of designing appropriate, measurable postsecondary goals begin. This continuous process of collecting and using assessment data to shape students' visions for adult life will result in the eventual development of postsecondary goals that reflect realistic, satisfying plans for the future (Sitlington et al., 2007).

Figure 2 illustrates how the four categories of assessment data relate to the domains of transition planning for which postsecondary goals must be considered.

*Figure 2. Using assessment data to inform the development of postsecondary goals*



IEP teams are responsible for translating transition assessment data into appropriate, measurable postsecondary goals. Postsecondary goals, unlike annual goals, are long-range, meaning they address life after high school. Some postsecondary goals may be achieved shortly after students leave high school; others may not be realized for years to come.

Appropriate postsecondary goals reflect students' interests and preferences in potentially all seven domains of adult life identified in Part 1 of the Definition of Transition Services. Further, appropriate postsecondary goals are attainable; that is, they reflect strengths documented by assessment data. Since time and experience shape students' visions for adult life, annual assessments and/or reviews of students' interests, preferences, and strengths will inform IEP teams of the need to refine or revise postsecondary goals accordingly.

Measurable postsecondary goals use terminology that is results-oriented and quantifiable. Thus, the wording of postsecondary goals includes performance verbs that reflect results of effective transition planning, rather than verbs that illustrate potential means to achieve postsecondary goals. For example, the phrase "will be employed" is written in results-oriented terms, whereas "will apply for a job" reflects only a means or an activity that may lead to a desired end result, employment. Quantifiable postsecondary goals allow local education agencies (LEAs) to gather data clearly and easily to determine if postsecondary goals are being realized. The statement "will live in his own apartment" uses quantitative terminology; "will live on his own" does not.

Following is a suggested sequence for designing long-range postsecondary goals.

A. Begin by designing students' postsecondary employment goals.

*Example of a postsecondary integrated employment goal when student was a rising eighth grader:*

... Juan will be an artist or work in a restaurant.

*Example of a postsecondary integrated employment goal when student was a rising senior:*

... Juan will be employed full-time as a chef/cook.

- B. Write postsecondary education and/or vocational education goals that will enable students to achieve their postsecondary employment goals.

*Example of a postsecondary vocational education goal when student was a rising eighth grader:*

... Juan will take art and cooking classes.

*Example of a postsecondary vocational education goal when student was a rising senior:*

... Juan will complete a program of classes at a culinary school.

- C. Establish reasonable timeframes by which students will achieve their postsecondary education or vocational education goals.

*Example of a timeframe for accomplishing a postsecondary vocational education goal (written when student was a rising eighth grader):*

**Within two years after graduating from high school,** Juan will take art and cooking classes.

*Example of a timeframe for accomplishing a postsecondary vocational education goal (written when student was a rising senior):*

**By June 2013,** Juan will complete a program of classes at a culinary school.

- D. Establish timeframes by which students will achieve their employment goals.

*Example of a timeframe for accomplishing a postsecondary employment goal (written when student was a rising eighth grader):*

**Within three years after graduating from high school,** Juan will be employed as an artist or work in a restaurant.

*Example of a timeframe for accomplishing a postsecondary employment goal (written when student was a rising senior):*

**By December 2013,** Juan will be employed full-time as a chef/cook.

- E. Establish postsecondary goals in areas of independent living that can be achieved in a manner and time reasonably aligned with students' education, training, and employment goals.

*Example of a postsecondary goal for independent living (written when student was a rising eighth grader)*

**Following high school completion,** Juan will live in his own apartment.



*Example of a postsecondary goal for community participation (written when student was a rising senior)*

**By July 2014,** Juan will live in his own apartment or house.

Postsecondary goals for [Tyler](#), [Juan](#), [Bree](#), [Feriduhn](#), and [Leah](#) are provided in Appendix A.

### **Responsibility C: Describe students' Present Levels of Academic Achievement and Functional Performance (PLOP)**

IDEA 2004 requires that IEPs include seven general components. One component, the Present Level of Academic Achievement and Functional Performance, provides summarized assessment data and statements describing how students' disabilities impact their access to and progress in general education curricula (§300.320). Significant transition assessment data that relate to students' postsecondary goals are summarized in the PLOP and provide the foundation upon which required general IEP components, as well as transition services, will be developed. This information reflects students' voices; that is, it summarizes students' interests and preferences. This information also documents the strengths that students bring to these interests and preferences and specifies needs that may impact the accomplishment of students' postsecondary goals. Citing in the PLOP sources of transition assessment data (e.g., interview, instrument, name of record) and the dates the data were collected verifies that the data used are current and the tools are age-appropriate.

*Example:*

*Juan took a formal interest assessment to determine his vocational interests. His top three interests lie in Consumer Economics; Service, Skilled; and Communication (Career Occupational Preference Survey, February 2010). Based on the results of this inventory, culinary arts appear to be an appropriate fit for Juan.*

Transition assessment data summaries for [Tyler](#), [Juan](#), [Bree](#), [Feriduhn](#), and [Leah's](#) PLOPs may be found in Appendix A.

### **Responsibility D: Design courses of study that relate to postsecondary goals**

Findings from a recent national survey suggest that a major reason why students drop out of high school is that they do not see the relevance and importance of the coursework they are taking (Bridgeland, Dilulio, & Morrison, 2006). The more specific that IEP teams can be in identifying coursework that directly relates to students' postsecondary goals, the more likely it is that students are motivated to complete their educations. Courses of studies represent long-range plans for ensuring students' access to the coursework and other educational experiences they need to be adequately prepared for adult life (Storms, O'Leary, & Williams, 2000).

The following are recommendations for designing courses of study:

- A. Involve students meaningfully in the development of their courses of study.
- B. Base course selection upon students' postsecondary goals.

- C. Develop courses of study as soon as students consider taking high school coursework.
- D. Review students' PLoPs to identify needs that can be addressed through strategic selection of courses and other educational experiences.

Courses of study examples are provided for [Tyler](#), [Juan](#), [Bree](#), [Feriduhn](#), and [Leah](#) in Appendix A.

### **Responsibility E: Design transition activities**

All needs identified in PLoPs must be addressed in subsequent portions of students' IEPs; however, not all transition needs necessitate annual goals. Rather, strategically designed short-term activities may more appropriately address certain needs. Even one-time experiences can promote skill acquisition or link students to adult services (Sitlington et al., 2007).

A suggested process for designing transition activities, as well as an example of a transition activity and corresponding responsibilities for supporting completion of the activity follows.

- A. Review students' PLoPs to identify needs that may be addressed through instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation.
- B. Design appropriate activities (including linkages to adult services) and determine who will be responsible for supporting students' completion of these activities

*Example of need identified in the PLoP: Juan lacks knowledge of how to open a checking account.*

*Example of (community experience) activity designed: Visit local banks to gather information about the process for opening a checking account.*

*Example of person(s) responsible for ensuring this linking activity occurs:*

- *The personal finance teacher will assist Juan's father in setting up appointments with representatives of local banks.*
- *Juan's father will take Juan to meet with local banking representatives.*

It is important to identify parties responsible for ensuring the completion of transition activities and secure their commitments to do so. Outside agency representatives must be present at IEP meetings if teams expect these agencies to agree to provide or pay for transition services.

Additional examples are provided for [Tyler](#), [Juan](#), [Bree](#), [Feriduhn](#), and [Leah](#) in Appendix A.

### **Responsibility F: Construct measurable annual goals that relate to postsecondary goals**

IDEA requires that IEPs include measurable annual goals, including academic and functional goals designed to (a) meet students' individual needs that result from their disabilities, to enable

them to access and make progress in the general education curriculum; and (b) meet students' other educational needs that result from their disabilities (§300.320). Annual goals are statements that identify important knowledge, skills, and/or behaviors students can reasonably accomplish within one school year. Needs identified in the PLoP provide the basis for the specific annual goals that are written. Annual goals are not restatements of the general education curriculum; rather, they address specific skills students must acquire to progress in the general education curriculum and realize their postsecondary goals. Acquisition of these skills requires specialized instruction over time and periodic assessment of progress following initial collection of baseline data.

Bateman (2007) suggested that annual goals include directly observable actions that specify expected changes in students' performance. They are written in a manner that tells evaluators exactly what to do to determine if the goal has been mastered. Annual goals must yield clear *Yes* or *No* determinations as to whether mastery is achieved. Annual goals include the following components:

- A. The time frame by which the goal is to be accomplished  
*Example: By June 2011 ...*
- B. The specific condition under which mastery of the goal can be determined objectively  
*Example: ... when presented with a conversion chart and a list of ingredients for making eight servings ...*
- C. The specific skill or behavior that can be observed  
*Example: ... Juan will convert ingredient quantities to 4 and 16 servings ...*
- D. The criterion for determining mastery of the goal quantifiably  
*Example: ... with 100% accuracy in nine out of 10 trials ...*
- E. The evaluation procedure  
*Example: ... as documented weekly on a teacher observation log*

Additional examples of annual goals may be found in [Tyler](#), [Juan](#), [Bree](#), [Feriduhn](#), and [Leah's](#) models in Appendix A.

### **Responsibility G: Identify supplementary aids and services to support postsecondary goals**

IDEA requires that IEP teams consider supports that enable students to advance appropriately toward attaining annual goals (§ 300.320). These supports ... remove or reduce the effects of obstacles or barriers for students with disabilities (Price, Mayfield, McFadden, & Marsh, 2001). Reasonable supports neither provide an instructional advantage for students nor change the content of instruction or expectations for performance; they provide equal access for students. Fletcher and colleagues (2006) noted that supports, when thoughtfully integrated with other components of the IEP and implemented in the classroom and other settings, can help students reach and demonstrate their full potential.

Supports that facilitate transition to adult life:

- A. Increase students' independence;

*Example: Use of voice-recognition computer software vs. scribe to compose a paragraph*

- B. Are designed for the students' continued use after they complete high school;

*Example: Use of augmentative communication device vs. personal assistant to request appropriate supports*

- C. Support the achievement of students' unique postsecondary goals

*Example: Use of a cell phone's alarm vs. father's reminders to take medications so that the student is able to live in his own apartment*

Supplementary aids and services provided for [Tyler](#), [Juan](#), [Bree](#), [Feriduhn](#), and [Leah](#) may be found in Appendix A.

### **Responsibility H: Determine related services that support transition to adult life**

The stated purpose of IDEA is ... "to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living" (§300.1) As IEP teams design transition services, related service personnel serving students must consider the need to provide services that support students' adjustment to adult life. In cases where students previously received, but subsequently were dismissed from, related services, IEP teams must consider reassessing the need to provide related services that will assist these students in their transition to adulthood.

Related services that facilitate transition to adult life:

- A. Are designed to support students' academic achievement and functional performance after they complete high school

*Example: Social competence group counseling with school counselor so that student may be employed as a member of an automotive maintenance team*

- B. Support the achievement of students' unique postsecondary goals

*Example: Creation by the occupational therapist of a device that will cut movie tickets in half so that student may be employed as a ticket taker*

### **Conclusion**

Transition planning is a process, not an event. The intent of IDEA federal transition regulations is that IEP teams prepare students for productive adult lives by (a) honoring students' visions for their futures; (b) using a person-centered approach that capitalizes on students' interests, preferences, and strengths; and (c) using appropriate data to develop coordinated sets of activities that fulfill educational responsibilities and connect students to appropriate adult service supports.

*The process of transition planning may be compared to building a custom home. An architect first assesses the vision of the prospective owner (transition assessment) and then designs a home that reflects the client's interests, preferences, resources, and vision (postsecondary goals). Once the client has approved the architectural concept, the architect draws detailed plans and gives them to a general contractor. The contractor establishes an action plan and timeline for completing each stage of the project. The contractor engages a variety of sub-contractors at appropriate points (addressing needs through IEP development). As each phase of construction is implemented, potentially, everyone invested in the process may be called upon to make necessary adjustments to the original plans (progress monitoring/annual IEP review). At the end of the process, if all work has been accomplished in a coordinated manner, the completed home is likely to reflect the client's desired results (student achieves visions for adult life).*

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## Assessment Resources

The following are examples of free online assessments. Click on the underlined titles to view access these websites.

- [Casey Life Skills Assessment](#)
- [Dream It! Do It! Virginia](#)
- [Drive of Your Life](#)
- [I'm Determined](#)
- [Know How 2 Go](#)
- [My Next Move](#)
- [O\\*NET OnLine](#)
- [QuickBook of Transition Assessments](#)
- [Shenandoah Valley Regional Project](#)
- [Virginia Career View](#)
- [Virginia Education Wizard](#)
- [Who Do U Want 2 Be?](#)
- [Zarrow Center](#)

## Additional Resources

The following resources are available for loan through the T/TAC W&M library. Visit the website at <http://http://education.wm.edu/centers/ttac/> for a complete listing of all materials. Select the Library link off the home page and enter *transition* as the subject of the search.

Bateman, B., & Herr, C. M. (2005). *Writing measurable IEP goals and objectives*. Verona,



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A comprehensive list of secondary transition assessments and other assessment resources may be found on the T/TAC College of William and Mary website at <http://education.wm.edu/centers/ttac/resources/links/transition/index.php>.

A variety of secondary transition assessments and other assessment resources available from the T/TAC College of William and Mary library; a complete listing of these materials may be found at <http://education.wm.edu/centers/ttac/> under the *Resources* link.

*Updated by Debbie Grosser and Dale Pennell, 2011.*

[Click here to download Appendices in a Word Document](#)

# Appendix A



Student: Tyler



## Student Interview Template Regarding Student's Interests and Preferences in Preparation for Individual Education Program (IEP) Development for School Year 2011-12

The purpose of this template is to compile information annually that may be used to develop a results-oriented strategic plan for a secondary student who requires ..... to prepare for postsecondary school life. The information represents a vision of adult life to inform the development of appropriate measurable postsecondary goals.

Date: November 2010

- ◆ What type of career would you like to pursue as an adult? Auto mechanic; I want to be a certified automotive technician.
  
- ◆ Will you need further education or training after high school to pursue this career?      YES      N      If so, what kind?  
  
My high school career and technical education program are giving me the training I need to be an auto mechanic. I also want to get my associate degree in automotive technology. I plan to work full time and go to community college part time.
  
- ◆ How will you continue to learn after you complete college/vocational education? Through courses offered at work.
  
- ◆ Where do you plan to live as an adult? I want to live in an apartment or house with some friends.
  
- ◆ How will you meet your health needs? I will work full time and get health insurance; I will go to my doctor for medical care.
  
- ◆ How will you manage your finances? I have checking and savings accounts.
  
- ◆ What will you do for fun and companionship? I like to lift weights, hang out with friends, and play baseball; I will continue to do this
  
- ◆ How will you get around in your community? I have my driver's license and a car so I will drive myself.
  
- ◆ How will you help your community? I want to volunteer with Habitat for Humanity.
  
- ◆ Will you participate in the voting process? I plan to register to vote.
  
- ◆ What adult services will be available to help you reach these goals? Department of Rehabilitative Services.

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## Analysis of Employment Environment – Automotive Service Technicians and Mechanics



Information to Consider	Characteristics/Demands	Necessary Skills	Sources of Assessment Data
<b>Characteristics of the Physical Environment</b>	Indoors in well-ventilated, well-lighted		
	Shops may be drafty and noisy	Noise tolerance Good physical health	Review of medical records Interview with baseball coach
	Work with dirty and greasy parts in awkward positions	Sensory tolerance Body coordination	
<b>Levels and Types of Social Interactions</b>	Communicate with car owners to identify problems and concerns	Social skills Active listening Oral expression	<i>Transition Behavior Scale</i> Interview with English Teacher Automotive Technology I Competency List
	Communicate with repair service estimator or service advisor		
<b>Characteristics of Climates and Cultures</b>	Potential for workplace injuries	Safety awareness	Interview with Automotive Technology teacher
	High-level technology-related work	Technology skills	Automotive Technology I Competency List
	Required to wear safety equipment	Safety compliance	Interview with Automotive Technology teacher <i>Transition Behavior Scale</i>
	Must follow Occupational Safety and Health Administration (OSHA) procedures	Safety compliance	Automotive Technology I Competency List <i>Transition Behavior Scale</i>

Information to Consider	Activities/Tasks	Necessary Skills	Sources of Assessment Data
<b>Activities or Tasks That Must Be Performed</b>	Use computerized shop equipment and a variety of testing equipment to diagnose problems	Technology skills Numerical ability Analytical skills Reasoning ability	Automotive Technology I Competency List <i>Occupational Aptitude Survey</i>
	Work with electronic components and electronic diagnostic equipment	Accuracy Finger dexterity Technology skills	<i>Crawford Small Parts Dexterity Test</i> Automotive Technology I Competency List
	Read digital manuals and reference materials	Reading comprehension Near vision	<i>Woodcock-Johnson III</i> Review of medical records
	Test components and systems	Accuracy Mechanical aptitude Hearing sensitivity	Interview with automotive technology teacher <i>Bennett Mechanical Comprehension Test</i>
	May test drive a vehicle	Ability to become a licensed driver	Interview with student
	Lubricate engines and other major components	Manual and finger dexterity Body coordination	<i>Bennett Hand Tool Dexterity Test</i> Interview with baseball coach
	Repair or replace worn parts	Manual and finger dexterity Body coordination Depth perception	<i>Bennett Hand Tool Dexterity Test</i> Interview with baseball coach Interview with automotive technology teacher
	Follow a checklist	Reading	<i>Brigance Test of Basic Skills</i>
	Use a variety of tools – power and hand tools	Manual and finger dexterity Gross-motor skills Safety awareness	<i>Bennett Hand Tool Dexterity Test/</i> Automotive Technology I Competency List
	Compare computerized readouts with benchmarked standards	Numerical aptitude Clerical aptitude	<i>Occupational Aptitude Survey</i>
	Review technical manual updates to keep up with common problems and learn new procedures	Reading comprehension Mechanical aptitude	Interview with automotive technology teacher <i>Brigance Test of Basic Skills</i>
	Lift heavy parts and tools	Physical capacity and stamina	Interview with baseball coach/ Automotive technology teacher

**Training and Other Qualifications:**

Completion of a formal automotive service technology training program in high school or in a postsecondary vocational school or community college or associate's degree in automotive technology

Acquire National Institute for Automotive Service Excellence (ASE) certification

**Continuing Education:**

Employers send experienced automotive service technicians to manufacturer training centers to learn to repair new models or receive special training in the repair of components

**Recommended High School Coursework:** Automotive repair, electronics, physics, chemistry, English, computers, and mathematics

**Source:**

*Occupational Outlook Handbook*, Bureau of Labor Statistics, <http://www.bls.gov/oco/>

Virginia Education Wizard, Virginia Community College Systems, <https://www.vawizard.org/vccs/Main.action>

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Student: Tyler



## Transition Data Collection and Planning Template for Summary of Interests, Preferences Strengths and Needs in Preparation for IEP Development for School Year 2011-12

The purpose of this template is to summarize transition assessment data that may be used to develop appropriate postsecondary goals and the PLoP.

Vocational Education/Integrated Employment/Adult Services			
Data Collection Method	Date/s	Areas of Strength/Interest	Areas of Difficulty
<i>Virginia Education Wizard – Interests, Skills, and Values Assessments</i>	11/19/10	<ul style="list-style-type: none"><li>Automotive Service Technicians and Mechanics</li><li>Motorcycle Mechanics</li><li>Commercial Drivers</li></ul>	
Interview with Automotive Technology I instructor	05/11	<ul style="list-style-type: none"><li>Follows safety rules and procedures</li><li>Is able to diagnose and determine needed auto repairs</li><li>Is accurate in his work</li><li>Is able to lift heavy parts and tools</li><li>Demonstrates mechanical aptitude</li><li>Uses assistive technology to read technical manuals</li></ul>	<ul style="list-style-type: none"><li>Arguing with peers; knowing how to resolve conflicts in respectful ways</li><li>Remaining in his work area when teacher is not in the room</li></ul>
<i>Transition Behavior Scale</i>	4/23/11	<ul style="list-style-type: none"><li>Interacts appropriately in work activities</li><li>Uses communication skills to maintain positive interpersonal relationships with peers and authority figures</li><li>Can be relied upon to work cooperatively with peers</li><li>Is responsible for appropriate care of personal property and others' property</li><li>Follows rules of the classroom</li><li>Follows verbal directions</li><li>Uses supplies/operates equipment and machinery safely</li></ul>	<ul style="list-style-type: none"><li>Resolving conflicts respectfully</li><li>Demonstrating respectful behavior in competitive activities</li><li>Behaving responsibly in the absence of supervision</li></ul>
Automotive Technology I competency list review	5/11	<ul style="list-style-type: none"><li>Demonstrates effective speaking and listening skills</li><li>Demonstrates healthy behaviors and safety skills</li><li>Demonstrates critical-thinking and problem-solving skills</li><li>Demonstrate job-specific mathematics skills</li><li>Demonstrate proficiency with technologies common to a specific occupation</li></ul>	<ul style="list-style-type: none"><li>Using conflict-resolution skills</li><li>Demonstrating effective reading and writing skills</li></ul>

		<ul style="list-style-type: none"> <li>• Applies safety practices on the job</li> </ul>	
Vocational Education/Integrated Employment/Adult Services (continued)			
Data Collection Method	Date/s	Areas of Strength	Areas of Difficulty
Medical records review	01/11	<ul style="list-style-type: none"> <li>• Is in good physical health</li> </ul>	
<i>Crawford Small Parts Dexterity Test</i>	1/9/11	<ul style="list-style-type: none"> <li>• Finger dexterity</li> <li>• Eye-hand coordination</li> </ul>	
<i>Bennett Mechanical Comprehension Test</i>	2/26/11	<ul style="list-style-type: none"> <li>• Mechanical reasoning</li> </ul>	
Interview with baseball team coach	03/11	<ul style="list-style-type: none"> <li>• Is physically fit</li> <li>• Is first string pitcher for the baseball team</li> </ul>	<ul style="list-style-type: none"> <li>• Arguing with peers and knowing how to resolve a problem in a quiet, respectful manner</li> </ul>
<i>Bennett Hand Tool Dexterity Test</i>	1/9/11	<ul style="list-style-type: none"> <li>• Speed in use of hand tools</li> <li>• Manual and finger dexterity</li> <li>• Knowledge of how to use hand tools</li> </ul>	
<i>Occupational Aptitude Survey and Interest Schedule</i>	2/26/11	<ul style="list-style-type: none"> <li>• Numerical aptitude</li> <li>• Perceptual aptitude</li> <li>• Spatial aptitude</li> <li>• Clerical aptitude</li> <li>• Manual dexterity</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal aptitude</li> </ul>
Interview with student	03/11	<ul style="list-style-type: none"> <li>• Has been found eligible for Department of Rehabilitative Services (DRS)</li> <li>• Has met with DRS counselor and developed an employment plan</li> <li>• Works part time at the Car Spa where he details cars</li> </ul>	

Postsecondary Education/Continuing and Adult Education/Adult Services			
Data Collection Method	Date/s	Areas of Strength	Areas of Difficulty
<i>Brigance Test of Basic Skills</i>	5/1/11	<ul style="list-style-type: none"> <li>• Reading comprehension for short passages – <ul style="list-style-type: none"> <li>○ Vocabulary</li> <li>○ Identifying details within the passage</li> </ul> </li> <li>• Reading comprehension for long passages – <ul style="list-style-type: none"> <li>○ Recalling details</li> <li>○ Distinguishing between fact and opinion</li> </ul> </li> <li>• Sentence Writing Subtest – <ul style="list-style-type: none"> <li>○ Understands syntax in that subjects and verbs are present in sentences</li> <li>○ Composing sentences when dictating to a scribe or a speech-to-text assistive technology device/app</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Reading comprehension-short passages – 5<sup>th</sup> grade <ul style="list-style-type: none"> <li>○ Making inferences</li> <li>○ Identifying main idea</li> <li>○ Recalling sequence of events</li> </ul> </li> <li>• Reading comprehension-long passages – 5<sup>th</sup> grade <ul style="list-style-type: none"> <li>○ Recalling sequence of events</li> <li>○ Comparing and contrasting</li> <li>○ Drawing conclusions and making inferences</li> </ul> </li> <li>• Sentence Writing Subtest – 4<sup>th</sup> grade <ul style="list-style-type: none"> <li>○ Spelling</li> <li>○ Cannot elaborate his thoughts through writing coherently</li> <li>○ Composing sentences when asked to write or type</li> </ul> </li> </ul>
<i>Informal Assessments for Transition Planning – Self-Determination/Self-Advocacy Checklist</i>	4/29/11	<ul style="list-style-type: none"> <li>• Explaining how he learns best</li> <li>• Asking for help when necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Explaining his disability</li> <li>• Describing the supports he needs to learn</li> <li>• Explaining what does not help him learn</li> </ul>
<i>Transition Planning Inventory</i>	1/15/11	<ul style="list-style-type: none"> <li>• Preferred learning styles: kinesthetic, auditory, interpersonal</li> </ul>	
Interview with English teacher	5/1/11	<ul style="list-style-type: none"> <li>• Orally articulates ideas with coherence and clarity</li> <li>• Enjoys and learns from grade level materials when using audio recordings of novels and readings</li> <li>• Conveys responses to oral reading selections with a high level of oral vocabulary</li> <li>• Spoken vocabulary far exceeds read vocabulary</li> <li>• Uses text-to-speech assistive technology with ease</li> </ul>	<ul style="list-style-type: none"> <li>• Unaware of how to access assistive technology at community college</li> <li>• Unaware of how to access disability services at community college</li> </ul>

## Independent Living/Adult Services

Data Collection Method	Date/s	Areas of Strength	Areas of Difficulty
Interview with parent	12/10	<ul style="list-style-type: none"> <li>Does his own laundry</li> <li>Helps with grocery shopping</li> <li>Prepares meals for himself</li> </ul>	
Interview with student	11/10	<ul style="list-style-type: none"> <li>Manages his own checking and savings accounts</li> <li>Enjoys playing on the baseball team</li> <li>Plans to play on an adult baseball league</li> </ul>	<ul style="list-style-type: none"> <li>Knowing how to make a doctor's appointment and get prescriptions filled</li> </ul>
<i>Informal Assessments for Transition Planning – Self-Determination/Self-Advocacy Checklist</i>	4/29/11	<ul style="list-style-type: none"> <li>Describes strengths and weaknesses</li> <li>Explains disability label</li> <li>Explains how he learns best</li> <li>Asks for help when needed</li> <li>Speaks confidently and maintains eye contact when talking with others</li> <li>Tells teachers and supervisors what he needs in order to do his work</li> <li>Sets goals for himself and develops action plans to reach goals</li> <li>Uses a logical process to make decisions</li> <li>Uses a logical process to solve problems</li> <li>Manages time</li> <li>Compares his work to a standard and evaluates the quality</li> </ul>	<ul style="list-style-type: none"> <li>Explaining what supports he needs to learn</li> <li>Explaining what does not help him learn</li> <li>Describing rights as a person with a disability</li> <li>Revising strategies in order to reach a goal</li> <li>Taking responsibility for his actions</li> </ul>
<i>Informal Assessments for Transition: Independent Living and Community Participation – Social Skills</i>	3/2/11	<ul style="list-style-type: none"> <li>Displays behavior that is age-appropriate</li> <li>Works effectively under different styles of supervision</li> <li>Shows up regularly and on time for activities</li> <li>Speaks with others in a self-confident manner</li> <li>Expresses complaints appropriately</li> <li>Help others with and without being asked</li> </ul>	<ul style="list-style-type: none"> <li>Seeing a situation from another's point of view</li> <li>Complimenting and providing constructive feedback to others at appropriate times</li> <li>Avoiding arguments</li> <li>Working cooperatively as a member of a team</li> <li>Engaging appropriately in social interactions and situations</li> </ul>



Community Participation/Adult Services			
Data Collection Method	Date/s	Areas of Strength	Areas of Difficulty
Interview with parent	04/11	<ul style="list-style-type: none"> <li>• Has his own car and drives himself to school and work</li> <li>• Plans to vote</li> <li>• Does yard work for an elderly neighbor on a regular basis</li> </ul>	<ul style="list-style-type: none"> <li>• Does not know how to go about volunteering to work for Habitat for Humanity</li> </ul>
Interview with student	11/10	<ul style="list-style-type: none"> <li>• Plans to register to vote</li> <li>• Has his driver's license</li> <li>• Would like to volunteer for Habitat for Humanity</li> </ul>	

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## **Draft of Tyler's Postsecondary Goals**

(Projected graduation date June 15, 2012)



### **Integrated Employment**

1. By September 2012, Tyler will be employed as an automotive technician. (EMPLOYMENT GOAL)

### **Postsecondary Education**

2. By May 2016, Tyler will complete the requirements for an associate degree in automotive technology. (EDUCATION GOAL)

### **Continuing and Adult Education**

3. Once he becomes a full-time automobile mechanic, Tyler will complete automotive technology courses that are provided through his employer. (TRAINING GOAL)

### **Independent Living**

4. By June 2013, Tyler will live in his own apartment. (INDEPENDENT LIVING GOAL)

### **Community Participation**

5. After completing high school, Tyler will volunteer for Habitat for Humanity when new Habitat homes are constructed in his area. (INDEPENDENT LIVING GOAL)

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**Student:** Tyler

**Draft of Narrative for Present Level of Academic Achievement and Functional Performance  
That Summarizes Transition Assessment Data Related to Postsecondary Goals**



Tyler is a 17-year, 8-month old high school rising senior. He became eligible for special education services in elementary school as a student with a *specific learning disability* in reading.

**Integrated Employment/Adult Services**

**Postsecondary Goal: (1) By September 2012, Tyler will be employed as an automotive technician.**

Tyler completed the Virginia Education Wizard (*Interest, Values, and Skills*) assessments on November 19, 2010. The results of this measure confirm that the employment option in which he is most interested continues to be in the area of automotive service technicians and mechanics. Careers in motorcycle mechanics and commercial driving also match his interests and values. In an interview with Tyler in December 2010, he stated that he plans to finish his automotive technology career and technical education program while in high school and take the exam for the Automotive Service Excellence (ASE) certification. Tyler wants to work full time following graduation from high school and go to community college part time to receive an associate degree in automotive technology. Tyler currently works part time detailing cars at a local car wash (student interview, March 2011).

A comparison of the demands of the automotive technology occupation with Tyler's strengths indicates that Tyler has sufficient strengths to meet the demands of this occupation. The *Crawford Small Parts Dexterity Test*, administered on January 9, 2011, indicates that Tyler has fine finger dexterity and eye-hand coordination. Tyler demonstrates knowledge of all small hand tools and has good manual and finger dexterity, as measured by the *Bennett Hand Tool Dexterity Test* (January 9, 2011). Tyler completed the *Occupational Aptitude Survey* on February 26, 2011. His scores on this assessment indicate that he possesses adequate numerical, perceptual, and spatial aptitudes, as well as manual dexterity; his lowest score was in the area of verbal aptitude. Tyler also completed the *Bennett Mechanical Comprehension Test* on February 26, 2011; its results indicate Tyler has a high level of mechanical reasoning ability.

Tyler is currently completing Automotive Technology I at the school division's career and technical education center. According to an interview with Tyler's automotive instructor (May 2011), Tyler has had a successful first year. He noted that Tyler has met the required competencies to be eligible for Automotive Technology II. His automotive teacher further stated that Tyler demonstrates mechanical aptitude, is physically capable of doing work that requires strength, and follows safety procedures. He also noted that Tyler uses assistive technology to read the technical manuals in the shop. Tyler has had difficulty resolving arguments with peers in Automotive Technology I; on several occasions he has been caught leaving his work area and socializing when the instructor was out of the room.

The Automotive Technology I list of competencies, completed by Tyler's instructor at the end of the third quarter (April, 2011), indicates that Tyler has good communication, critical-thinking, and problem-solving skills, and that he follows necessary safety procedures. He is proficient in occupation-specific technologies and mathematics skills. Tyler often does not use effective conflict-resolution skills in Automotive Technology I class, and he lacks proficiency in the areas of reading and writing (competency review, May 2011).

Tyler's baseball coach noted that Tyler is in good physical health. He stated that Tyler has difficulty with independently resolving conflicts with peers on his team. More specifically, he pointed out that Tyler can be argumentative with certain teammates and that he will not walk away until he has had the last word (interview, March 2011). Tyler completed the *Transition Behavior Scale* on April 23, 2011. These results indicate that Tyler interacts positively with peers and authority

figures; he follows classroom rules and verbal directions and takes care of his belongings. This measure confirms, though, that Tyler has difficulty with conflict resolution, appropriate behaviors during competitive activities, and behaving appropriately in the absence of supervision.

Tyler is eligible for employment services through the Department of Rehabilitative Services. He has met regularly with his counselor over the last school year and has completed an *Individual Plan for Employment* (student interview, March 2011).

### **Postsecondary Education/Continuing and Adult Education/Adult Services**

**Postsecondary Goals: (2) By May 2016, Tyler will complete the requirements for an associate degree in automotive technology. (3) Once he becomes a full-time automobile mechanic, Tyler will complete automotive technology courses provided through his employer.**

Tyler understands that a sentence is composed of a subject and a verb, and he is able to compose sentences at the fourth-grade level when asked to write them with paper and pencil or a computer (*Brigance Test of Basic Skills*, May 2011). When using speech-to-text assistive technology or using dictation to scribe, Tyler is able to articulate his ideas with a much more advanced vocabulary and with the specificity required for an associate degree. Tyler's English teacher comments that Tyler is able to use text-to-speech assistive technology with ease and does so to complete his coursework (teacher interview, May 2011).

Tyler has difficulty comprehending written material when he must do so without the assistance of his text-to-speech assistive technology. Specifically, he has difficulty making inferences, identifying main ideas, and recalling the sequence of events when he reads short passages. When asked to silently read long passages, Tyler has difficulty recalling a sequence of events and comparing and contrasting. He has strengths in the areas of vocabulary when reading short passages, distinguishing between fact and opinion when reading long passages, and recalling details within short and long passages (*Brigance Test of Basic Skills*, May 2011).

Tyler learns most effectively when activities capitalize on his learning style preferences, which are kinesthetic, auditory, and interpersonal (*Transition Planning Inventory*, January 2011). He asks for help from teachers when he needs it in order to complete his work, but he has difficulty explaining his disability, describing its impact on his academic progress, and requesting the academic adjustments he requires in order to access and make progress in the curriculum. He knows how he learns best, but he is unable to identify what is not helpful to his learning (*Informal Assessments for Transition Planning – Self-Advocacy Checklist*, April 29, 2011).

Tyler uses assistive technology in school, but is unsure of where to go as an adult to access these services. He is also unaware of how to access the disability services at community college (teacher interview, May 2011).

### **Independent Living/Adult Services**

**Postsecondary Goal (4): By June 2013, Tyler will live in his own apartment.**

Tyler stated in an interview (November 2010) that he plans to live in his own apartment or house with friends. He says he will lift weights, play adult recreational baseball, and hang out with friends when he is not working. Tyler plans to secure health insurance through his employer, but he does not yet know how to make an appointment with his doctor or get prescriptions filled. He has his own checking and savings accounts, and he manages these accounts independently (student interview, November 2010). Tyler's mother states that he does his own laundry at home and helps with the grocery shopping when asked. She notes that Tyler prepares dinner on the evenings she works late (parent interview, December 2010).

According to results of the *Informal Assessments for Transition Planning – Self-Determination/Self-Advocacy Checklist* (April 29, 2011), Tyler speaks clearly and confidently, and maintains eye contact when speaking to others. He sets goals for himself and is able to identify plans to reach his goals; however, when he hits barriers and needs to adjust his plans, he has difficulty doing so. Tyler demonstrates good decision-making and problem-solving skills. He manages his time well and can evaluate the quality of his work. However, Tyler does not always take responsibility for his actions and blames others when things don't go well.

Tyler's social skills were assessed using the *Informal Assessments for Transition: Independent Living and Community Participation Social Skills Checklist* (March 2011). This assessment indicates that Tyler functions well with supervision but has difficulty cooperating as a member of a team. He is punctual and dependable, speaks confidently, and expresses complaints appropriately. Tyler is helpful to others, but he has difficulty seeing things from another's point of view, providing feedback to others, and avoiding arguments.

### **Community Participation/Adult Services**

**Postsecondary Goal (5): After completing high school, Tyler will volunteer for Habitat for Humanity when new Habitat homes are constructed in his area.**

Tyler's mother states that Tyler has his own car that he drives to work and school. She says he plans to register to vote and vote in elections. Tyler does not participate in formal volunteer work, but he helps in his neighborhood – he does yard work weekly for an elderly neighbor (parent interview, April 2011). Tyler confirms that he plans to register to vote when he is of age. He also proudly confirms that he has his driver's license and earned the money to buy his own car. Tyler would like to volunteer for Habitat for Humanity as an adult, but does not know how to pursue this activity (student interview, November 2010).

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## Planning Template for Tyler's Courses of Study

Courses	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>	Ages 18-22
<b>English</b>	English 7	English 8	English 9	English 10	English 11	English 12	
<b>Math</b>	Pre-Algebra	Algebra I	Geometry	Algebra II	Personal Finance		
<b>History/Social Science</b>	Social Science 7		World History/ Geography I	World History/ Geography II	US/VA History	US/VA Government	
<b>Science</b>	Life Science	Physical Science	Earth Science	Biology	Physics		
<b>Fine/Practical Arts</b>	Music	Art		Art Foundations			
<b>Health/Physical Education</b>	H/PE 7	H/PE 8	H/PE 1	H/PE 2		Lifetime Fitness and Conditioning	
<b>Elective</b>	Reading	Industrial Technology	Computer-Aided Drawing		Automotive Technology 1 (double block)	Automotive Technology 2 (double block)	
<b>Elective</b>						Business Management	
<b>Elective</b>		Reading	Reading	Reading	Reading	Reading	
<b>Other Educational Experiences</b>	Baseball team	.....▶				Vocational Industrial Clubs of America (VICA)	Debate Club VICA

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Student: Tyler

## Transition Data Collection and Planning Template

### Potential Transition Services – Activities



School Year: 2011-12

Categories of Transition Service Activities	Type of Activity	Activities (including linkages)	Person/s Responsible for Completing Activities
<b>Integrated Employment/Adult Services</b>	Related Services	Participate in conflict-management program offered through the school counseling department to identify strategies to resolve conflicts with peers	The school counselor will schedule Tyler for this program.
<b>Postsecondary Education/Adult Services</b>	Related Services	Communicate with disability services office at the community college he selects	School counselor will give Tyler contact information and assist Tyler in making this contact. Tyler and his mother will identify documentation this office requires and follow the college's procedures for determining eligibility for academic adjustments.
	Instruction	Explain the nature of his disability and the supports he needs in order to learn	Tyler's case manager will teach him to describe his disability, its impact on learning, and the academic adjustments he requires to succeed academically.
<b>Continuing and Adult Education/Adult Services</b>	Community Experiences	Visit the Virginia Assistive Technology Services lab to identify emerging text-to-speech and speech-to-text technology/software	The transition specialist will arrange a visit to the VATS lab. Tyler's mother will take him to the appointment.
<b>Independent Living/Adult Services</b>	Related Services	Meet with the school nurse to learn how to make medical appointments and obtain medications	The school nurse will teach Tyler how to do these tasks.
	Community Experiences	Participate in Character and Leadership Education program through the Boys and Girls Club of America	The school counselor will arrange for Tyler to participate in this program.
<b>Community Participation/Adult Services</b>	Adult Living	Interview the carpentry instructor at Tyler's CTE center to learn how to volunteer for Habitat for Humanity	The automotive technology teacher will schedule the interview.

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## Draft of Measurable Annual Goals for Tyler



Difficulty: Resolving conflicts with peers

By June 2012, when presented scenarios of circumstances that typically result in conflict with peers, Tyler will (a) identify at least two strategies for resolving each conflict respectfully; (b) analyze the pros and cons of each strategy using a reflection log or blog; and (c) select the most respectful strategy to use for five out of five scenarios bi-monthly as measured by reviews of the log/blog.

Difficulty: Reading comprehension

By June 2012, when given a reading passage written at the sixth-grade level and 10 questions designed to assess comprehension of the passage, Tyler will answer at least 8 questions correctly for 4 out of 5 consecutive trials, as measured by weekly teacher-made assessments.

Difficulty: Revising plans to meet goals

By June 2012, when presented with potential obstacles to achieving goals, Tyler will identify alternatives strategies that will help him to reach his goals for four out of five scenarios as documented on a teacher checklist using data obtained bi-monthly.

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## Planning Template for Tyler's Supplementary Aids and Services



Area of Difficulty	Aid/Service
Verbal aptitude	Electronic device used to store occupational vocabulary
Reading	Text-to-speech assistive technology
Writing	Speech-to-text assistive technology

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Student: Juan



## Student Interview Template Regarding Student's Interests, Preferences, and Strengths in Preparation for Individual Education Program (IEP) Development for School Year 2011-12

The purpose of this template is to compile information annually that may be used to develop a results-oriented strategic plan for a secondary-level student who requires support in order to prepare for postsecondary school life. The information represents a vision of adult life to inform the development of appropriate measurable postsecondary goals.

Date: February 2011

- ◆ What type of career would you like to pursue as an adult? Be a chef; own my own restaurant.
- ◆ Will you need further education or training after high school to pursue this career?    YES    ☒ NO    If so, what kind?
  - I will be able to pursue this career when I finished my Culinary Arts program; however, I want to attend a postsecondary culinary school program as well.
- ◆ How will you continue to learn after you complete college/vocational education? Apprentice under a chef; take small-business classes.
- ◆ Where do you plan to live as an adult? Live on my own in an apartment.
- ◆ How will you meet your health needs? Go to a doctor when I need my medicine or when I'm sick.
- ◆ How will you manage your finances? Have a checking account to pay my bills.
- ◆ What will you do for fun and companionship? Stay in shape so I can meet girls; hang out with friends.
- ◆ How will you get around in your community? Get my license and drive.
- ◆ How will you help your community? Volunteer somewhere.
- ◆ How will you participate in the political process? Vote.
- ◆ What adult services will be available to help you reach these goals? My Community Service Board and Department of Rehabilitative Services case managers.

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## Analysis of Employment Environment – Chef



Information to Consider	Characteristics/Demands	Necessary Skills	Sources of Assessment Data
<b>Characteristics of the Physical Environment</b>	Indoors, in kitchens		
	Facility may be crowded, hot and filled with potential dangers	Safety awareness	<i>Street Survival Skills Questionnaire</i>
	Work around hot ovens and slippery floors	Agility Balance Safety awareness	Interview with swim team coach Situational assessment
<b>Levels and Types of Social Interactions</b>	Directs cooks in the kitchen	Social competence Leadership Self-determination	Interview with culinary arts teacher Interview with Sonic supervisor
	Hire, train, and supervise staff	Communication skills Ability to motivate others	<i>Informal Assessments for Transition Planning</i>
<b>Characteristics of Climates and Cultures</b>	Under constant pressure to get meals prepared quickly	Stress management Work speed Stamina	<i>Career Aptitude Performance Survey</i> Interview with swim team coach and Sonic supervisor
	Ensure food quality is maintained	Self-determination Communication skills	Interview with culinary arts teacher
	Ensure safety and sanitation guidelines are observed	Safety awareness Knowledge of sanitation guidelines	
	Work early mornings, late evenings, holidays, and weekends	Flexibility	Interview with Sonic supervisor
	Work schedules tend to be longer – many executive chefs work 12-hour days	Stamina	Interview with swim team coach

Information to Consider	Characteristics/Demands	Necessary Skills	Sources of Assessment Data
<b>Activities or Tasks That Must Be Performed</b>	Oversee the daily food service and kitchen operation	Management skills Organizational skills	Interview with Culinary Arts teacher Interview with Sonic supervisor <i>Informal Assessments for Transition Planning</i>
	Handle food-related concerns	Decision-making skills Problem-solving skills	
	Provide leadership	Leadership Self-determination	
	Set work schedules	Organizational skills Time management	
	Ensure sanitation and safety standards are observed and comply with local regulations	Knowledge of sanitation standards Safety awareness Communication skills	
	Prepare cost estimates for food and supplies	Mathematics Planning	<i>Woodcock-Johnson – III</i> Interview with math teacher
	Prepare food	Manual and finger dexterity Bi-manual coordination Motor coordination Lift, carry, reach, stand Equipment operation Personal cleanliness Keen sense of taste and smell	<i>Purdue Pegboard</i> Situational assessment Interview with culinary arts teacher
	Develop recipes	Creativity Nutritional knowledge	<i>CareerScope</i> Interview with culinary arts teacher
	Determine serving sizes	Numerical Planning and organizational skills Nutritional knowledge	
	Plan menus	Numerical Planning and organizational skills	
	Order food supplies and other supplies	Numerical Planning and organizational skills	

### Education and Training Options:

On-the-job training with a chef *or* two-year college or technical school *or* four-year college with a degree in hospitality or culinary arts

**Source:**

*Occupational Outlook Handbook*, Bureau of Labor Statistics, <http://www.bls.gov/oco/>

Virginia Education Wizard, Virginia Community College Systems, <https://www.vawizard.org/vccs/Main.action>

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Student: Juan



## Transition Data Collection and Planning Template for Summary of Interests, Preferences, Strengths, Needs in Preparation for IEP Development for School Year 2011-12

The purpose of this template is to summarize transition assessment data that may be used to develop appropriate postsecondary goals and the PLoP.

Vocational Education/Integrated Employment/Adult Services			
Data Collection Method	Date/s	Areas of Strength	Areas of Difficulty
Interview with Sonic supervisor	6/1/11	<ul style="list-style-type: none"><li>• Appears to like job</li><li>• Is on time 100%</li><li>• Takes direction well</li><li>• Gets along well with coworkers</li><li>• Dresses appropriately for work</li><li>• Possesses adequate stamina</li></ul>	<ul style="list-style-type: none"><li>• Becomes somewhat anxious during busy times</li><li>• Has difficulty solving problems</li></ul>
Teacher-made job- seeking/ job-keeping skills questionnaire	2/28/11	<ul style="list-style-type: none"><li>• Is knowledgeable of interview skills and behaviors necessary to keep a job</li></ul>	<ul style="list-style-type: none"><li>• Requires assistance with job applications</li><li>• Is unaware of community employment resources</li></ul>
Interview with Culinary Arts I teacher	6/8/11	<ul style="list-style-type: none"><li>• Has met 90% of Culinary Arts I competencies</li><li>• Communicates well with work team supervisor and coworkers</li><li>• Follows safety and sanitation procedures</li></ul>	<ul style="list-style-type: none"><li>• Has difficulty converting some liquid measures</li><li>• Does not speak up regarding food quality and other issues within his work team</li><li>• Does not exhibit leadership</li><li>• Does not use a strategy to solve problems</li><li>• Has difficulty managing timelines, work schedules, and activities within his group</li><li>• Has difficulty making decisions</li></ul>
<i>Career Occupational Preference Survey</i>	2/22/11	<ul style="list-style-type: none"><li>• Consumer Economics (88<sup>th</sup> % ile)</li><li>• Service Skilled (83<sup>rd</sup> % ile)</li><li>• Communication (50<sup>th</sup> % ile)</li></ul>	

Consideration: Planning for a Brighter Future

[T/TAC W&M](#)

Updated 6/19/14

## Vocational Education/Integrated Employment/Adult Services (continued)

Data Collection Method	Date/s	Areas of Strength	Areas of Difficulty
<i>CareerScope</i>	5/8/11	<ul style="list-style-type: none"> <li>• General learning</li> <li>• Verbal</li> <li>• Form perception</li> <li>• Clerical</li> </ul>	<ul style="list-style-type: none"> <li>• Numerical</li> </ul>
<i>Career Aptitude Performance Survey</i>	2/22/11	<ul style="list-style-type: none"> <li>• Perceptual speed and accuracy</li> <li>• Word knowledge</li> <li>• Mechanical reasoning</li> </ul>	
<i>Purdue Pegboard</i>	10/16/10	<ul style="list-style-type: none"> <li>• Manual dexterity</li> <li>• Finger dexterity</li> <li>• Bimanual coordination</li> </ul>	
Situational assessment at a restaurant	11/1/10	<ul style="list-style-type: none"> <li>• Was attentive</li> <li>• Was cautious about doing the right thing</li> <li>• Seemed interested in task</li> <li>• Asked questions when necessary</li> <li>• Accepted criticism</li> <li>• Followed appropriate hygiene procedures</li> </ul>	
Swim team coach interview	12/10/10	<ul style="list-style-type: none"> <li>• Is agile</li> <li>• Has excellent balance</li> <li>• Possesses stamina</li> <li>• Has upper-body strength</li> <li>• Handles pressure well</li> </ul>	
DRS counselor interview	4/16/11	<ul style="list-style-type: none"> <li>• Has been found eligible for DRS services</li> <li>• Communicates with DRS counselor regularly</li> </ul>	

Postsecondary Education/Continuing and Adult Education/Adult Services			
Data Collection Method	Date/s	Areas of Strength	Areas of Difficulty
<i>Woodcock-Johnson – III</i>	3/5/11	<ul style="list-style-type: none"> <li>• Basic math computation</li> <li>• Passage comprehension</li> <li>• Decoding</li> <li>• Sentence structure</li> </ul>	<ul style="list-style-type: none"> <li>• Word problems</li> </ul>
<i>Brigance Employability Skills Inventory</i>	3/2011	<ul style="list-style-type: none"> <li>• Conversion of pints to quarts, quarts to pints, quarts to gallon, cups to pints, pints to cups</li> </ul>	<ul style="list-style-type: none"> <li>• Conversion of gallons to pints</li> </ul>
English curriculum-based assessment	4/1/11	<ul style="list-style-type: none"> <li>• Word recognition</li> <li>• Literal comprehension</li> <li>• Technical writing</li> <li>• Mechanics of writing</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling</li> </ul>
Record Review (SOL results)	5/4/11	<ul style="list-style-type: none"> <li>• Literacy SOL components of 8<sup>th</sup>-grade SOL</li> <li>• Passed reading and writing portions of 11<sup>th</sup>-grade SOL</li> <li>• Statistics</li> <li>• Lines and angles</li> </ul>	<ul style="list-style-type: none"> <li>• All other SOL Algebra 1 strands</li> </ul>
<i>Behavior Assessment System for Children</i>	4/12/11		<ul style="list-style-type: none"> <li>• Clinically significant ratings in the areas of anxiety, attention, and hyperactivity</li> </ul>
Interview with math teacher	5/5/11	<ul style="list-style-type: none"> <li>• Will ask for help</li> <li>• Participates in class</li> <li>• Works well in co-taught setting</li> </ul>	<ul style="list-style-type: none"> <li>• Has difficulty completing long-range assignments in a timely manner</li> <li>• Is distracted by certain peers in class</li> </ul>
<i>Transition Planning Inventory</i>	5/1/11	<ul style="list-style-type: none"> <li>• Preferred learning styles: Visual, spatial, interpersonal</li> </ul>	<ul style="list-style-type: none"> <li>• Logical/mathematical</li> </ul>
Report from special education case manager	4/18/11	Effective learning strategies: <ul style="list-style-type: none"> <li>• Cooperative learning groups</li> <li>• Use of interactive notebook</li> <li>• Hands-on activities</li> </ul>	<ul style="list-style-type: none"> <li>• Ineffective learning strategies:</li> <li>• Lecture</li> <li>• Lengthy note taking</li> <li>• Venn diagrams</li> </ul>
Interview with guidance counselor	3/10/11		Lacks knowledge of: <ul style="list-style-type: none"> <li>• Disability services offered at community college/ culinary school</li> </ul> How to secure documentation for disability services at community college/culinary school



## Independent Living/Adult Services

Data Collection Method	Date/s	Areas of Strength	Areas of Difficulty
Interview with Juan's father	3/20/11	<ul style="list-style-type: none"> <li>• Prepares his own breakfast (cereal/juice)</li> <li>• Packs his own lunch</li> <li>• Self-sufficient with personal hygiene</li> <li>• Is physically healthy</li> <li>• Knows male methods of contraception and prevention of sexually transmitted diseases</li> </ul>	<ul style="list-style-type: none"> <li>• Does not remember to take anxiety medication on schedule</li> <li>• Does not know how to open a checking account</li> <li>• Does not budget his earnings</li> </ul>
<i>Street Survival Skills Questionnaire</i>	4/16/11	<ul style="list-style-type: none"> <li>• Understands personal health care and hygiene</li> <li>• Understands safety skills needed in daily living</li> </ul>	<ul style="list-style-type: none"> <li>• Does not know the appropriate action to take in case of skin burns</li> <li>• Does not know appropriate action to take in case of an open, bleeding cut</li> </ul>
<i>Transition Planning Inventory – Informal Assessments for Transition Planning</i>	5/1/11	<ul style="list-style-type: none"> <li>• Can explain his disability, its impact on learning, and needed accommodations</li> <li>• Can describe strengths, weaknesses, and interests</li> <li>• Can set realistic goals for himself</li> </ul>	<ul style="list-style-type: none"> <li>• Is not aware of his rights under the Americans with Disabilities Act</li> <li>• Has difficulty solving situational problems</li> <li>• Has difficulty managing time in order to complete tasks</li> <li>• Requires assistance identifying steps to reach goals</li> </ul>
Interview with Juan	2/20/11	<ul style="list-style-type: none"> <li>• Enjoys going to the YMCA</li> <li>• Swims on school team</li> <li>• Enjoys the company of friends</li> <li>• Receives case management from Community Services Board for medication management and counseling</li> </ul>	<ul style="list-style-type: none"> <li>• Does not understand the financial obligations associated with renting his own apartment</li> </ul>

## Community Participation/Adult Services

Data Collection Method	Date/s	Areas of Strength	Areas of Difficulty
Interview with Juan	2/20/11	<ul style="list-style-type: none"> <li>• Has driver's permit</li> <li>• Gets around town on city bus</li> <li>• Makes coffee for Sunday after-church fellowship hour</li> <li>• Sings in church choir</li> <li>• House-sits and cares for neighbors' dogs</li> </ul>	<ul style="list-style-type: none"> <li>• Does not have driver's license</li> <li>• Is not registered to vote</li> <li>• Does not know voter registration process</li> <li>• Is not aware of organizations that promote volunteerism</li> </ul>

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## **Draft of Juan's Postsecondary Goals**

(Projected graduation date June 15, 2012)



### **Integrated Employment**

1. By December 2014, Juan will be employed full-time as a cook. (EMPLOYMENT GOAL)

### **Vocational Education**

2. By June 2014, Juan will complete a program of classes at a culinary school. (EDUCATION GOAL)

### **Continuing/Adult Education**

3. By August 2014, Juan will complete an internship under the leadership of a chef. (TRAINING GOAL)
4. By June 2017, Juan will complete small business law and marketing courses at the local community college. (EDUCATION GOAL)

### **Independent Living**

5. By September 2012, Juan will independently acquire and take necessary medications in the manner prescribed by his physicians. (INDEPENDENT LIVING GOAL)
6. By January 2013, Juan will manage his own checking account. (INDEPENDENT LIVING GOAL)
7. By June 2015, Juan will live in his own apartment. (INDEPENDENT LIVING GOAL)

### **Community Participation**

8. By August 2012, Juan will register to vote. (INDEPENDENT LIVING GOAL)
9. By January 2016, Juan will contribute an average of one hour per week to community volunteer activities. (INDEPENDENT LIVING GOAL)

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**Student:** Juan

**Draft of Narrative for Present Level of Academic Achievement and Functional Performance  
That Summarizes Transition Assessment Data Related to Postsecondary Goals**



Juan is a 17-year, 6-month old high school rising senior. He became eligible for special education services in elementary school as a student with a specific learning disability in math. Juan received a diagnosis of attention deficit/hyperactivity disorder and generalized anxiety disorder during middle school. Therefore, at his 2010 triennial review, the eligibility committee added *Other Health Impairment* as a secondary disability.

**Integrated Employment/Adult Services**

**Postsecondary Goal: (1) By December 2014 Juan will be employed full-time as a cook.**

Juan completed a formal interest assessment in February 2011 that identified his top three vocational interests as being Consumer Economics; Service, Skilled; and Communication (*Career Occupational Preference Survey*). The results of this inventory verify Juan's professed interest in culinary arts. In order to determine whether or not he has sufficient strengths to support his interest in culinary arts, Juan completed two aptitude assessments designed to measure strengths associated with this vocational interest. He exhibited strengths on the Perceptual Speed and Accuracy, Word Knowledge, and Mechanical Reasoning subtests (*Career Aptitude Performance Survey*, February 2011). Juan also exhibited strengths in the areas of General Learning, Verbal, Form Perception and Clerical (*CareerScope*, May 2011). Results of these assessments suggest Juan can work quickly and attend to detail. Juan's strengths in distinguishing forms and shapes will prove beneficial in the field of culinary arts when he is required to decorate and present foods. Although it does not relate to his specific career goal, Juan's Mechanical Reasoning score documents his ability to think abstractly and to mentally solve physical science problems.

Juan has recently completed Culinary Arts I; he met 90% of the competency requirements for the course. His instructor indicates that Juan is particularly good at communicating effectively with his work team leader and teammates, and he follows safety and sanitation procedures. When he is the team leader, Juan often does not point out to teammates his concerns regarding food quality. He has difficulty managing timelines, creating work schedules, and assigning responsibilities to members of his team. Juan also has difficulty with liquid formula conversions and in solving typical problems that arise on the team without seeking assistance from others. Juan plans to take Culinary Arts II during his senior year where his teacher will continue to address these needs (interview with Culinary Arts I instructor, June 2011).

In November, a job coach observed and evaluated Juan in an actual restaurant setting during a situational assessment. Juan worked alongside a cook who was preparing lunches. He was attentive and interested in the task. He was cautious about doing the right thing, he asked questions when necessary, and he accepted criticism well. Juan followed appropriate sanitary/hygienic procedures throughout the assessment (November 2010).

Juan currently works 20 hours a week as a carhop (server) at Sonic. His supervisor reports that Juan appears to like his job, comes to work on time, takes direction well, and has the stamina to work a full shift. Juan gets along well with coworkers and dresses appropriately for work. His supervisor reports that Juan becomes somewhat anxious during busy times as work, and he has difficulty solving work-related problems without asking for advice (interview with Sonic supervisor, June 2011).

Juan completed the *Purdue Pegboard* assessment on October 16, 2010, for the purpose of measuring his dexterity skills. Results of this assessment indicate that Juan has strengths in the areas of manual and finger dexterity and bi-manual coordination. Juan's swim coach reports that Juan also has strengths in agility, balance, stamina, and has upper-body strength. His coach also notes that Juan handles the pressures of swim meets without difficulty (interview with swim team coach, December 2010).

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Updated 6/19/14

The Department of Rehabilitative Services has found Juan eligible for its employment services, and Juan communicates frequently with his DRS counselor regarding arrangements to attend culinary school (DRS counselor interview, April 2011). However, Juan is not aware of other community employment resources. He has adequate interview skills and behaviors necessary to get and keep a job, but he does not know how to complete job applications (job-seeking/keeping skills questionnaire, February 2011).

### **Vocational Education (Career/Technical)/Adult Services**

**Postsecondary Goal: (2) By June 2014, Juan will complete a program of classes at a culinary school.**

Following high school, Juan plans to go to culinary school to become a cook and eventually a chef. He met with his guidance counselor during his junior year to research options for postsecondary culinary arts training, as well as the requirements for acceptance. He has decided to pursue a two-year training program (student interview, February 2011).

Juan is not aware of the existence or purposes of the disability services office at the culinary school he would like to attend. He does not understand how to secure the necessary documentation that office will need in order for him to request appropriate academic adjustments to accommodate his disability (school counselor interview, March 2011).

### **Postsecondary Education/Continuing and Adult Education/Adult Services**

**Postsecondary Goal: (3) By August 2014, Juan will complete an internship under the leadership of a chef. (4) By June 2017, Juan will complete small-business law and marketing courses at the local community college.**

On a recent achievement measure, Juan received a standard score of 90 in reading (average range) and a standard score of 89 in written language (low average range) (*Woodcock-Johnson III*, March 2011). He is able to read the words of his textbooks and answer questions that require comprehension skills. Juan excels at technical writing, and he uses correct mechanics. He has difficulty spelling words correctly (English curriculum-based assessment, April 2011). Juan has passed the literacy components of the eighth-grade Standards of Learning (SOL). He has also passed the 11<sup>th</sup>-grade literacy SOL in reading and writing (permanent record review, May 2011).

Juan received a standard score in math of 75 on the Woodcock-Johnson, which places him in the low range for this measure. He has a relative strength in basic math computation according to this assessment (*Woodcock-Johnson III*, March 2011). Juan has not been able to pass the SOL assessment for Algebra 1. A review of his results reveals that Juan had difficulty in all but two reporting categories of the Algebra 1 SOL (permanent record review, May 2011). Juan also took the *Brigance Employability Skills Inventory* in March 2010. He was able to convert pints to quarts, quarts to pints, quarts to gallons, cups to pints and pints to cups. He was unable to convert gallons to pints.

Juan's math teacher and his father recently completed behavior rating scales. Juan scored in the clinically significant range for anxiety, attention, and hyperactivity (*Behavior Assessment Scale for Children*, April 2011). He has difficulty in planning how to approach long-range assignments. Juan asks for help and participates in class, but he is easily distracted by several other students. Juan says, though, that he likes being in a co-taught setting (math teacher interview, May 2011). Juan performs best using visual, spatial, and interpersonal methods. He has difficulty with tasks that require logical/mathematical skills (*Transition Planning Inventory*, May 2011). His special education case manager reports that Juan prefers cooperative learning activities, hands-on activities, and the use of interactive notebooks. Ineffective learning strategies for Juan include lecture, lengthy note taking, and the use of Venn diagrams (April 2011).

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Updated 6/19/14

Juan worked toward both the standard and modified standard diplomas during his first three years of high school. He has decided to pursue only the modified standard diploma as a result of his math difficulties and SOL assessment results. This decision will enable him to graduate from high school in June 2012 and enter culinary school in the fall of 2012 (permanent record review, May 2011).

Juan is not aware of the existence or purposes of the disability services office at the local community college. He does not understand how to secure the documentation this office will need in order to determine his eligibility for academic adjustments (school counselor interview, March 2011).

### **Independent Living/Adult Services**

**Postsecondary Goals: (5) By September 2012, Juan will independently acquire and take necessary medications in the manner prescribed by his physicians. (6) By January 2013, Juan will manage his own checking account. (7) By June 2015, Juan will live in his own apartment.**

Juan currently lives with his biological father. At home, Juan prepares his own breakfast and packs his lunch. According to his father, Juan is self-sufficient with regard to personal hygiene, and he is physically healthy and fit. Juan knows male methods of contraception and how to prevent sexually transmitted diseases. His father reports, however, that Juan often requires reminders to take his anti-anxiety medication (parent interview, March 2011). He swims on the school's team and at the YMCA (student interview, February 2011). Results of the *Street Survival Skills Questionnaire* confirm that Juan has an understanding of the skills of personal health care and hygiene, as well as safety skills related to daily living. However, these assessment results also indicate that Juan does not know the appropriate action to take in case of a skin burn or in case of an open, bleeding cut (April 2011).

Juan does not have a checking account, and he does not know how to open one. Neither does he budget the use of his earnings from his part-time job at Sonic (parent interview, March 2011). Juan plans to live in his own apartment eventually, but he does not fully understand the financial obligations associated with doing so. Because Juan enjoys the company of many friends, he believes he will have no trouble finding someone to share the expenses of an apartment once he gets a full-time job as a cook (student interview, February 2011).

Juan completed the self-determination component of the *Transition Planning Inventory* in May 2011. This measure indicates that he can describe his strengths, weaknesses, and interests. It also indicates that Juan has difficulty completing long-range tasks in a timely manner. Although he is able to set realistic goals for himself, he requires assistance to outline steps to reach these goals. Additionally, Juan struggles to solve problems that come up in his life without depending on others to help him make decisions. Juan can explain his disability, its impact on learning, and the academic adjustments he needs, but he is not aware of his rights under the Americans with Disabilities Act.

Juan receives case management from the Community Services Board for medication management and counseling (student interview, February 2011).

### **Community Participation/Adult Services**

**Postsecondary Goals: (8) By August 2012, Juan will register to vote. (9) By January 2016, Juan will contribute an average of one hour per week to community volunteer activities.**

Juan walks to school and takes a city bus to work. He has his driver's permit, but his father will not allow him to get his license until he has saved enough money to pay his own auto insurance premium. Juan sings in his church choir and makes coffee on Sundays for the after-church fellowship hour. He also volunteers to

house-sit and take care of his neighbors' dogs. He has not yet registered to vote, and he does not know the process for doing so. Juan also is not aware of organizations that promote volunteerism (student interview, February 2011).

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## Planning Template for Juan's Courses of Study



Courses	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>	Ages 18-22
<b>English</b>	English 7	English 8	English 9	English 10	English 11	English 12	
<b>Math</b>	Math 7	Pre-Algebra	Algebra I Part I	Algebra I Part II	Geometry Part I	Economics and Personal Finance	
<b>History/Social Science</b>	Social Science 7	World History/ Geography I	World History/ Geography II		US/VA History	US/VA Government	
<b>Science</b>	Life Science	Physical Science	Earth Science	Biology	Chemistry I Part I		
<b>Fine/Practical Arts</b>	Chorus	Art		Art	Art	Art	
<b>Health/Physical Education</b>	H/PE 7	H/PE 8	H/PE 1	H/PE 2			
<b>Elective</b>	Family and Consumer Sciences	Family and Consumer Sciences	Resource Management	Nutrition and Wellness	Culinary Arts 1 (double block)	Culinary Arts 2 (double block)	
<b>Elective</b>			Keyboarding	Multimedia		Principles of Business and Marketing	
<b>Elective</b>							
<b>Other Educational Experiences</b>	School swim team				Behind-the-Wheel Driver's Education		

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Student: Juan

**Transition Data Collection and Planning Template**  
**Potential Transition Services – Activities**



School Year: 2010-11

Categories of Transition Service Activities	Type of Activity	Activities (including linkages)	Person/s Responsible for Completing Activities
<b>Integrated Employment/Adult Services</b>	Functional Vocational Evaluation	Periodically review collected data related to anxiety during busy times	The LEA employment specialist will obtain data from Juan's employer on a quarterly basis and review it with Juan.
<b>Vocational Education/Adult Services</b>	Related Services	Communicate with the office of disability services at the culinary school he selects	The school counselor will provide Juan's father with contact information and assist Juan in making this contact. Juan and his father will identify services this office offers and follow their procedures for obtaining services.
	Employment/Adult Living	Visit the Workforce Development Center for instruction in job-seeking skills	The LEA transition specialist will arrange a visit to this center. Juan's father will take him to visit the center.
<b>Continuing and Adult Education/Adult Services</b>	Community Experiences	Visit the office of disability services at the local community college	The school counselor will arrange a visit to this office and help Juan develop a list of questions to ask. Juan's father will take him to the appointment.
	Instruction	Break long-term assignments down into manageable parts and set short-term goals for completion of each part	The special education teacher will teach Juan how to break his assignments into smaller parts and identify reasonable time frames to complete.

<b>Categories of Transition Service Activities</b>	<b>Type of Activity</b>	<b>Activities (including linkages)</b>	<b>Person/s Responsible for Completing Activities</b>
<b>Independent Living/Adult Services</b>	Adult Living	Research the Americans with Disabilities website to identify his rights under this law, and the various adult services that can support his adjustment to adult life	The DRS counselor will make an appointment with Juan to complete this activity in his/her office. Juan's father will take him to the appointment.
	Instruction	Secure a list of agencies that offer first aid training and information about the process for applying for a class	The school nurse will provide Juan with a list of these agencies and instruct him on the process for applying for a class.
	Community Experiences	Visit local banks to gather information about the process of opening a checking account	The personal finance teacher will help Juan's father arrange for these visits. Juan's father will take him to the banks.
	Daily Living Skills	Use a system to remember to take anxiety medication	The school psychologist will assist Juan in developing a system for this purpose. Juan will use the system.
<b>Community Participation/Adult Services</b>	Instruction	Interview a member of the Junior Chamber of Commerce (JC) to identify local volunteer opportunities	The US/VA government teacher will invite a JC member to visit class to talk about volunteerism. This teacher will also help Juan develop a list of questions to ask the speaker.
	Adult Living	Review the website that provides voter registration information	The US/VA government teacher will guide Juan through the website.

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## Draft of Measurable Annual Goals for Juan



Difficulty: Conversion of gallons to pints

By June 2012, when presented with a conversion chart and a list of ingredients for making eight servings, Juan will convert ingredient quantities to four and sixteen servings with 100% accuracy in 9 out of 10 trials, as documented weekly on a teacher observation log.

Difficulty: Skill in solving problems of daily adult life

By June 2012, when presented with problems common to various domains of adult life, Juan will use the five-step process he and his school counselor have designed to solve problems (identify the problem; collect information necessary to solve the problem; consider options for solving the problem; analyze positive/negative consequences of each option; select option that minimizes negative impact of the problem) for four out of five scenarios as documented on a checklist with data obtained bi-weekly.

Difficulty: Outlining steps to achieve goals

By June 2012, when presented with hypothetical examples of personal goals, Juan will identify and sequence the steps necessary to achieve these goals for four out of five scenarios as documented one time per week using a teacher-made template.

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## Planning Template for Juan's Supplementary Aids and Services



Area of Difficulty	Aid/Service
Spelling	Spelling/dictionary app for mobile device
Conversion of gallons to pints	Conversion chart app on mobile device
Distractibility in presence of certain peers in class	Strategic (self-selected) seating

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Student: Bree

## Parent Interview Template Regarding Student's Interests, Preferences, and Strengths in Preparation for Individualized Education Program (IEP) Development for School Year 2011-12



The purpose of this template is to compile information annually that may be used to develop a results-oriented strategic plan for a secondary student who requires support to prepare for postsecondary school life. The information represents a vision of adult life to inform the development of appropriate measurable postsecondary goals.

Date: March 2011

- ◆ Do you foresee your child being able to work as an adult? Yes. We think Bree might enjoy working in a bookstore or geriatric center.
  - If *YES*, will she need support on the job? Yes.
- ◆ Will your child need further training after high school in order to work? Yes If so, what kind? Whatever the job coach says that Bree needs.
- ◆ How will your child continue to learn as an adult? Through classes at the local Center for Independent Living (CIL).
- ◆ In what kinds of adult learning activities would your child like to participate to enrich his/her personal life? Dance classes.
- ◆ Where do you plan for your child to live as an adult? In a group home; Bree has just received Medicaid Waiver funding.
- ◆ Who will address your child's health needs? Bree qualifies for Medicaid, and our family doctor will continue to see her.
- ◆ Who will manage your child's finances? We have acquired guardianship of Bree; we have set up a trust for her eventual financial needs.
- ◆ What will your child do for fun and companionship? Attend local musical performances, go to recreational activities sponsored by the Arc, and visit the local bookstore.
- ◆ How will your child get around in your community? The employment vendor will transport her while she is working. Our family will take Bree to and from work and everywhere else she needs to go until she moves to a group home. We may access HRT Handi-ride services as well.
- ◆ How will your child help her community? Bree likes to go with me to her grandmother's nursing home. She helps the recreation director during Bingo games and she'll want to keep doing that.
- ◆ Will your child participate in the voting process? Bree is registered to vote in upcoming elections.
- ◆ What adult services will be available to help your child reach these goals? We already work with CSB and Social Security. I understand the Arc provides social activities, but I'm not sure what other agencies provide these opportunities; I'm learning about the CIL, but I'm not sure of all the ways they can help Bree. I'm unsure of how to support her assistive technology needs; we plan to take Bree to our family doctor for medical services.

Student: Bree

## Transition Planning Data Collection Template for Summary of Interests and Preference in Preparation for IEP Development for School Year 2011-12



The purpose of this template is to compile information annually that may be used to develop a results-oriented strategic plan for a secondary student who requires support to prepare for postsecondary school life. The information represents a vision of adult life to inform the development of appropriate measurable postsecondary goals.

Domain	Data Collection Method	Date/s	Areas of Interests and Preferences
<b>Employment</b>	Parent Interview	3/11	<ul style="list-style-type: none"> <li>• Work as a helper in a book store or in a geriatric center</li> </ul>
	Vocational Evaluation	4 – 6/11	<ul style="list-style-type: none"> <li>• Work in a physical therapy clinic</li> </ul>
<b>Postsecondary Education</b>			<ul style="list-style-type: none"> <li>• NA – Bree’s occupational interests do not require postsecondary education</li> </ul>
<b>Vocational Training</b>			<ul style="list-style-type: none"> <li>• NA – Bree’s occupational interests do not require vocational training</li> </ul>
<b>Continuing/ Adult Education</b>	Parent Interview	3/11	<ul style="list-style-type: none"> <li>• Take dance classes</li> </ul>
<b>Independent Living</b>	Parent Interview	6/11	<ul style="list-style-type: none"> <li>• Live in a group home</li> <li>• Visit her grandmother’s nursing home</li> <li>• Attend musical performances</li> <li>• Go to recreational activities sponsored by the Arc</li> <li>• Visit the bookstore</li> </ul>
	Observation reports: Daily Living Skills teacher Librarian PE teacher	11/10 – 4/11	<ul style="list-style-type: none"> <li>• Listen to music and dancing</li> <li>• Browse through magazines</li> <li>• Take long walks</li> </ul>
<b>Community Participation</b>	Parent interview	6/11	<ul style="list-style-type: none"> <li>• Use transportation provided by the group home</li> <li>• Participate in the voting process</li> <li>• Assist the recreation director during bingo games at grandmother’s nursing home</li> </ul>

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## Analysis of Employment Environment - Physical Therapy Clinic Aide



Information to Consider	Characteristics/Demands	Necessary Skills	Sources of Assessment Data
<b>Characteristics of the Physical Environment</b>	One large, open main room for therapy; multiple smaller rooms		
	Facility accessible for persons with disabilities		
	Well ventilated, lighted facility		
<b>Levels and Types of Social Interactions</b>	Interact with clients of all ages, but primarily adults, many of whom are senior citizens	Social competence	Interview with parent Vocational evaluation Observational reports
	Interact with clients with physical limitations		
	Interact with clients and coworkers with a variety of personalities/dispositions		
	Greet clients		
	Ask if cooling sleeves are comfortable	Oral communication Active listening Social skills	Speech and language assessment Interview with parent Vocational evaluation Observational reports
	Report information to staff members	Oral communication Social skills	
<b>Characteristics of Climates and Cultures</b>	Maintain client confidentiality	Ethics	Interview with parent Vocational evaluation Observational reports
	Maintain professional, hospitable demeanor	Social skills	

Information to Consider	Characteristics/Demands	Necessary Skills	Sources of Assessment Data
<b>Activities or Tasks That Must Be Performed</b>	Disinfect tables and equipment after each use	Stand, reach Motor coordination Manual dexterity Finger dexterity Bi-manual coordination	Vocational evaluation
	Change pillowcases after each use	Upper body strength Motor coordination Manual dexterity Bi-manual coordination	
	Return equipment to designated locations after each use	Lift, carry, crouch, reach Motor coordination Spatial discrimination	
	Position cooling sleeves on clients and set cooling controls	Manual dexterity Eye-hand coordination Finger dexterity Machine knowledge Precision and accuracy	
	Remove cooling sleeves from clients	Manual dexterity	
	Launder towels daily Launder hot pack covers weekly	Lift, carry, stoop, reach Machine knowledge Motor coordination Manual dexterity Finger dexterity	
	Secure facilities	Manual dexterity Finger dexterity	

**Education and Training Options:** High school diploma

**Recommended High School Coursework:** None

**Source:** Employer Interview

Consideration: Planning for a Brighter Future

[T/TAC W&M](#)

Updated 6/19/14



Student: Bree

## Transition Data Collection and Planning Template for Summary of Strengths and Needs in Preparation for IEP Development for School Year 2011-12



The purpose of this template is to summarize transition assessment data that may be used to develop appropriate postsecondary goals and the PLoP

Vocational Education/Integrated Employment/Adult Services			
Data Collection Method	Date/s	Areas of Strength	Areas of Difficulty
<b>School-Based Vocational Evaluation</b> (initial phase of vocational evaluation)	4/11	<ul style="list-style-type: none"> <li>Mopping, cleaning tables</li> <li>Shredding paper</li> <li>Displaying magazines and books in school library</li> <li>Strength</li> <li>Stamina</li> </ul>	<ul style="list-style-type: none"> <li>Working in cafeteria when it is loud and chaotic (agitation and noncompliance)</li> <li>Shelving books</li> <li>Climbing and balance</li> <li>Spatial relations</li> <li>Manual dexterity</li> </ul>
<b>Center-Based Vocational Evaluation</b> (second phase of vocational evaluation)	5/11	<ul style="list-style-type: none"> <li>Cleaning medical equipment</li> <li>On-task behavior for 10 minutes when completing one- and two- step repetitive tasks</li> <li>Sorting by shape</li> <li>Color discrimination</li> </ul>	<ul style="list-style-type: none"> <li>Work refusal</li> <li>Sorting by size</li> <li>Changing bed sheets independently</li> </ul>
<b>Situational Assessment</b> (third phase of vocational evaluation)	6/11	<ul style="list-style-type: none"> <li>Level of satisfaction while working in physical therapy center environment</li> <li>Cleaning therapy tables and equipment</li> <li>On-task behavior for 15 minutes at PT center</li> <li>Compliant, nonaggressive behavior when completing tasks she likes</li> <li>Positive response to supervisor's instructions when completing tasks she likes</li> <li>Positive response to clients at the PT center</li> </ul>	<ul style="list-style-type: none"> <li>Independently replacing pillowcases</li> </ul>
<b>Parent Interview</b>	6/11	<ul style="list-style-type: none"> <li>Qualification for employment support through the Community Services Board</li> </ul>	<ul style="list-style-type: none"> <li>Parent's awareness of enclave employment vendors</li> </ul>

Postsecondary/Continuing and Adult Education/Adult Services			
Data Collection Method	Date/s	Areas of Strength	Areas of Difficulty
<i>Peabody Individual Achievement Test</i>	9/10		<ul style="list-style-type: none"> <li>Math &lt;1<sup>st</sup> percentile</li> <li>Reading &lt;1<sup>st</sup> percentile</li> </ul>
Teacher Interview	5/11	<ul style="list-style-type: none"> <li>Matches coins with picture cues to purchase lunch</li> <li>Matches single-digit numerals</li> <li>Selects foods for lunch</li> <li>Hands money to cashier; waits for change</li> <li>Prefers to work one-on-one with an adult</li> <li>Benefits from task-analytic instruction</li> </ul>	<ul style="list-style-type: none"> <li>Counting change received during a purchase</li> <li>Telling time</li> <li>Matching pairs of identical double-digit numbers</li> </ul>
Speech and Language Assessment	9/10	<ul style="list-style-type: none"> <li>Communicates through gestures, body language, grunts, and using single digital picture symbols</li> <li>Communicates using a portable touch-screen PC tablet with dynamic display and voice output</li> <li>Follows daily picture schedule</li> <li>Communicates and follow picture schedule using mobile device when in the community</li> <li>Uses AT consistently</li> <li>Expresses frustration appropriately when she has access to her communication system</li> <li>Makes a consistent mark next to her stamped name as a signature</li> <li>Comprehends signs/logos for <i>Women's Restroom</i>, <i>stop signs fast food restaurants</i>, <i>Wal-Mart</i>, <i>Starbucks</i></li> </ul>	<ul style="list-style-type: none"> <li>Lacks expressive language skills</li> <li>Expressing frustration inappropriately without communication system</li> <li>Identifying signs/logos for <i>EXIT</i>, <i>Stairway</i>, <i>HOT</i>, <i>DANGER</i>, <i>WALK</i>, <i>DO NOT WALK</i></li> <li>Receptive/expressive skills &lt;1<sup>st</sup> percentile (PPVT and EOWVT)</li> </ul>
Functional Behavior Assessment	11/10	<ul style="list-style-type: none"> <li>Responds to the following positive behavior supports – choices, quiet place, and picture schedule</li> <li>Calms when listening to music</li> </ul>	<ul style="list-style-type: none"> <li>Procedure for evacuating building during fire drills</li> <li>Transitioning from one place to another in the school building (results in physical aggression)</li> </ul>
<i>Transition Planning Inventory</i>	5/11	<ul style="list-style-type: none"> <li>Benefits from visual, bodily/kinesthetic, and auditory approaches to learning</li> </ul>	

Parent Interview	6/11		<ul style="list-style-type: none"> <li>Parent's knowledge of resources for assistive technology</li> </ul>
Independent Living/Adult Services			
Data Collection Method	Date/s	Areas of Strength	Areas of Difficulty
<i>Checklist of Adaptive Living Skills</i>	6/11	<ul style="list-style-type: none"> <li>Assists with general cleanup at home by picking up items</li> <li>Fixes snacks that do not require heating</li> <li>Toilets independently</li> <li>Enjoys music and dancing</li> <li>Enjoys browsing through magazines</li> <li>Select an activity when given 2 or 3 choices</li> </ul>	<ul style="list-style-type: none"> <li>Remembering to use restroom and wash hands</li> <li>Asking for assistance in the restroom</li> <li>Adjusting water temperatures for showers</li> </ul>
Parent Interview	3/11	<ul style="list-style-type: none"> <li>Communicates wants and needs using AT devices</li> <li>Stops eating when full</li> <li>Helps clean up after snacks</li> <li>Puts dirty dishes in the sink</li> <li>Selects outfits to wear when given two choices</li> <li>Dresses herself</li> <li>Identifies correct restroom in public settings</li> <li>Adult medical care provider identified</li> <li>Operates her iPod</li> <li>Enjoys long walks</li> <li>Likes to visit the local bookstore with parents</li> <li>Responds positively to structure and routine</li> <li>Tolerates demonstrations of affection from parents and sibling</li> <li>Signals "hello" and "goodbye"</li> <li>Enjoys and is calmed by music</li> <li>Has a CSB case manager</li> <li>Receives SSI</li> <li>Parental guardianship established</li> <li>Special needs trust established</li> </ul>	<ul style="list-style-type: none"> <li>Selecting a balanced meal</li> <li>Deciding what to wear when given unlimited options</li> <li>Using zippers and buttons</li> <li>Showering (requires assistance with soap/shampoo)</li> <li>Recharging her iPod</li> <li>Expressing frustration/displeasure when required to do something she does not want, during transitions between activities, when placed in a new, loud, or chaotic environment, when she encounters changes in routines (becomes physically aggressive)</li> <li>Initiating affectionate gestures towards family members</li> <li>Remembering to use the rest room and wash her hands following use of restroom</li> <li>Parent's knowledge of services offered by the Centers for Independent Living</li> <li>Parent's knowledge of agencies that provide recreational opportunities for adults with disabilities</li> </ul>

		<ul style="list-style-type: none"> <li>Has Medicaid Waiver</li> <li>Eligible for group home and day support program through CSB</li> </ul>	
Independent Living/Adult Services (Continued)			
Data Collection Method	Date/s	Areas of Strength	Areas of Difficulty
Teacher Interview	5/11	<ul style="list-style-type: none"> <li>Helps clean up after snacks</li> <li>Communicates using picture exchange system</li> </ul>	<ul style="list-style-type: none"> <li>Does not speak</li> </ul>
Observation Reports: Daily Living Skills teacher Librarian	6/11	<ul style="list-style-type: none"> <li>Enjoys listening to her iPod</li> <li>Enjoys going to the library and looking at magazines</li> </ul>	
Observation Reports: Paraprofessional Bus driver	4/11	<ul style="list-style-type: none"> <li>Turns toward others when they speak to her</li> <li>Prefers to work one-on-one with familiar adults</li> <li>Interacts with familiar adults</li> </ul>	<ul style="list-style-type: none"> <li>Does not interact with peers/avoids contact with peers</li> <li>Doesn't make eye contact when others speak to her</li> <li>Cannot tolerate being in a crowd</li> <li>Invades the space of others</li> </ul>

Community Participation/Adult Services			
Data Collection Method	Date/s	Areas of Strength	Areas of Difficulty
Functional Behavior Assessment	11/10		<ul style="list-style-type: none"> <li>Managing behavior on van during heavy traffic or when bus takes alternate route (physical aggression)</li> </ul>
Observation Reports: Paraprofessional	11/10 - 6/11	<ul style="list-style-type: none"> <li>Fastens her seatbelt on the bus and van</li> </ul>	<ul style="list-style-type: none"> <li>Remembering to look both ways before crossing streets</li> </ul>
Permanent Record Review	2010-11	<ul style="list-style-type: none"> <li>Understands the meaning of voting</li> </ul>	
Parent Interview	6/11	<ul style="list-style-type: none"> <li>Distributes bingo cards at her grandmother's nursing home</li> <li>Has a Virginia identification card</li> <li>Is registered to vote</li> <li>Has transportation to vote in upcoming election</li> <li>Parent's knowledge of transportation options</li> </ul>	

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## **Draft of Bree's Postsecondary Goals**

(Projected graduation date June 15, 2012)



### **Integrated Employment**

1. By July 2012, Bree will be employed as a physical therapy clinic aide. (EMPLOYMENT GOAL)

### **Continuing/Adult Education**

2. By December 2012, Bree will take a dance class. (EDUCATION GOAL)
3. As new communication technology emerges, Bree will complete training in the use of devices purchased for her. (TRAINING GOAL)

### **Independent Living**

4. By July 2012, Bree will participate in recreational events sponsored by the Arc. (INDEPENDENT LIVING GOAL)
5. By June 2013, Bree will live in community with others in a group home in her local area. (INDEPENDENT LIVING GOAL)

### **Community Participation**

6. When Bree moves to a group home, she will volunteer to assist with at least one activity that capitalizes on her interest in book/magazines. (INDEPENDENT LIVING GOAL)

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Bree is a 21-year-old student who has just completed the last quarter of her junior year of high school. She is eligible for special education services as a student with multiple disabilities. Bree has autism and intellectual disabilities.

### **Integrated Employment/Adult Services**

#### **Postsecondary Employment Goal: (1) By July 2012, Bree will be employed as a physical therapy clinic aide.**

A school-based vocational evaluation was conducted in April 2011. Bree initially indicated she had post-school vocational interests in displaying magazines and books and in housekeeping tasks. Therefore, an observer collected data about Bree's work-related behaviors as she performed tasks in the school cafeteria and school library. In the cafeteria, Bree wiped tables and mopped. She exhibited adequate strength and stamina; she had difficulty performing tasks that required manual dexterity. Bree became agitated and noncompliant when the presence of large numbers of students made the environment loud and chaotic. In the library, Bree shelved books. Bree responded compliantly to the librarian's instructions, and she exhibited no aggressive behavior. She had difficulty climbing and balancing on the step stool she used to shelve books. She had difficulty with spatial relations; that is, identifying whether space was available to add books to a shelf. In her employment skills class, the observer watched Bree shred paper, a task for which she is responsible. She accomplished this task independently and within a reasonable period of time (vocational evaluation report, June 2011).

The second phase of Bree's vocational evaluation was conducted at the local career and technical education center in May 2011. Although Bree completed some assigned work, she refused to complete tasks that she did not enjoy or with which she had had no previous experience. Bree was able to sort items by color and shape, but she had difficulty accurately sorting items by size. When asked to perform one- and two- step, repetitive tasks, Bree maintained attention to task for 10 minutes. Bree remained on task for the longest period of time when she was asked to change bed sheets during the medical assisting work sample. She smiled while cleaning the equipment in this area. Bree was able to clean the medical equipment but had difficulty in changing the bed sheets without assistance (vocational evaluation report, June 2011).

Based upon information Bree's parent shared about Bree's interests, as well as data generated during the first two phases of Bree's vocational evaluation, a situational assessment at a physical therapy center was scheduled for Bree. Prior to Bree's situational assessment, the vocational evaluator conducted a job analysis at the physical therapy center to determine the demands of this work environment. During Bree's subsequent situational assessment there, observation data were collected as she completed several tasks for which a physical therapy clinic aide is typically responsible. Specifically, she disinfected therapy tables and equipment and changed pillowcases. According to the vocational evaluator, Bree enjoyed this work. She smiled at clients and staff as she worked. Although she had difficulty changing pillowcases independently, Bree remained focused on her work for the entire 15-minute assessment period; she exhibited no signs of frustration or aggressive behavior (vocational evaluation report, June 2011).

Bree qualifies for employment support through the Community Services Board (CSB). Bree's parents are hopeful that she will be placed in an enclave program, but they don't know which CSB vendors provide enclave work opportunities (parent interview, June 2011).

### **Continuing and Adult Education/Adult Services**

**Postsecondary Goals: (2) By December 2012, Bree will take a dance class. (3) As new communication technology emerges, Bree will complete training in the use of devices purchased for her.**

Bree's reading and mathematics skills are significantly below grade level (*Peabody Individual Achievement Test*, September 2010). Bree lacks expressive language skills; she makes her wants and needs known through gestures, grunts, body language, and the use of her communication devices. When Bree is unable to communicate effectively using these methods, she becomes frustrated and begins to hit herself and others. Bree has made significant progress using a portable touch-screen PC tablet with dynamic display and voice output as a means of communicating with others. This device has been programmed to pair words with pictures and symbols she is learning. Bree uses the device to communicate her wants, needs, and some emotions; she also uses this assistive technology to follow a daily picture schedule. When she goes out into the community, Bree uses a mobile device with a similar setup; she uses both devices consistently. As a result, Bree can now comprehend the meaning of the following international symbols and logos: the women's restroom, stop signs, her favorite fast food restaurants, Wal-Mart, and Starbucks. She does not yet comprehend the meaning of the icons for *EXIT*, *Stairway*, *HOT*, *DANGER*, *WALK*, and *DO NOT WALK*. Bree uses a stamp to sign her name; she is able to put a consistent mark by this stamped image to create a signature. She generalizes this skill to a variety of documents (speech and language assessment, September 2010).

Given picture cues, Bree can match coins and dollar bills to purchase her lunch at school. She hands her money to the cashier and waits for change; she is not able to count the change she receives. Bree can match single-digit numerals, but she cannot match double-digit numbers. She cannot tell time using digital or analog clocks (teacher interview, May 2011). Bree completed the informal learning styles assessment from the *Transition Planning Inventory* in May 2011; the results suggest that Bree is a visual, auditory, and bodily/kinesthetic learner. Her teachers report that Bree prefers to work one-on-one with an adult; she prefers to work alone rather than in a group with her peers. In order for Bree to learn a new skill, her teacher must analyze the skill, break it down into subskills and teach Bree each subskill (task) individually. The amount of verbal prompting Bree needs to complete tasks varies from task to task (teacher interview, May 2011).

Bree's aversion to loud noises and chaotic environments makes it difficult for her to follow evacuation procedures during fire drills. Her dependence on structured routines negatively impacts her ability to transition from her classroom to unfamiliar locations in the school building. She tries to avoid such changes through physical aggression and hitting herself and others. Positive behavior supports that have reduced the frequency of this behavior include infusing choices into daily activities, providing a quiet place with sensory equipment for Bree to go to when she is upset, updating her picture schedule daily, allowing Bree to listen to her iPod, and providing frequent reminders that foreshadow a change in routine (functional behavioral assessment, November 2010).

Bree's parents are interested in exploring post-high school assistive technology resources for communication, but they do not know what agencies to contact to pursue these services (parent interview, June 2011).

### **Independent Living/Adult Services**

**Postsecondary Goals: (4) By July 2012, Bree will participate in recreational events sponsored by the Arc. (5) By June 2013, Bree will live in community with others in a group home in her local area.**

Bree helps with general cleaning at home by picking up items. She puts dirty dishes in the sink when reminded to do so and fixes a snack if it does not require heating. She does not self-select food items for a balanced meal, but she does stop eating when she is full. When she is given a choice of two outfits to wear, Bree will choose an outfit, but she is not able to decide what outfit to wear from among unlimited options. She can dress herself, but she has difficulty with buttons and zippers. Bree requires monitoring when completing self-care activities due to safety concerns, such as setting the water temperature too high. She requires

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reminders and assistance to use soap and shampoo when she showers. Although she toilets independently, Bree continues to have accidents and requires reminders to wash her hands. She can identify the correct restroom to use in an unfamiliar setting (*Checklist of Adaptive Living Skills*, June 2011 and parent interview, March 2011). Bree enjoys a variety of leisure activities, including walking, listening and dancing to music, and browsing through magazines. During leisure time, Bree will select a preferred activity when she is prompted to select one of two or three choices. She can operate an iPod, but she does not know how to recharge it. Bree's parents note that she is calmer when she listens to music. Bree frequents the local bookstore with her parents and will continue this activity following graduation (*Checklist of Adaptive Living Skills* and observation reports, June 2011; parent interview, March 2011).

At school, Bree helps clean up after snacks. She has accidents when not reminded to use the restroom and requires prompts to wash her hands and use soap. Bree does not ask for help when she encounters difficulties in the restroom. She does not interact with her peers and prefers to work alone. She is able to communicate her immediate wants and needs by using her AT device or pointing when given limited choices (observation reports, April 2011; *Checklist of Adaptive Living Skills*, June 2011; teacher interview, May 2011; parent interview, March 2011).

Bree's parents report that she exhibits aggressive behavior at home and in the community for the same reasons she exhibits them at school – when she is required to do something she does not want to do, during transitions between activities, when placed in new, loud, or chaotic environments, and when she encounters changes in her routines. Bree's parents believe that they are able to limit these episodes to a greater extent at home where the environment is familiar, quieter, less chaotic, and where Bree encounters fewer changes in her routines (parent interview, March 2011).

Bree tolerates demonstrations of affection from her parents and her younger sister, but she does not initiate affectionate gestures towards family members. She has learned to wave to signal “hello” and “goodbye” (parent interview, March 2011). Bree does not maintain eye contact when others speak to her, but she will turn toward the person speaking to her. Bree avoids interactions with peers, but she will interact with a familiar adult. Although she cannot tolerate being in a crowd, Bree often invades other people's personal space (observational reports, April 2011).

Bree has a CSB case manager. She receives Supplemental Social Security Income (SSI), and her parents have full guardianship. They have established a trust fund for Bree to support her financial needs. She was on a waiting list for Medicaid Waiver funding for 10 years; Bree's father reports that she received her waiver in July. Bree's parents are working with the CSB case manager to select a group home and day support program. They are aware of the Center for Independent Living, but they are unsure of what services they offer. Her parents think Bree would enjoy participating in therapeutic horseback riding through the Arc and attending musical performances, but they are not aware of other agencies that provide recreational opportunities for adults with disabilities. Bree's parents plan to take her to the family's general practitioner for medical services (parent interview, March 2011).

### **Community Participation/Adult Services**

**Postsecondary Goal: (6) When Bree moves to a group home, she will volunteer to assist with at least one activity that capitalizes on her interest in book/magazines.**

Bree requires frequent reminders to look both ways before crossing community streets. Bree fastens her seatbelt when riding the school van (paraprofessional observation reports, November 2010-June 2011). On occasion, she becomes physically aggressive towards peers and/or staff, particularly during heavy traffic or when the bus driver takes an alternate route to a familiar destination. Bree's physical aggression decreases when she is able to listen to her iPod on the bus or in the van (functional behavior assessment, November 2010).



Bree learned about the process of voting as part of a civics unit in which she participated last spring (2010-11 academic record review). She is a registered voter, and her parents plan to take her to vote in the upcoming November election (parent interview, June 2011). She distributes bingo cards at her grandmother's nursing home. She will continue to do so as an adult (parent interview, June 2011).

Bree receives case management through the CSB. Bree's parents are aware of post-high school transportation options. She has a Virginia identification card (parent interview, June 2011). [Back](#)



## Planning Template for Bree's Courses of Study

Courses	Age 17/18	Age 18/19	Age 19/20	Age 20/21	Age 21/22
<b>English</b>	Life Skills Language Arts	Life Skills Language Arts	Life Skills Language Arts	Life Skills Language Arts	Life Skills Language Arts
<b>Math</b>	Life Skills Math	Life Skills Math	Consumer Math	Consumer Math	Money Math
<b>History/Social Science</b>	ASOL History	ASOL History	ASOL Geography	ASOL Civics	Living in Today's World
<b>Science</b>	ASOL Science	ASOL Science	ASOL Science	ASOL Science	ASOL Science
<b>Health/ Physical Education</b>	Adapted PE/Health	Adapted PE/Health	Adapted PE/Health	Adapted PE/Health	Adapted PE/Health
<b>Fine/Practical Arts</b>	Chorus	Dance			
<b>Elective</b>			Employment Skills	Employment Skills	Employment Skills
<b>Elective</b>	Daily Living Skills	Daily Living Skills	Daily Living Skills	Daily Living Skills	Daily Living Skills
<b>School-Sponsored Work Experiences</b>	PAES Lab	PAES Lab	Community- Based Instruction	Work Experience	Work Experience
<b>Other Educational Experiences</b>	School Musicals School Choral Concerts	School Musicals School Choral Concerts	Peer Partner Activities School Musicals School Choral Concerts	Peer Partner Activities School Dances School Musicals School Choral Concerts	Peer Partner Activities School Dances School Musicals School Choral Concerts

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## Transition Data Collection and Planning Template

### Potential Transition Services – Activities



Categories of Transition Service Activities	Type of Activity	Activities (including linkages)	Persons Responsible for Completing Activities
<b>Integrated Employment/Adult Services</b>	Related Services	Use specially designed tools to address manual dexterity and spatial relations difficulties	The occupational therapist will design tools to assist Bree in completing work tasks
	Community Experiences	Visit local enclave and day support programs	The CSB case manager will arrange visits to local programs that Bree and her parents choose to tour
<b>Continuing and Adult Education/Adult Services</b>	Related Services	Contact Virginia Assistive Technology System	The speech-language therapist will provide parents with information about this program, as well as assist them in making contact and scheduling a meeting with a VATS representative
<b>Independent Living/Adult Services</b>	Instruction	Use picture cues to sequence showering tasks	The speech-language therapist will design a pictorial sequence of showering tasks and give it to Bree's parents to use with Bree
	Instruction	Recharge iPod	Paraprofessional will show Bree how to use a classroom computer to recharge her iPod each day during science class
	Instruction	Respect personal space of others	Paraprofessional will demonstrate to Bree how to measure the distance she must keep her body from others when she is in a crowd of people
	Related Services	Visit local facilities that offer adaptive recreational opportunities for adults with disabilities	Case manager will arrange visits to appropriate facilities Bree's parents would like to visit
	Community Experiences	Visit local Center for Independent Living to identify services offered for adults with disabilities	The LEA transition specialist will arrange a meeting at the center for Bree and her parents
	Adult Living	Use device that controls maximum water temperature for shower	The occupational therapist will assist Bree's parents in locating the device that Bree's parents may wish to install
<b>Community Participation/Adult Services</b>	Instruction	Cross streets safely	Job coach will instruct Bree to activate electronic pedestrian crossing lights, wait for icon to signal the appropriate time to cross, look both directions before entering street, and walk quickly across street

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## Draft of Measurable Annual Goals for Bree



Difficulty: Changes in routines

By June 2012, when given a picture schedule that reflects a change in routine and a verbal reminder to check her schedule, Bree will remove the picture that symbolizes the change, carry the picture to the teacher, and comply calmly with the change in routine, as measured by zero accounts of physical aggression for 5/5 changes documented daily on a behavior checklist.

Difficulty: Transitioning from one environment to another

By June 2012, when given a verbal prompt to check her picture schedule when it reflects a transition to a different environment, Bree will retrieve a sensory object and carry it to the next environment, as measured by zero accounts of physical aggression for 5/5 transitions documented daily on a behavior checklist.

Difficulty: Matching double-digit numbers

By June 2011, when given two sets of double-digit- numbers, Bree will match like numbers with 100% accuracy daily for five consecutive data collection days, as measured by teacher's records of Bree's responses.

Difficulty: Selecting food items for a balanced meal

By June 2012, when going through the cafeteria line, Bree will select a food item from each food group four out of five consecutive opportunities as documented on a skills checklist.

Difficulty: Remembering to use restroom

By June 2012, when given a timer with an alarm programmed to go off in one-hour increments and a response chart, (a) Bree will silence the alarm, (b) note on the response card whether or not she needs to use the toilet at the time (c) and use the restroom to prevent an accident from occurring, as measured by zero accidents for five consecutive days documented daily on a behavior checklist.

Difficulty: Asking for assistance with restroom difficulties

By June 2012, when given a picture exchange system and a scenario in which she requires assistance (e.g., missing supplies, locked door), Bree will communicate that she needs help by pointing to the appropriate picture in three or more environments (e.g., classroom, cafeteria, community-based site) at least twice per school day, as documented daily on a behavior checklist.

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## Planning Template for Bree's Supplementary Aids and Services



Area of Difficulty	Aid/Service
Telling time	Timer on iTouch
Expressive language	iTouch with iConverse app
Manual dexterity	Devices
Loud, chaotic environments	Quiet, structured environments; iTouch with headphones
Spatial relations	Devices
Buttons and zippers	Velcro closures, elastic-waist pants
Water temperature controls	Devices
Shower routine	iTouch with iPrompt app
Monitoring need to toilet	Timer/chart
Handwashing routine after toileting	iTouch with iPrompt app
Requesting assistance with restroom difficulties	iTouch with iConverse app
Evacuating building during fire drills	iTouch with headphones/personal assistance
Crossing streets safely	Personal assistance
Managing changes in routines/transitions from place-to-place in the building	Behavior intervention plan
Van/bus behavior	iTouch with headphones

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Student: Feriduhn

## Parent Interview Template Regarding Student's Interests, Preferences, and Strengths in Preparation for Individualized Education Program (IEP) Development for School Year 2011-12



The purpose of this template is to compile information annually that may be used to develop a results-oriented strategic plan for a secondary student who requires support in order to prepare for postsecondary school life. The information represents a vision of adult life to guide the development of appropriate postsecondary goals.

Date: April, 2011

- ◆ Do you foresee your child being able to work as an adult? Yes, Feriduhn loves hockey and has always wanted to be a professional hockey player; we would like to see him work in a sports facility.

If YES, will he need support on the job?

☒ Ye

☐ No

- ◆ Will your child need further training after high school in order to work? Yes If so, what kind? He will need on-the-job training.
- ◆ How will your child continue to learn as an adult? Therapeutic recreation; assistive technology; speech-language therapy.
- ◆ Where do you plan for your child to live as an adult? With family; during the day attend a day support program while we are at work.
- ◆ How will you manage your child's health needs? With family help, in-home personal assistant, occupational and physical therapies, visits to doctor.
- ◆ Who will you manage your child's finances? Family will manage.
- ◆ What will your child do for fun and companionship? Go to hockey games; attend community recreation center activities and outings; eat at Applebee's; go to the movie theater; listen to music; listen to stories.
- ◆ How will your child get around in your community? Parents' van; city bus.
- ◆ How will your child help your community? He will participate in volunteer activities through his day support program.
- ◆ Will your child participate in the voting process? Yes.
- ◆ What adult services will help achieve these goals? Local transit system; the Center for Independent Living; Therapeutic Recreation Center; local providers of occupational, physical, and speech-language therapies; a local home health care provider; Virginia Assistive Technology System; Community Services Board; Social Security Administration.



Student: Feriduhn

## Transition Planning Data Collection Template for Summary of Interests and Preferences in Preparation for IEP Development for School Year 2011-12



The purpose of this template is to compile information annually that may be used to develop a results-oriented strategic plan for a secondary student who requires support to prepare for postsecondary school life. The information represents a vision of adult life to inform the development of appropriate measurable postsecondary goals.

Domain	Data Collection Method	Date/s	Areas of Interests and Preferences
<b>Employment</b>	Parent interview	4/11	<ul style="list-style-type: none"> <li>Work at a hockey arena</li> </ul>
	Questionnaire completed by job coach	4-6/11	<ul style="list-style-type: none"> <li>Work as a ticket scanner at the local sports arena</li> </ul>
<b>Postsecondary Education</b>			<ul style="list-style-type: none"> <li>NA – Feriduhn’s occupational interests do not require postsecondary education</li> </ul>
<b>Vocational Training</b>			<ul style="list-style-type: none"> <li>NA – Feriduhn’s occupational interests do not require vocational training</li> </ul>
<b>Continuing/ Adult Education</b>	Parent Interview	4/11	<ul style="list-style-type: none"> <li>Participate in therapeutic recreation; learn to use new assistive technology as it becomes available; participate in speech and language therapy</li> </ul>
<b>Independent Living</b>	Parent Interview	4/11	<ul style="list-style-type: none"> <li>Live with family; participate in a day support program</li> <li>Go to hockey games</li> <li>Attend community recreation center activities; eat at Applebee’s; go to the movie theater; listen to music and stories</li> </ul>
	Observation reports: Paraprofessional Special Education Teacher Recreational Therapist	1/10 – 6/11	<ul style="list-style-type: none"> <li>Enjoys being around people</li> <li>Enjoys music, videos, televised sporting events, and stories</li> <li>Pleasant and helpful when engaging in personal management activities</li> </ul>
<b>Community Participation</b>	Parent interview	4/11	<ul style="list-style-type: none"> <li>Will use city transit system</li> <li>Plans to vote</li> </ul>

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## Analysis of Employment Environment – Ticket Scanner/Usher



Information to Consider	Characteristics/Demands	Necessary Skills	Sources of Assessment Data
<b>Characteristics of the Physical Environment</b>	Two-level facility Wide, well-lit concourse	Mobility	Questionnaire completed by physical therapist Situational assessment
	Adequate number of wheelchair ramps, elevators, accessible restrooms		
	Steep steps to arena tiers	Gross-motor skills Stability on feet Work vitality	Structured observation reports Questionnaire completed by physical therapist
<b>Levels and Types of Social Interaction</b>	Extensive interaction with patrons	Social competence Expressive language Eye contact Extroverted personality	Interview with speech-language therapist <i>Checklist of Adaptive Living Skills</i> Interview with recreational therapist
	Limited interaction with other employees	Social competence	
<b>Characteristics of the Climate and Culture</b>	Loud, excited audience	Tolerance for noise	Structured observation reports
	Patrons may consume alcohol; employees may not	Self-control	
	Expectation that employee will wear vests provided by employer		
	Expectation that employees clock in and out	Finger dexterity	Interview with occupational therapist

Information to Consider	Characteristics/Demands	Necessary Skills	Sources of Assessment Data
<b>Activities or Tasks That Must Be Performed</b>	Greet/acknowledge patrons	Expressive language Eye contact Extroverted personality	Interview with speech-language therapist <i>Checklist of Adaptive Living Skills</i> Interview with recreation therapist
	Scan tickets	Manual and finger dexterity Visual acuity	Interview with occupational therapist
	Distribute programs and promotional items	Manual dexterity	Interview with occupational therapist
	Help patrons find their seats	Letter and number recognition Expressive language memory	<i>Informal Assessments for Transition Planning Communication Summary Form</i>
	Direct patrons to other locations in arena	Expressive language memory	Interview with speech-language therapist
	Manage patron movement/behavior	Assertiveness Manners Calm demeanor	<i>Checklist of Adaptive Living Skills</i> Structured observation reports Situational assessment
	Say “Goodbye” to patrons	Expressive language Eye contact Extroverted personality	Interview with speech-language therapist <i>Checklist of Adaptive Living Skills</i> Interview with recreational therapist

**Education and Training Options:** High school diploma

**Recommended High School Coursework:** None

**Source:** Employer Interview

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## Transition Data Collection and Planning Template for Summary of Strengths and Needs in Preparation for IEP Development for School Year 2011-12

The purpose of this template is to summarize transition assessment data that may be used to develop appropriate postsecondary goals and the PLoP.

Vocational Education/Integrated Employment/Adult Services			
Data Collection Method	Date/s	Areas of Strength	Areas of Difficulty
Interview with Feriduhn	3/15//11	<ul style="list-style-type: none"> <li>Identifies his career interest</li> </ul>	<ul style="list-style-type: none"> <li>Identifying additional career interests</li> <li>Has unrealistic understanding of work requirements</li> </ul>
<u>Structured observation reports</u> Paraprofessional Teacher	4/09	<ul style="list-style-type: none"> <li>Sorts by primary colors</li> </ul>	<ul style="list-style-type: none"> <li>Attending to (work) task for more than 1-2 minutes</li> <li>Following multistep directions</li> </ul>
Interview with OT	5/21/11	<ul style="list-style-type: none"> <li>Visual acuity</li> </ul>	<ul style="list-style-type: none"> <li>Finger dexterity</li> <li>Manual dexterity</li> <li>Bi-manual coordination</li> <li>Eye-hand coordination</li> <li>Spatial perception</li> <li>Form perception</li> <li>Hand strength</li> </ul>
Questionnaire completed by job coach (based upon a situational assessment at the local sports arena)	5/27/11	<ul style="list-style-type: none"> <li>Able to hold a ticket scanner</li> <li>Communicates using his AT device to patrons to pick up a promotional item</li> </ul>	<ul style="list-style-type: none"> <li>Difficulty navigating the sports arena</li> <li>Unable to provide directions to areas within the arena</li> <li>Difficulty handing out promotional items</li> </ul>
Questionnaire completed by PT	5/15/11		<ul style="list-style-type: none"> <li>Gross-motor skills</li> <li>Work vitality</li> </ul>
Interview with parent	1/22/11	<ul style="list-style-type: none"> <li>Has been found eligible for DRS services</li> </ul>	

## Postsecondary/Continuing and Adult Education/Adult Services

Data Collection Method	Date/s	Areas of Strength	Areas of Difficulty
Curriculum-based assessments	3/11	<ul style="list-style-type: none"> <li>Identifies his name and the words <i>I, want, go, yes, and no</i> by sight and <i>song, story, food, drink, bed, ride, and chair</i> pictorially</li> <li>Writes these same 13 words using his communication device</li> <li>Responds to left/right directional words</li> </ul>	<ul style="list-style-type: none"> <li>Attaching meaning of other words to symbols or icons (specifically, <i>up/down</i>)</li> <li>Handwriting</li> <li>Alphabet, phonics, spelling</li> <li>Responding to <i>up/down, near/far, behind/in front</i></li> </ul>
<i>Informal Assessments for Transition Planning Communication Summary Form</i>	1/12/11	<ul style="list-style-type: none"> <li>Participates in two-turn verbal exchanges using his communication device</li> <li>Uses communication device to answer literal comprehension questions after listening to a three-sentence passage</li> <li>Identifies numerals 1-3</li> <li>Attaches meaning to the concept of using tokens to acquire items/services</li> </ul>	<ul style="list-style-type: none"> <li>Initiating verbal exchanges</li> <li>Recalling information read to him after 30 seconds has elapsed</li> <li>Identifying numerals 0, 4-9</li> <li>Performing money-handling activities</li> <li>Performing mathematical operations</li> <li>Time/calendar skills</li> </ul>
Interview with speech-language therapist	1/12/11	<ul style="list-style-type: none"> <li>Communicates using affect, eye gaze, grunting, squealing, rocking, and moaning</li> <li>Using assistive technology device to communicate selected words</li> <li>Has received ID Waiver</li> </ul>	<ul style="list-style-type: none"> <li>Communicating using intelligible speech</li> <li>Transfer of therapy to adult care provider of speech-language</li> <li>Transfer of social skills instruction to adult care provider</li> <li>How to access assistive technology upon completion of high school</li> </ul>
Structured observation reports Paraprofessional Occupational therapist	4/11	<ul style="list-style-type: none"> <li>Maintains attention to task for 1-2 minutes</li> <li>Communicates boredom</li> <li>Communicates frustration when: <ul style="list-style-type: none"> <li>routine changes</li> <li>presented with a task he doesn't want to do</li> <li>hungry</li> <li>needs to be changed</li> </ul> </li> <li>Responds to verbal praise/redirection</li> </ul>	<ul style="list-style-type: none"> <li>Vocalizes loudly and rocks when bored</li> <li>Yells when routine changes</li> <li>Pushes people/objects away when presented with tasks he doesn't want to do</li> <li>Bites his hands when hungry</li> <li>Yells when he wants to be changed</li> <li>Vocalizes loudly in all settings</li> </ul>

## Postsecondary/Continuing and Adult Education/Adult Services (Continued)

Data Collection Method	Date/s	Areas of Strength	Areas of Difficulty
Questionnaires completed by related service providers	1/11	<ul style="list-style-type: none"> <li>• Uses auditory and logical/sequential modalities</li> <li>• Responds positively to: <ul style="list-style-type: none"> <li>▪ Skill instruction that is preceded by task analysis to break skill development into sequential substeps</li> <li>▪ Verbal directions and immediate feedback</li> <li>▪ Immediate practice</li> <li>▪ Frequent repetition</li> <li>▪ Continuous review</li> <li>▪ Instructional segments limited to 1-2 minutes</li> <li>▪ Use of communication device</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Interpersonal modality (working with other students to learn)</li> <li>• Large-group instruction</li> </ul>

## Independent Living/Adult Services

Data Collection Method	Date/s	Areas of Strength	Areas of Difficulty
Interview with recreation therapist	2/10/11 and 4/14/11	<ul style="list-style-type: none"> <li>• Selects preferred foods (given two choices)</li> <li>• Communicates need for diaper change</li> <li>• Cooperates with others who dress and groom him (bathing, brushing teeth, changing diaper, dressing)</li> <li>• Selects music, videos, televised sporting events, stories, and recreation activities in which he is interested</li> <li>• Enjoys being in public places with other people</li> <li>• Does not follow instructions given by strangers unless first introduced by a trusted adult</li> <li>• Initiates greetings</li> </ul>	<ul style="list-style-type: none"> <li>• Requires full physical assistance for all personal needs</li> <li>• Asking to participate in activities</li> <li>• Operating standard electronic equipment necessary for leisure activities</li> <li>• Has had limited opportunities to go into the community in which he will live as an adult</li> <li>• Making loud noises in quiet public environments</li> <li>• Staying focused on topic of conversation</li> <li>• Interrupting others who are speaking when he wants their attention</li> </ul>
<i>Checklist of Adaptive Living Skills (CALS)</i>	6/1/11	<ul style="list-style-type: none"> <li>• Swallows soft food fed to him</li> <li>• Drinks from a straw</li> <li>• Engages with others in leisure activities</li> <li>• Turns toward the sound of any voice</li> <li>• Acknowledges people by smiling when they greet</li> </ul>	<ul style="list-style-type: none"> <li>• Feeding himself</li> </ul>

		him <ul style="list-style-type: none"> <li>• Maintains eye contact with people who are speaking</li> </ul>	
Independent Living/Adult Services (continued)			
Data Collection Method	Date/s	Areas of Strength	Areas of Difficulty
<i>Scales of Independent Behavior Revised (SIB-R)</i>	5/05/11	<ul style="list-style-type: none"> <li>• Assists those who are dressing/undressing him by relaxing</li> </ul>	<ul style="list-style-type: none"> <li>• Independent meal planning/preparation</li> <li>• Toilet training</li> <li>• Selecting clothing based upon climate</li> <li>• Dressing/grooming self</li> </ul>
Questionnaire completed by physical therapist	5/15/11	<ul style="list-style-type: none"> <li>• Assists those who bathe him, brush his teeth, and change his diapers</li> </ul>	<ul style="list-style-type: none"> <li>• Gross-motor skills</li> </ul>
Interview with occupational therapist	5/21/11		<ul style="list-style-type: none"> <li>• Finger and manual dexterity</li> <li>• Drinking from a cup</li> </ul>
Situational assessment in movie theater	2/15/11	<ul style="list-style-type: none"> <li>• Used communication device to say “Please” and “Thank you”</li> </ul>	<ul style="list-style-type: none"> <li>• Fearful of dark environments</li> <li>• Attention span of five minutes at a time</li> <li>• Loud verbal outbursts in theater during film</li> </ul>
Situational assessment at Applebee’s	4/02/11	<ul style="list-style-type: none"> <li>• Selected food from picture menu in restaurant</li> <li>• Used communication device to say “Please” and “Thank you”</li> <li>• Waited patiently for table</li> </ul>	<ul style="list-style-type: none"> <li>• Advocating for an ADA-accessible table</li> </ul>
Questionnaire completed by special education teacher	3/30/11	<ul style="list-style-type: none"> <li>• Communicates likes and dislikes through facial gestures and sounds</li> <li>• Makes choices when given two options</li> <li>• Attends IEP meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Making choices without prompting</li> <li>• Making decisions independently</li> <li>• Problem-solving problems</li> <li>• Self-advocating</li> <li>• Initiating requests</li> <li>• Self-awareness of how his disability places demands on caregivers</li> <li>• Inattentive and disruptive at IEP meetings</li> </ul>
Interview with nurse	5/29/11	<ul style="list-style-type: none"> <li>• Visual and hearing acuity</li> <li>• Takes liquid medication with a syringe</li> </ul>	<ul style="list-style-type: none"> <li>• Taking capsules or pills</li> <li>• Transfer of management to adult care providers of medical and dental services</li> </ul>
Interview with parent	1/22/11	<ul style="list-style-type: none"> <li>• Has ID Waiver and CSB case manager</li> </ul>	<ul style="list-style-type: none"> <li>• Respite care while parents are at work during the day</li> </ul>

Interview with social worker	2/03/11		<ul style="list-style-type: none"> <li>• Transfer of personal assistance to adult service provider</li> <li>• Transfer of therapy to adult care providers of occupational and physical therapies</li> </ul>
Community Participation/Adult Services			
Data Collection Method	Date/s	Areas of Strength	Areas of Difficulty
Questionnaire completed by physical therapist	3/16/11	<ul style="list-style-type: none"> <li>• Cooperates when being transferred into/from wheel chair</li> <li>• Likes to take trips in a bus</li> </ul>	<ul style="list-style-type: none"> <li>• Requires full physical assistance to transfer to and from wheelchair and to navigate in wheelchair</li> <li>• Accessing/boarding public transportation</li> <li>• Memory skills related to physical layout of buildings</li> </ul>
Situational assessment at Applebee's	4/02/11		<ul style="list-style-type: none"> <li>• Negotiating the restaurant aisles with full physical assistance</li> <li>• Transferring from wheelchair to booth and back to chair with full physical assistance</li> </ul>
Interview with recreation therapist	2/10/11	<ul style="list-style-type: none"> <li>• Calms fellow student when she becomes extremely anxious</li> </ul>	<ul style="list-style-type: none"> <li>• Availability of structured volunteer opportunities in the adult world</li> </ul>
Parent interview	4/28/11	<ul style="list-style-type: none"> <li>• Wants to vote for candidates who support legislation that benefits persons with disabilities</li> </ul>	<ul style="list-style-type: none"> <li>• Has not registered to vote</li> <li>• Comprehending political platforms of candidates</li> <li>• Process of determining eligibility for public transportation for adults with physical and intellectual disabilities</li> <li>• How to schedule special transportation</li> </ul>

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## **Draft of Feriduhn's Postsecondary Goals for 2011-12**

(Projected graduation date June 15, 2012)



### **Integrated Employment**

1. By September 2012, Feriduhn will be employed as a ticket scanner at the local sports arena. (EMPLOYMENT GOAL)

### **Continuing and Adult Education**

2. By September 2012, Feriduhn will participate in adult therapeutic recreation activities of interest that teach him social skills and increase his knowledge of his community. (EDUCATION GOAL)
3. When he exits secondary school, Feriduhn will access and be trained to use emerging communication technologies to replace those he is using. (TRAINING GOAL)

### **Independent Living**

4. By August 1, 2012, Feriduhn will attend a day support program during the hours his parents are at work. (INDEPENDENT LIVING GOAL)
5. By June 20, 2012, Feriduhn will access and use the services of home health care aides. (INDEPENDENT LIVING GOAL)
6. By July 1, 2012, Feriduhn will participate in community-based occupational and physical therapies. (INDEPENDENT LIVING GOAL)
7. By June 17, 2012, Feriduhn will secure and use the services of physicians responsible for his care. (INDEPENDENT LIVING GOAL)
8. By September 2012, Feriduhn will participate in leisure activities that include attending hockey games; participating in community recreation center activities and outings; eating at restaurants; viewing movies; and listening to music, stories, and books. (INDEPENDENT LIVING GOAL)

### **Community Participation**

9. By January 2013, Feriduhn will ride city buses equipped to transport passengers in wheelchairs. (INDEPENDENT LIVING GOAL)
10. By November 2012, Feriduhn will vote in local, state, and national elections. (INDEPENDENT LIVING GOAL)

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## Feriduhn's Present Level of Academic Achievement and Functional Performance for School Year 2011-12



Feriduhn is a 21-year-old student with cerebral palsy and intellectual disabilities who will complete his secondary education in June 2012.

### Vocational Education/Integrated Employment/Adult Services

**Postsecondary Goal: (1) By September 2012, Feriduhn will be employed as a ticket scanner at the local sports arena.**

Feriduhn indicated in an interview completed on March, 2011 that he would like to become a hockey player, but he was unable to identify the skills necessary to pursue this occupation. Feriduhn had difficulty identifying other areas of interest, but noted that he would like to work in a job that is related to sports. Feriduhn's parents reported that he might enjoy working in a hockey arena (parent interview, April 2011). Therefore, Feriduhn completed a situational assessment at a local sports arena (May, 2011) to assess his potential to be an usher/ticket scanner. Feriduhn was able to hold the ticket scanner, but he could not distribute promotional items to patrons; he was able, however, to use his augmentative communication device to direct patrons to take a promotional item from the stack next to his wheelchair. Feriduhn had difficulty finding his way around in the arena, and he was unable to provide directions to others.

Feriduhn's occupational therapist has noted that Feriduhn has good visual acuity, but he has limited dexterity and bi-manual coordination skills (interview with occupational therapist, May, 2011). Feriduhn also lacks gross motor skills, and he tires easily when working (questionnaire completed by physical therapist, May, 2011). Feriduhn is able to sort by primary colors, but he attends to task for no more than one-two minutes (structured observation reports, April 2009).

Feriduhn has been found eligible for employment services through the Department of Rehabilitative Services (DRS). His DRS counselor is working with the family to identify programs that will enable Feriduhn to continue to receive Social Security Income once he is employed (parent interview, January, 2011).

### Continuing and Adult Education/Adult Services

**Postsecondary Goals: (2) By September 2012 Feriduhn will participate in adult therapeutic recreation activities of interest that teach him social skills and increase his knowledge of his community. (3) When he exits secondary school, Feriduhn will access and be trained to use emerging communication technologies to replace those he is using.**

Feriduhn recognizes his name in print, as well as the words *I, want, go, yes, and no* on his assistive technology (augmentative communication) device. He also recognizes pictures that represent the words *song, story, food, drink, bed, ride, and chair* on this device. He has not yet been able to attach meaning to the words or symbols for *up* or *down* (curriculum-based assessments, March 2011). Feriduhn expresses himself orally by grunting, moaning, and squealing, as well as through eye gaze, rocking, and affect (interview with speech-language therapist, January, 2011). He has average auditory acuity (interview with nurse, May 29, 2011), but his speech is unintelligible (interview with speech-language therapist, January, 2011). Feriduhn uses his assistive technology device to participate in two-turn verbal exchanges with people he knows, but he does not initiate verbal interaction with anyone (Informal Assessments for Transition Planning Communication Summary form, January, 2011).

Feriduhn responds to the directional words *left* and *right* by moving his head and eyes in the appropriate direction. He does not respond to the directional words *up* or *down* (curriculum-based assessments, March 2011). Feriduhn uses his assistive technology device to answer factual questions about three-sentence stories read to him when they are asked within approximately 30 seconds of the listening experience (*Informal Assessments for Transition Planning* Communication Summary form, January, 2011).

Feriduhn recognizes the numerals 1-3 on his assistive technology device. Feriduhn understands the use of a token economy to get and do things he wants (*Informal Assessments for Transition Planning* Communication Summary form, January, 2011).

Feriduhn's attention span for instructional activities is one-two minutes, depending upon his level of interest in the subject or activity. When he becomes bored in a setting, he vocalizes loudly and rocks. Feriduhn yells when his routine changes unexpectedly and when his diaper needs to be changed. He pushes people and objects away when he is expected to do something he does not want to do and bites his hands when he is hungry. He responds positively to redirection and praise (structured observation reports, April 2011).

Although Feriduhn enjoys having other students around him in class, he performs best when he is not distracted by their presence. He requires repetitious, sequential, oral instruction of the sub-skills for each skill he is taught. He comprehends instruction most effectively when it is presented to him orally; he requires immediate feedback. He does not retain skills he is taught unless he must use them immediately and repeatedly (questionnaires completed by related services providers, January 2011).

Feriduhn has received the Intellectual Disabilities Waiver. However, no arrangements have been made for him to secure assistive technology or receive speech-language therapy after he completes his secondary education (interview with speech-language therapist, Jan. 2011.)

### **Independent Living/Adult Services**

**Postsecondary Goals: (4) By August 1, 2012 Feriduhn will attend a day support program during the hours his parents are at work. (5) By June 20, 2012 Feriduhn will access and use the services of home health care aides. (6) By July 1, 2012 Feriduhn will participate in community-based occupational and physical therapies. (7) By June 17, 2012 Feriduhn will secure and use the services of physicians responsible for his care. (8) By September 2012 Feriduhn will participate in leisure activities that include attending hockey games; participating in community recreation center activities and outings; eating at restaurants; viewing movies; listening to music, stories, and books.**

Feriduhn requires full physical assistance to address his personal needs. He is able to select foods he prefers to eat when given two choices (interview with recreation therapist, February, 2011), he swallows soft foods that are fed to him, and he drinks through a straw (*Checklist of Adaptive Living Skills*, June, 2011). His finger and manual dexterity skill limitations prevent him from holding or drinking from a cup (interview with occupational therapist, May, 2011). Feriduhn is able to communicate by yelling that his diaper needs to be changed (structured observation reports, April 2011). He cannot dress or groom himself, but he cooperates with those who dress and undress him (*Scales of Independent Behavior – Revised*, questionnaire completed by physical therapist, May, 2011; interview with recreational therapist, April, 2011), bathe him, brush his teeth, and change his diapers (questionnaire completed by physical therapist, May, 2011). He takes liquid medication using a syringe (interview with nurse, May, 2011).

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Feriduhn communicates his likes and dislikes through facial gestures and sounds, and he is able to communicate preferences when given two choices. He does not initiate requests as a means of advocating for himself. When he attends his IEP meetings, he sits silently for one-two minutes (questionnaire completed by special education teacher, March, 2011).

Feriduhn enjoys the company of others when he engages in leisure activities (*Checklist of Adaptive Living Skills*, June, 2011). He selects music, videos, televised sporting events, stories, and other recreational activities when, for each, he is given two choices. However, he does not initiate requests to engage in leisure pastimes, and he is not able to operate the electronic equipment necessary to pursue these interests independently (interview with recreation therapist, February, 2011). In a situational assessment completed at Applebee's Restaurant on April 2, 2011, Feriduhn was able to select from a picture menu the foods he wished to order.

Feriduhn also enjoys being in public places with other people; however, he has had limited opportunities to go into the community in which he will live as an adult (interview with recreational therapist, May, 2010). He turns toward the sound of voices and acknowledges people by smiling when they greet him (*Checklist of Adaptive Living Skills*, June 1, 2011). Feriduhn will use his assistive technology device to greet people he does not know, but he has learned not to follow the instructions of strangers unless first introduced to them by a trusted adult (interview with recreation therapist, April, 2011). He consistently maintains eye contact with people he greets or who greet him (*Checklist of Adaptive Living Skills*, June, 2011). He sometimes interrupts others engaged in conversation when he wants their attention (interview with recreation therapist, April, 2011). In situational assessments completed at Applebee's (April 2, 2011) and the MacArthur Center theater complex (Feb. 15, 2011), Feriduhn used his assistive technology device to say *Please* and *Thank You* at appropriate times.

Feriduhn has a Community Services Board case manager who will coordinate adult services that will be provided under the ID Waiver (interview with parent, January, 2011). No arrangements have yet been made for transfer of Feriduhn's care to adult providers of occupational therapy, physical therapy, personal assistance (interview with social worker, February, 2011). Feriduhn's parents are not aware of the process for securing respite care during weekday hours once Feriduhn is no longer in school (interview with parent, January, 2011).

### **Community Participation/Adult Services**

**(9) By January 2013 Feriduhn will ride city buses equipped to transport passengers in wheelchairs. (10) By November 2012 Feriduhn will vote in local, state, and national elections.**

Feriduhn requires full physical assistance to transfer to and from his manual wheelchair and navigate from place to place. He cooperates with those who transfer and move him. He enjoys taking trips in the school bus, but he requires full physical assistance to board this bus (questionnaire completed by physical therapist, March 16, 2011).

Feriduhn would like to participate in local, state, and national elections so he can vote for candidates who support legislation that benefits people with disabilities; however, he is not yet registered to vote (parent interview, April, 2011).

Feriduhn's parents are not aware of the process of determining his eligibility to use public transportation for adults with physical and intellectual disabilities (parent interview, April 28, 2011).

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## Draft of Feriduhn's Coursework



<b>Courses</b>	<b>Age 17/18 (2007-08)</b>	<b>Age 18/19 (2008-09)</b>	<b>Age 19/20 (2009-10)</b>	<b>Age 20/21 (2010-11)</b>	<b>Age 21/22 (2011-12)</b>
<b>English</b>	Unlocking Literature I/ The Write Way I	Unlocking Literature I/ The Write Way I	Unlocking Literature II/ The Write Way II	Unlocking Literature II/ The Write Way II	Community Literacy
<b>Math</b>	Functional Math	Functional Math	Functional Math	Consumer Math	Consumer Math
<b>History/Social Science</b>	What's Happening? (Current Events)	What's Happening? (Current Events)	ASOL History	Social Skills	Social Skills
<b>Science</b>	ASOL Science	ASOL Science	ASOL Science	ASOL Science	ASOL Science
<b>Fine/Practical Arts</b>	Art Therapy/ Music Therapy	Art Therapy/ Music Therapy	Art Therapy/ Music Therapy	Art Therapy/ Music Therapy	Art Therapy/ Music Therapy
<b>Health/Physical Education</b>	Adapted P.E./ Health	Adapted P.E./ Health	Adapted P.E./ Health	Adapted P.E./ Health	Adapted P.E./ Health
<b>Elective</b>	PAES Lab	PAES Lab			
<b>School-Sponsored Work Experiences</b>			School-Based Work Experience	Community-Based Work Experience	Community-Based Work Experience
<b>Other Educational Experiences</b>	Therapeutic Recreation School-Sponsored Sporting Events	Therapeutic Recreation School-Sponsored Sporting Events	Therapeutic Recreation School-Sponsored Sporting Events	Therapeutic Recreation School-Sponsored Sporting Events	Therapeutic Recreation School-Sponsored Sporting Events

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Categories of Transition Service Activities	Type of Activity	Activities (including linkages)	Persons Responsible for Completing Activities
<b>Integrated Employment/Adult Services</b>		Transition service needs are addressed through Courses of Study only	
<b>Continuing and Adult Education/Adult Services</b>	Related Services	Transfer speech-language therapy services to adult providers	Speech therapist will provide parents with a list of local therapy providers. Social worker will coordinate transfer of therapy services to adult provider parents select
	Related Services	Access the resources of the Virginia Assistive Technology System	Speech therapist will arrange for parents to interview the VATS coordinator
<b>Independent Living/Adult Services</b>	Related Services	Transfer occupational and physical therapy services to adult providers	Occupational/physical therapists will provide a list of local therapy providers. Social worker will coordinate transfer of therapy services to adult provider parents select
	Daily Living	Secure personal assistants	Community Services Board case manager will provide Feriduhn's parents with a list of providers and review with parents the procedures for securing and using the services of the provider they select
	Adult Living	Identify respite care providers in area	Social worker will provide list of respite care providers in local area and review with parents the procedures for securing and using the services of the provider they select
<b>Community Participation/Adult Services</b>	Adult Living	Register to vote	Case manager will download voter registration application, help Feriduhn complete it, and mail the completed application
		Complete eligibility process to access public transportation for adults with physical and intellectual disabilities	Physical therapist will identify the process of applying for eligibility, share this information with Feriduhn's parents, and assist them in completing the process



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## Draft of Measurable Annual Goals for Feriduhn



Difficulties: (a) Attaching meaning of *up/down* to symbols or icons; (b) responding to *up/down*; (c) self-advocacy

By June 2012, when Feriduhn is on his mat/bed or in his wheelchair, he will use the icons for *up* and *down* to request assistance with transfer between his wheelchair and mat/bed with 80% accuracy in 100% of trials over five consecutive data collection days, as measured by a teacher-made checklist.

Difficulties: Initiating verbal exchanges

By June 2012, when approached by a familiar person at his school, Feriduhn will initiate a verbal exchange 50% of the time in 100% of trials over three consecutive data collection days, as measured by a teacher-made checklist.

Difficulty: Appropriately alerting caregivers that he is hungry

By March 2012, immediately prior to meal or snack time, Feriduhn will request food each day over 10 consecutive data collection days, as measured by a teacher-made checklist.

Difficulties: (a) Notifying school staff appropriately that his diaper needs to be changed; (b) self-advocacy

By March 2012, when Feriduhn communicates his need to be changed, he will select the icon for *change* five out of six times per day in 100% of trials over five consecutive data collection days, as measured by a teacher-made checklist.

Difficulties: (a) Asking to participate in leisure activities; (b) initiating requests; (c) self-advocacy

By May 2012, during periods of unstructured time, Feriduhn will initiate a request to participate in a leisure activity of his choice 80% of the time in 100% of trials over six consecutive data collection days, as measured by a teacher-made checklist.

Difficulty: Interrupting others who are speaking

By June 2012, when others are engaged in conversation, Feriduhn will use a nonverbal signal to indicate his need for their attention 80% of the time in 25% of trials over five consecutive data collection days, as measured by a teacher-made checklist.

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## Template for Planning Feriduhn's Supplementary Aids and Services



Area of Difficulty	Aid/Service
Finger and manual dexterity; bi-manual coordination	Assistive technology devices
Work vitality	Abbreviated work periods
Mobility – Navigating in wheelchair	Personal assistant
Accessing vehicles	Personal assistant
Transfers to/from wheelchair, mat, bed	Hoyer lift Two personal assistants
Assistance with all personal care (feeding, drinking, grooming, dressing, toileting)	Personal assistant Elevated mat Elevated changing table Scoop dish Coated utensils
Operating standard electronic equipment	Switch-activated equipment
Appropriate, intelligible communication	Augmentative communication device with key guard Picture exchange symbols Adapted keyboard and mouse
Attending to (work) task for more than 2 minutes	Activity selection

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Student: Leah

## Student Interview Template Regarding Student's Interests and Preferences in Preparation for Individualized Education Program (IEP) Development for School Year 2011-12



The purpose of this template is to compile information annually that may be used to develop a results-oriented strategic plan for a secondary student who requires support to prepare for postsecondary school life. The information represents a vision of adult life to guide the development of appropriate postsecondary goals.

Date May 2011

- ◆ What type of career would you like to pursue as an adult? Journalist.
- ◆ Will you need further education or training after high school to pursue this career? YE NO If so, what kind?
  - Postsecondary education Four-year college.
  - Vocational education \_\_\_\_\_
- ◆ How will you continue to learn after you complete college/vocational education? Take classes I'm interested in (cartooning).
- ◆ Where do you plan to live as an adult? In my own apartment or home.
- ◆ How will you manage your health needs? I have several doctors and therapists; I will eventually have my own health insurance.
- ◆ How will you manage your finances? I already have a checking and savings account; I'd like a credit card.
- ◆ What will you do for fun and companionship? Travel; hang out with friends; eventually get married and have a family.
- ◆ How will you get around in your community? I hope to get my license and be driving a car; in the meantime I'll use community transportation.
- ◆ How will you help your community? Continue to be active in my synagogue; use my writing skills to help others; register to vote when of age.
- ◆ What adult services will help you reach these goals? CSB; I'm waiting to see if I qualify for DRS services.

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## Analysis of Employment Environment – Journalist



Information to Consider	Characteristics/Demands	Necessary Skills	Sources of Assessment Data
<b>Characteristics of the Physical Environment</b>	Indoors		
	Some work from home		
	Travel may be required to conduct on-site research	Safety-awareness Mobility	Interview with student Interview with parent
	Sit at computer for long periods, which may cause back pain, eye strain, or fatigue	Ability to sit for long periods of time	Medical records review
<b>Levels and Types of Social Interactions</b>	Conduct interviews with potential resources	Social competence Communication skills	Interview with newspaper sponsor <i>Transition Behavior Scale</i>
	Interact with editors or clients for whom one writes	Acceptance of direction and supervision Social competence Communication skills	
<b>Characteristics of Climates and Cultures</b>	Expected to establish credibility with editors and readers through strong research and the use of appropriate sources and citations	Ethics Judgment Research skills	Interview with English teacher Interview with newspaper sponsor
	Work any number of hours necessary to meet a deadline	Stress management Time management Judgment	<i>Transition Behavior Scale</i> Interview with history teacher Interview with English teacher
	Routinely face the pressures of juggling multiple projects with competing demands	Decision-making Ability to concentrate and work under pressure Perseverance Self-motivation	Interview with newspaper sponsor Interview with school counselor <i>Transition Planning Inventory</i>





Information to Consider	Characteristics/Demands	Necessary Skills	Sources of Assessment Data
<b>Activities or Tasks That Must Be Performed</b>	Develop original written materials for books, magazines, trade journals, online publications, company newsletters, and advertisements	Written expression Ability to express ideas clearly and logically Creativity Broad range of knowledge	<i>WIAT-II</i> Interview with English teacher Interview with newspaper sponsor
	Develop content using any number of multimedia formats that can be read, listened to, or viewed onscreen	Knowledgeable of graphic design, page layout, and multimedia software	Permanent record review
	Conduct research on various topics through personal observation, library, internet, and interviews	Research skills Internet search skills Reading comprehension Perseverance Communication skills	<i>WIAT-II</i> Interview with newspaper sponsor Interview with English Teacher <i>Transition Behavior Scale</i>
	Select research material to use, organize it, and use the written word to express story lines, ideas, or convey information	Critical thinking Complex problem solving Judgment Ethics	<i>Transition Behavior Scale</i> Interview with newspaper sponsor
	Revise or rewrite sections, searching for the best organization or the right phrasing	Decision-making skills Written expression Ability to express ideas clearly and logically Perseverance	<i>Transition Behavior Scale</i> Interview with newspaper sponsor Interview with school counselor Interview with English teacher
	Use desktop or electronic publishing software, scanners, and other electronic communications equipment in the production of material	Technology skills – familiarity with electronic publishing, graphics, Web design, and multimedia production	Permanent record review

**Education and Training Options:** Bachelor's degree or higher in communications, journalism, or English

**Recommended High School Experiences:** Working for the high school newspaper, submit works to the high school literary magazine

**Source:**

*Occupational Outlook Handbook*, Bureau of Labor Statistics <http://www.bls.gov/oco/>

Virginia Education Wizard, Virginia Community College Systems <https://www.vawizard.org/vccs/Main.action>

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**Student: Leah      Transition Data Collection and Planning Template for Summary of Strengths and Needs  
in Preparation for IEP Development for School Year 2011-12**



The purpose of this template is to summarize transition assessment data that may be used to develop appropriate postsecondary goals and the PLoP.

<b>Vocational Education/Integrated Employment/Adult Services</b>			
<b>Data Collection Method</b>	<b>Date/s</b>	<b>Areas of Strength</b>	<b>Areas of Difficulty</b>
School counselor interview	4/22/11	<ul style="list-style-type: none"> <li>Has clear sense of postsecondary career aptitude for and interest in pursuing journalism career</li> <li>Would like to have a part-time job at <i>The Virginian Pilot</i> during holidays and summer break</li> <li>Perseveres in the pursuit of her goals</li> </ul>	<ul style="list-style-type: none"> <li>Has not completed resume or portfolio</li> </ul>
<i>Transition Planning Inventory</i>	3/20/11	<ul style="list-style-type: none"> <li>Knows job requirements and demands</li> <li>Makes informed choices</li> <li>Knows how to get a job</li> </ul>	
Newspaper sponsor interview	8/26/11	<ul style="list-style-type: none"> <li>Accepts direction and supervision</li> <li>Shows promise as a journalist</li> <li>Plans to co-edit school newspaper during senior year</li> <li>Perseveres until a job is completed</li> <li>Able to express ideas clearly and logically</li> <li>Demonstrates creativity</li> <li>Approaches her writing ethically</li> </ul>	<ul style="list-style-type: none"> <li>Has difficulty solving problems when working with a team – particularly when the team members do not take the work as seriously as Leah</li> </ul>
Permanent record review	9/11	<ul style="list-style-type: none"> <li>Successfully completed the Design, Multimedia, and Web Technologies class</li> </ul>	
<i>Informal Assessment for Transition Planning: Employment and Career Planning</i>	3/25/11	<ul style="list-style-type: none"> <li>Value inventory summary results indicate that she values being creative and independent in her work</li> </ul>	
Parent interview	4/5/11	<ul style="list-style-type: none"> <li>Has completed paperwork for DRS eligibility</li> </ul>	<ul style="list-style-type: none"> <li>Unaware of employment rights under ADA</li> <li>Had to discontinue employment due to hospitalization, treatment, and therapies</li> </ul>

## Postsecondary/Continuing and Adult Education/Adult Services

Data Collection Method	Date/s	Areas of Strength	Areas of Difficulty
WAIS	8/7/10	<ul style="list-style-type: none"> <li>Above-average cognitive ability</li> </ul>	<ul style="list-style-type: none"> <li>Working memory</li> <li>Supplemental arithmetic</li> </ul>
Permanent record review	9/10/10	<ul style="list-style-type: none"> <li>Ranks in top 10% of class</li> <li>Has passed SOLs required to earn Advanced Studies Diploma</li> </ul>	<ul style="list-style-type: none"> <li>Short-term memory deficits</li> </ul>
WIAT-II	8/1/10	<ul style="list-style-type: none"> <li>Reading and written expression</li> </ul>	<ul style="list-style-type: none"> <li>Math (mental computation)</li> </ul>
Informal college checklist	3/7/11	<ul style="list-style-type: none"> <li>Navigates a college library database</li> <li>Takes notes from a lecture and book; work/notes neat</li> <li>Asks for help when necessary</li> <li>Writes a well-developed essay</li> <li>Produces school work and notes that are neat</li> </ul>	<ul style="list-style-type: none"> <li>Difficulty estimating amount of time needed to complete an assignment</li> </ul>
English teacher interview	4/1/11	<ul style="list-style-type: none"> <li>High academic expectations</li> <li>Great effort in studies</li> <li>Written expression</li> <li>Research skills</li> </ul>	<ul style="list-style-type: none"> <li>Easily frustrated and irritable when she cannot remember information she retrieved easily prior to her injury</li> </ul>
Transition Behavior Scale	6/9/11	<ul style="list-style-type: none"> <li>Uses time outside of class appropriately</li> <li>Responds appropriately to redirection in an academic situation</li> <li>Makes appropriate use of free time</li> <li>Makes responsible decisions on her own when she has time to process the information</li> <li>Demonstrates problem-solving skills</li> <li>Is persistent in seeking success</li> <li>Takes responsibility for her own actions</li> <li>Uses communication skills to maintain positive interpersonal relationships with authority figures</li> </ul>	<ul style="list-style-type: none"> <li>Is able to be productive in a group situation</li> <li>Remains on task for required length of time</li> <li>Changes from one activity to another without difficulty</li> <li>Demonstrates short-term memory skills</li> </ul>

Postsecondary/Continuing and Adult Education/Adult Services (continued)			
Data Collection Method	Date/s	Areas of Strength	Areas of Difficulty
Interview with school newspaper sponsor	8/26/11	<ul style="list-style-type: none"> <li>• Works hard to complete assignments</li> <li>• Works well on individual writing assignments</li> <li>• Responds well to supervision</li> <li>• Able to think through problems and arrive at a solution when given time to think</li> <li>• Meets deadlines</li> </ul>	<ul style="list-style-type: none"> <li>• Has difficulty working with peers on writing assignments</li> <li>• Short-tempered and impatient with newspaper staff members</li> <li>• Becomes frustrated when she has difficulty remembering something</li> <li>• Difficulty attending to task when there is a lot of commotion</li> </ul>
Interview with history teacher	4/1/11	<ul style="list-style-type: none"> <li>• Preferred modes of learning: intrapersonal, kinesthetic</li> </ul>	<ul style="list-style-type: none"> <li>• Organization</li> <li>• Patience</li> <li>• Time management</li> <li>• Concentration</li> <li>• Requesting accommodations</li> </ul>
<i>Informal Assessments for Transition Planning: Postsecondary Education and Training</i>	3/25/11	<ul style="list-style-type: none"> <li>• Individual learner</li> <li>• Written expressive</li> <li>• Knows the laws that protect her rights</li> <li>• Will seek assistance from professors in college</li> <li>• Can identify the adaptations, modifications, or supports she will need in college</li> </ul>	<ul style="list-style-type: none"> <li>• Unaware of how to establish eligibility for services at college</li> </ul>
Student interview	5/5/11	<ul style="list-style-type: none"> <li>• Plans to attend Say YES to College</li> <li>• Prefers to work independently</li> </ul>	<ul style="list-style-type: none"> <li>• Unaware of Disability Services offered at college</li> <li>• Unaware of procedures to apply for financial aid</li> <li>• Unaware of locations to receive instruction in cartooning</li> </ul>

Independent Living/Adult Services			
Data Collection Method	Date/s	Areas of Strength	Areas of Difficulty
Parent interview	4/5/11	<ul style="list-style-type: none"> <li>Plans to meet with CSB case manager to work out a plan for medication management after high school</li> <li>Mother is in process of applying for SSI benefits</li> <li>Performs most household tasks independently</li> </ul>	<ul style="list-style-type: none"> <li>Requires assistance with cooking (to remember to turn off stove and locate items)</li> <li>Cannot manage her existing checking account</li> <li>Doesn't remember to take medications in a timely manner</li> <li>Unaware of services offered through CIL</li> <li>Unaware of resources for people with traumatic brain injury</li> </ul>
<i>Transition Planning Inventory</i>	4/6/11	<ul style="list-style-type: none"> <li>Is aware of own strengths, interests, and learning styles</li> <li>Has high expectations for self and others</li> <li>Sets realistic goals and can outline steps to achieve these goals</li> <li>Understands rights under IDEA</li> <li>Can articulate cognitive deficits</li> <li>Participates actively in IEP planning</li> <li>Gets along well with family members</li> </ul>	<ul style="list-style-type: none"> <li>Self-conscious about disability</li> <li>Since her accident has had difficulty maintaining friendships</li> </ul>
CSB counselor interview	3/28/11	<ul style="list-style-type: none"> <li>Takes Concerta and Welbutrin</li> <li>Receives cognitive retraining therapy through CHKD</li> <li>Receives counseling services through CSB for depression, frustration and irritability</li> </ul>	
Medical records review	8/29/11	<ul style="list-style-type: none"> <li>Improvement in neurological function may continue to take place for up to two years or more with continued therapy</li> <li>Takes anti-seizure medication</li> </ul>	<ul style="list-style-type: none"> <li>Physical – mild ataxia (uncoordinated muscle movements), potential for seizures</li> <li>Cognitive – impaired attention, reduced processing speed, memory problems</li> <li>Emotional – depression</li> <li>Behavioral – impulsiveness, difficulty controlling anger</li> </ul>

Community Participation/Adult Services			
Data Collection Method	Date/s	Areas of Strength	Areas of Difficulty
Student interview	5/5/11	<ul style="list-style-type: none"> <li>• Hopes to get her driver's license</li> <li>• Willing to use other transportation in the meantime</li> <li>• Knowledgeable of the process for registering to vote; plans to register when she turns 18</li> <li>• Wants to use her writing skills to help others (e.g., for a nonprofit group)</li> <li>• Active in her synagogue and volunteers in its community center program</li> </ul>	<ul style="list-style-type: none"> <li>• Unaware of public transportation options</li> <li>• Unpredictable mood swings and irritability negatively impact her effectiveness in providing community service</li> <li>• Involvement in extracurricular activities limited by rehabilitation schedule</li> <li>• Driver's permit suspended due to safety concerns (irritability and impulsivity)</li> </ul>
<i>Informal Assessments for Transition Planning: Independent Living and Community Participation</i>	3/25/11	<ul style="list-style-type: none"> <li>• Respects the rights and property of others</li> <li>• Acquires information about important community and national issues</li> <li>• Promotes the belief in equality and opportunity for all people</li> <li>• Uses natural resources wisely</li> <li>• Plans to take an active part in government by voting when of age</li> </ul>	

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## **Draft of Leah's Postsecondary Goals**

(Projected graduation date June 15, 2012)



### **Integrated Employment**

1. By September 2016, Leah will be employed full-time as a journalist. (EMPLOYMENT GOAL)

### **Postsecondary Education**

2. By June 2016, Leah will receive a bachelor's degree in journalism. (EDUCATION GOAL)

### **Continuing/Adult Education**

3. By January 2018, Leah will complete a cartooning class. (TRAINING GOAL)

### **Independent Living**

4. By September 2017, Leah will live in her own home or apartment. (INDEPENDENT LIVING GOAL)
5. Leah will participate in adult case management and counseling services through the Community Services Board mental health program once juvenile case management ends. (INDEPENDENT LIVING GOAL)

### **Community Participation**

6. During college, Leah will volunteer to write for a nonprofit organization. (INDEPENDENT LIVING GOAL)
7. Leah will access (a) the public transit system to reach her summer job following high school graduation and (b) the university shuttle to attend college classes that begin fall 2012. (INDEPENDENT LIVING GOAL)

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## Draft of Narrative for Present Level of Academic Achievement and Functional Performance That Summarizes Transition Assessment Data Related to Postsecondary Goals



Student **Leah**

Leah is a 17-year-old senior who became eligible for special education services at the beginning of her junior year (2010-11) in high school, following an accident that resulted in a traumatic brain injury. She is scheduled to graduate in June 2012. Leah has short-term memory deficits as a result of the brain injury. Through Leah's post-injury rehabilitation process, she received home-based services the first semester of her junior year and attended school on a partial schedule the second semester of her junior year (permanent record review, September 2011).

### Integrated Employment/Adult Services

**Postsecondary Goals: (1) By September 2016, Leah will be employed full-time as a journalist.**

Prior to her injury, Leah worked as a waitress at her mother's restaurant. Hospitalization, treatment, and therapy required that she discontinue her employment (parent interview, April 2011). She values creativity and independence in her work (*Informal Assessment for Transition Planning: Employment and Career Planning*, March 2011). Leah has a clear sense of her postsecondary career aptitude for and interest in pursuing a career in journalism, and she perseveres in the pursuit of her goals. She would like to have a part-time job at *The Virginian Pilot* during school holidays and the summer breaks. She has not completed her resume or portfolio (school counselor interview, April 2011).

Leah accepts direction and supervision as a member of the school newspaper staff. She shows promise as a journalist and plans to co-edit the school newspaper during her senior year. Leah demonstrates creativity in her writing and perseveres until a job is completed. She is able to express her ideas clearly and logically. She has difficulty working as a member of a team when fellow students are not as serious about the work as Leah (school newspaper sponsor interview, August 2011).

Leah completed the *Transition Planning Inventory* on March 20, 2011. The results of this assessment indicate that Leah is aware of job demands and requirements, makes informed choices, and knows how to obtain employment.

Leah is unaware of her employment rights under the Americans with Disabilities Act. She and her mother have met with a representative from the Department of Rehabilitative Services to complete the paperwork for the eligibility process (parent interview, April 2011).

### Postsecondary Education/Continuing and Adult Education/Adult Services

**Postsecondary Goals: (2) By June 2016, Leah will receive a bachelor's degree in journalism. (3) By January 2018, Leah will complete a cartooning class.**

Academically, Leah ranks in the top 10% of her class. She has passed all required SOLs to earn an advanced studies diploma in June 2012 (permanent record review, September 2011). As part of the process to determine Leah's eligibility for special education services following her injury, Leah took the *Wechsler Adult Intelligence Scale* to measure her cognitive ability. Her overall measure was a 115, which places her in the above-average range (August 2010). Her working memory cluster and supplemental arithmetic scores fell below the average range. Leah took the *Wechsler Individual Achievement Test - II* in August 2010 to measure academic achievement. Results indicate reading and written expression skills are commensurate with her cognitive ability, but math presents significant challenges, especially in the area of mental computation.

Leah demands a great deal of herself academically. She puts great effort into her studies; however, she becomes easily frustrated and irritable when she has difficulty remembering information she retrieved easily before her injury (English teacher interview, April 2011). Leah's history teacher reports organization, time management, patience, and concentration as areas of concern. She rarely requests time extensions and other accommodations from her classroom teacher. Leah's preferred modes of learning are intrapersonal and verbal-kinesthetic (interview, April 2011).

Leah works hard to complete assignments and responds well to supervision. She meets deadlines and is able to problem-solve effectively. Leah has difficulty collaborating with peers on assignments and can be short-tempered with newspaper staff members. She has difficulty attending to task when there is a great deal of commotion (school newspaper sponsor interview, August 2011).

In March 2011, Leah completed an informal checklist of skills and behaviors necessary to be successful in college. According to the results, Leah is able to navigate a college library database; she asks for assistance when necessary and can take notes from a lecture and a book; she can write a well-developed essay; and her schoolwork and notes are neat. Leah has difficulty estimating the amount of time it takes for her to complete assignments.

The *Transition Behavior Scale* was completed on June 9, 2011. The results indicate that Leah uses time wisely, makes responsible decisions, and takes responsibility for her actions. She uses communication skills to maintain positive relationships with authority figures. Leah has difficulty staying on task and changing from one activity to another. She demonstrates short-term memory difficulties.

Leah is an individual learner who expresses herself well in writing. She is willing to seek assistance from professors at college and can identify the supports she will need, but Leah is unaware of how to establish eligibility for services at the college she plans to attend (*Informal Assessments for Transition Planning: Postsecondary Education and Training*, March 2011).

Since her injury, Leah prefers to work independently rather than in groups. She plans to attend a four-year university. Leah is interested in attending the Say YES to College conference offered at Old Dominion University in June 2011 (student interview, May 2011).

Leah is not aware of procedures to apply for financial aid for college. She is interested in taking a cartooning course to expand her opportunities in the field of journalism but does not know where these classes are offered (student interview, May 2011).

### **Independent Living/Adult Services**

**Postsecondary Goals: (4) By September 2017, Leah will live in her own home or apartment. (5) Leah will participate in adult case management and counseling services through the community services board mental health program once juvenile case management ends.**

Leah lives with her mother. At home, Leah completes most household tasks independently. She requires assistance when cooking because she cannot locate items, and she forgets to turn off the stove. She cannot manage her checking account or keep track of when she needs to take her medications (parent interview, April 2011).

A review of medical records (August 2011) indicates that Leah continues to show improvement in her neurological function and will continue to improve for up to two years with continued therapy. Leah has potential for seizures and takes medication to prevent them. The cognitive impact of her disability includes impaired attention, reduced processing speed, and short term memory difficulties.

Leah takes Concerta to assist with attention to task. She also takes Welbutrin to manage irritability and depression. She receives cognitive retraining therapy through Children's Hospital of the Kings Daughters to remediate memory deficits. Leah receives counseling services provided through the local Community Services Board to address depression, irritability, and the frustrations that have resulted from her injury (CSB counselor interview, March 2011).

Leah took the self-determination portion of the *Transition Planning Inventory* in April 2011. Results indicate that she is aware of her strengths, interests, and learning styles. She holds high expectations for herself as well as her peers. Leah sets realistic goals for herself and can outline the steps to reach her goals. Leah understands her rights under IDEA 2004. She is aware of and can articulate her cognitive deficits; however, Leah is extremely self-conscious about her disability.

Leah revealed in an interview that she plans to live in her own apartment or home after she secures a job. Leah hopes to finance her own health insurance. She currently has checking and savings accounts and would like to have a credit card. Following graduation, Leah hopes to travel and spend time with her friends. She eventually plans to get married and have a family (student interview, May 2011).

Leah plans to meet with her CSB case manager to develop a plan for medication management after high school graduation. Her mother is in the process of applying on her behalf for SSI benefits through the Social Security Administration. Leah is unaware of services offered through the local Center for Independent Living and of resources available to people with traumatic brain injuries (parent interview, April 2011).

### **Community Participation/Adult Services**

**Postsecondary Goals: (6) During college, Leah will volunteer to write for a nonprofit organization. (7) Leah will access a) the public transit system to reach her summer job following high school graduation and the university shuttle to attend college classes that begin fall 2012.**

Prior to her injury, Leah was a member of the school's Key Club and English Honor Society. She participated in a peer tutoring program and served as an officer on the student council. Since her injury, Leah's rehabilitation schedule has limited her involvement in these extracurricular activities. Further, her unpredictable mood swings and irritability have negatively impacted her effectiveness in providing these services in her school community. She is still active in her synagogue and volunteers in its community center program. She would like to volunteer to write for a nonprofit organization. Prior to her injury, Leah obtained her driver's permit, but her neurologist has suspended her driving privileges because her irritability and impulsivity pose safety concerns. Leah hopes to be allowed to drive again some day. In the meantime, she is willing to learn how to use other transportation options provided in the community (student interview, May 2011).

Leah completed the *Informal Assessments for Transition Planning: Independent Living and Community Participation* assessment on March 25, 2011. The results indicate that she respects the rights and property of others, promotes her belief in equality and opportunity for all people and uses natural resources wisely. She plans to take an active part in government by voting when of age.

Leah is unaware of public transportation options available to her. She is knowledgeable of the process for registering to vote and plans to do so when she turns 18 (student interview, January 2011).

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## Planning Template for Leah's Courses of Study



Courses	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>	Age 18-22
<b>English</b>	English 7	English 8	English 9	English 10	English 11	English 12	
<b>Math</b>	Algebra 1	Geometry	Algebra 2/Trig	Analysis/Pre-Calculus		Personal Finance	
<b>History/Social Science</b>	Social Science	World Geography	AP World History		US/VA History	AP US/VA Government	
<b>Science</b>	Life Science	Physical Science	Advanced Earth Science	Advanced Chemistry	Biology	Field Biology	
<b>Fine/Practical Arts</b>	Drama	Art		Chorus		Art	
<b>Health/Physical Education</b>	H/PE 7	H/PE 8	H/PE 1	H/PE 2			
<b>Elective</b>	Spanish 1 Part 1	Spanish 1 Part 2	Spanish 2	Spanish 3		Advanced Composition	
<b>Elective</b>	Computer/Tech	Family and Consumer Sciences	Information Technology	Journalism	Design, Multimedia and Web technologies	Resource Management	
<b>Other Educational Experiences</b>	Drama Club	Poetry Club Yearbook	Key Club	Key Club Peer Tutoring English Honor Society Student Council Officer	School newspaper writer	Co-editor of School Newspaper Literary Magazine	

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# Transition Data Collection and Planning Template

## Potential Transition Services – Activities



Categories of Transition Services Activities	Type of Activity	Activities	Person/s Responsible for Completion of Activities
<b>Integrated Employment/Adult Services</b>	Instruction	Create a resume and portfolio for application for part-time employment at <i>The Virginian Pilot</i>	The school newspaper sponsor will teach Leah how to complete these activities.
	Employment	Talk with an Americans with Disabilities Act (ADA) representative to identify rights	The LEA transition specialist will arrange a meeting for Leah and help her develop a list of questions to ask.
	Daily Living Skills	Develop and follow a plan for medication management	The CSB case manager will assist Leah in developing this plan.
<b>Postsecondary Education/Adult Services</b>	Community Experiences	Meet with a Disability Services officer at college of choice to determine process for determining eligibility for services	The school counselor will provide contact information and help Leah develop a list of questions to ask a disabilities counselor in this office. Leah's mother will take her to interview the counselor.
	Related Services	Employ strategies to manage impatience, irritability, frustration, and mood swings	The school psychologist will work with Leah to develop these strategies and will determine a method for Leah to self-monitor use of these strategies.
<b>Continuing and Adult Education/Adult Services</b>	Instruction	Take a safe-driving class	The special education case manager will assist Leah in locating these courses. Leah's mother will enroll her when Leah's doctor thinks it is appropriate.
	Adult Living	Apply for college financial aid	The school counselor will provide the website for application to Leah and her mother, who will then complete the application process.
	Adult Living	Contact the community college, local fine arts center, and the Department of Recreation in search of cartooning class opportunities	The art teacher will make arrangements for Leah to investigate course options.

Categories of Transition Services Activities	Type of Activity	Activities	Person/s Responsible for Completion of Activities
<b>Independent Living/Adult Services</b>	Related services	Investigate support resources in the community for individuals with traumatic brain injury	The school nurse will guide Leah in investigating these resources and identifying whom to contact.
	Community Experiences	Meet with a Virginia Assistive Technology System representative to identify supports to address short-term memory deficits (e.g., remembering to turn stove off)	Special education case manager will arrange this meeting. Leah's mother will take Leah to the meeting.
	Daily Living Skills	Meet with Center for Independent Living representative to determine services available	The school social worker will arrange this meeting. Leah and her mother will attend the meeting.
<b>Community Participation/Adult Services</b>	Instruction	Negotiate the public transit system	The special education case manager will instruct Leah in the use of this system. The school social worker will accompany Leah on practice rides.

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## Draft of Measurable Annual Goals for Leah



### Difficulty: Memory deficits

By June 2012, when given a teacher lecture and a three-ring notebook, Leah will (a) summarize salient points of lecture notes on right side of notebook pages, and (b) use mnemonic devices, nonlinguistic representations, or graphic organizers on the left side of notebook pages that correspond to the written notes with 100% accuracy over five consecutive lectures, as measured by a writing rubric with data collected one time weekly.

### Difficulty: Willingness to request accommodations

By June 2012, when given role-playing scenarios with one of her instructors, Leah will negotiate accommodations for her disability by (a) articulating she has a disability, (b) providing the instructor documentation of her disability, and (c) articulating the accommodations she needs for the specific content area for three out of four opportunities per month, as documented on a teacher observation log bi-weekly.

### Difficulty: Time management

By June 2012, when given an activity/assignment and a timeframe for completing it, Leah will (a) list the steps to complete the task, (b) estimate the amount of time it will take to complete each step of the task, and (c) record the actual amount of time it takes to accomplish each step seven out of eight opportunities per month, as measured by bi-weekly observations and data collected using a teacher checklist.

### Difficulty: Organization

By June 2012, when given a daily planner with a calendar, space to write assignments, and subject dividers, Leah will (a) write her assignments in the planner, (b) check off each assignment as it is completed, (c) put completed assignments in a folder color coded according to subject, (d) submit assignments to her teachers prior to deadlines, and (e) list date/time assignments were completed with 100% accuracy during eight consecutive opportunities with data collected twice a week using a behavior checklist.

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## Planning Template for Leah's Supplementary Aids and Services



Area of Difficulty	Aid/Service
Short-term memory deficits	Reminder app on iTouch
Time management	Chunking assignments, calendar on iTouch
Mental computation	Calculator app on iTouch
Impatience, frustration, and irritability	Extended time to complete class work, homework, and tests
Organization	Specialized notebook system
Attention to task in noisy environments	Option to go to a quieter space to work; use of iTouch to reduce noise
Remembering to take medication	Alarm app on iTouch

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# Appendix B

Student: \_\_\_\_\_

**Student Interview Template Regarding Student's Interests and Preferences  
in Preparation for Individualized Education Program (IEP) Development for School Year \_\_\_\_\_**

The purpose of this template is to compile information annually that may be used to develop a results-oriented strategic plan for a secondary student who requires support to prepare for postsecondary school life. The information represents a vision of adult life to guide the development of appropriate postsecondary goals.

Date \_\_\_\_\_

- ◆ What type of career would you like to pursue as an adult? \_\_\_\_\_
  
- ◆ Will you need further education or training after high school to pursue this career?    YES                      NO    If so, what kind?
  - Postsecondary education \_\_\_\_\_
  - Vocational education \_\_\_\_\_
  
- ◆ How will you continue to learn after you complete college/vocational education? \_\_\_\_\_
  
- ◆ Where do you plan to live as an adult? \_\_\_\_\_
  
- ◆ How will you manage your health needs? \_\_\_\_\_
  
- ◆ How will you manage your finances? \_\_\_\_\_
  
- ◆ What will you do for fun and companionship? \_\_\_\_\_
  
- ◆ How will you get around in your community? \_\_\_\_\_
  
- ◆ How will you help your community? \_\_\_\_\_
  
- ◆ What adult services will help you reach these goals? \_\_\_\_\_



**Student:\_\_\_\_\_ Parent Interview Template Regarding Student’s Interests, Preferences, and Strengths  
in Preparation for Individualized Education Program (IEP) Development for School Year \_\_\_\_\_**

The purpose of this template is to compile information annually that may be used to develop a results-oriented strategic plan for a secondary student who requires support to prepare for postsecondary school life. The information represents a vision of adult life to inform the development of appropriate measurable postsecondary goals.

Date\_\_\_\_\_

- ◆ Do you foresee your child being able to work as an adult? \_\_\_\_\_
  - If *YES*, will she need support on the job? Yes    No
- ◆ Will your child need further training after high school in order to work?        If so, what kind? \_\_\_\_\_
- ◆ How will your child continue to learn as an adult? \_\_\_\_\_
- ◆ In what kinds of adult learning activities would your child like to participate to enrich his/her personal life? \_\_\_\_\_
- ◆ Where do you plan for your child to live as an adult? \_\_\_\_\_
- ◆ Who will address your child’s health needs? \_\_\_\_\_
- ◆ Who will manage your child’s finances? \_\_\_\_\_
- ◆ What will your child do for fun and companionship? \_\_\_\_\_
- ◆ How will your child get around in your community? \_\_\_\_\_
- ◆ How will your child help her community? \_\_\_\_\_
- ◆ Will your child participate in the voting process? \_\_\_\_\_
- ◆ What adult services will be available to help your child reach these goals? \_\_\_\_\_



Student: \_\_\_\_\_

## Transition Planning Data Collection Template for Summary of Interests and Preference in Preparation for IEP Development for School Year \_\_\_\_\_

The purpose of this template is to compile information annually that may be used to develop a results-oriented strategic plan for a secondary student who requires support to prepare for postsecondary school life. The information represents a vision of adult life to inform the development of appropriate measurable postsecondary goals.

Domain	Data Collection Method	Date/s	Areas of Interests and Preferences
Employment			
Postsecondary Education			
Vocational Training			
Continuing/ Adult Education			
Independent Living			
Community			

Participation			
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## Analysis of Employment Environment – \_\_\_\_\_

Items to Consider	Analysis Findings	Skills Required to Meet These Demands	Sources of Assessment Data
<b>Characteristics of the Physical Environment</b>			
<b>Levels and Types of Social Interactions in These Environments</b>			
<b>Characteristics of Climates and Cultures of These Environments</b>			

Items to Consider	Analysis Findings	Skills Required to Meet These Demands	Sources of Assessment Data
<b>Activities or Tasks That Must Be Performed in Order to Be Successful in These Environments</b>			



**Education and Training Options:**

**Recommended High School Experiences:**

Student:\_\_\_\_\_

Transition Data Collection and Planning Template for Summary of Strengths and Needs  
in Preparation for IEP Development for School Year \_\_\_\_\_

The purpose of this template is to summarize transition assessment data that may be used to develop appropriate postsecondary goals and the PLoP.

Vocational Education/Integrated Employment/Adult Services			
Data Collection Method	Date/s	Areas of Strength	Areas of Difficulty

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Postsecondary/Continuing and Adult Education/Adult Services			
Data Collection Method	Date/s	Areas of Strength	Areas of Difficulty

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Independent Living/Adult Services			
Data Collection Method	Date/s	Areas of Strength	Areas of Difficulty

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Community Participation/Adult Services			
Data Collection Method	Date/s	Areas of Strength	Areas of Difficulty

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## Planning Template for Courses of Study

<b>Courses</b>	<b>7<sup>th</sup></b>	<b>8<sup>th</sup></b>	<b>9<sup>th</sup></b>	<b>10<sup>th</sup></b>	<b>11<sup>th</sup></b>	<b>12<sup>th</sup></b>	<b>Age 18-22</b>
<b>English</b>							
<b>Math</b>							
<b>History/Social Science</b>							
<b>Science</b>							
<b>Fine/Practical Arts</b>							
<b>Health/Physical Education</b>							
<b>Elective</b>							
<b>Elective</b>							
<b>Other Educational Experiences</b>							

Student: \_\_\_\_\_

## Transition Data Collection and Planning Template

School Year: \_\_\_\_\_

### Potential Transition Services – Activities

Categories of Transition Services Activities	Type of Activity	Activities	Person/s Responsible for Completion of Activities
<b>Integrated Employment/Adult Services</b>			
<b>Postsecondary Education/Adult Services</b>			
<b>Continuing and Adult Education/Adult Services</b>			
<b>Independent Living/Adult Services</b>			
<b>Community Participation/Adult Services</b>			

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**Planning Template for Supplementary Aids and Services**

Area of Difficulty	Aid/Service