

This section will be reviewed to evaluate compliance to Question #1 on the ND Internal Monitoring Transition Requirement Checklist: *Are there measurable post-secondary goals that cover education/training, employment, and as appropriate independent living?*

ID#: SAMPLE16__

Meeting Date:

**Transition Services (ages 16-21) or younger if appropriate
T-1. Measurable Post Secondary Goals**

Education/Training: Education/Training: After graduation Lisa will complete the non-degree program at Wilmar College. A postsecondary goal in this area is required. Education/Training is defined as enrollment in (a) community or technical college (2 year program), (b) college/university (4 year program), (c) short-term education or employment training program (e.g., Workforce Investment Act WIA), Job Corps, Vocational Rehabilitation), or (d) vocational technical school, which is less than a two year program. This goal must be a goal that occurs after the student graduates from secondary school. It must be an observable outcome.

Employment: After graduation and through assistance of VR and the staff of the non-degree program. Lisa will obtain part-time employment on the campus of Wilmar college. A postsecondary goal in this area is required. Employment is defined as (a) competitive, (b) supported, or (c) sheltered. This goal must be a goal that occurs after the student graduates from secondary school. It must be an observable outcome.

Independent Living Skills: Upon completion of high school, Lisa will learn to utilize the public bus system. If a postsecondary Independent Living Skills goal is not needed for the student LEAVE THIS SECTION BLANK. DO NOT write in NA Independent Living Skills are defined as those skills or tasks that contribute to the successful independent functioning of an individual in adulthood in the following domains: leisure/recreation, maintain home and personal care, community participation,. This goal must be a goal that occurs after the student graduates from secondary school. It must be an observable outcome.

D. Present Levels of Academic Achievement and Functional Performance for Students Ages 6-21

The present levels of academic achievement and functional performance (PLAAFP) is an integrated summary of data from all sources. The statement should include information about the student's specific strengths and weaknesses, unique patterns of functioning, and implications of the problem areas on the student's total functioning. The information should also include how the child's disability affects the child's involvement and progress in the general education curriculum.

Performance areas to be considered are:

Cognitive Functioning (listening skills, listening comprehension, ability compared to same age peers)

Lisa is a 20 year old student with Down's syndrome.

PLEASE NOTE: THIS IS NOT A COMPLETED SECTION.

Academic Performance (reading, math, learning styles, etc.)

Lisa has been receiving a functional curriculum.

PLEASE NOTE: THIS IS NOT A COMPLETED SECTION.

Communicative Status (receptive and expressive language)

In order to better communicate with people, Lisa has just received an assistive technology service voice output device that is about the size of a palm pilot.

PLEASE NOTE: THIS IS NOT A COMPLETED SECTION.

Physical Characteristics (medical, vision, hearing, motor)

Lisa has had several surgeries to correct scoliosis. She now walks at an average speed, but she uses a cane for stability areas with evaluation changes.

PLEASE NOTE: THIS IS NOT A COMPLETED SECTION.

Emotional/Social Development (social skills, leisure)

Lisa enjoys hanging out with her peers. She accepts direction well.

PLEASE NOTE: THIS IS NOT A COMPLETED SECTION.

Adaptive Characteristics (including adaptive behavior, self care, independent living, self direction, health and safety, work)

Lisa has tendency to talk to strangers. Her parents are concerned about her safety in unfamiliar environments.

PLEASE NOTE: THIS IS NOT A COMPLETED SECTION.

Ecological Factors (functional skills and community participation, home/family, neighborhood)

Lisa participates in community events with her family.

PLEASE NOTE: THIS IS NOT A COMPLETED SECTION.

Other

Address the present level of performance in each of the following domains with documentation of student needs, preferences and interests and identify by what method this information was obtained.)

Jobs and Job Training

In this section include information about the acquisition of skills for work or other meaningful adult activities, such as work habits, career exploration, community work experiences and training. Identify information about the student's interests or skills that were gained from transition assessments, parent and student interviews, interest surveys, etc.

By what method was this obtained:

Identify the sources of the information on the student in Jobs and Job training section above. List the transition assessments used to gather the information for this transition domain (Jobs and Job training) as well as for use in developing postsecondary goals. See the insert statements for examples. The PLAAFP will be reviewed to evaluate compliance to Question #3 on the ND Internal Monitoring Transition Requirements Checklist. (Is there evidence that the measurable postsecondary goals were based on age-appropriate transition assessments?)

Recreation and Leisure

In this section identify information about the student's group or individual recreational and social skills and activities (e.g., hobbies, socialization, etc) Identify information about the student's interests or skills that was gained from transition assessments, parent and student interviews, interest surveys, etc.

By what method was this obtained:

Please see insert statements for some examples. List the transition assessments used to gather the information for this transition domain (Recreation/Leisure) as well as for use in developing postsecondary goals. See the insert statements for examples.

Home/Independent Living

In this section provide information about the level of skills the student has regarding those needed to fully participate in life in the home, including cooking, money management, personal grooming, etc. Identify information about the student's interests or skills that was gained from transition assessments, parent and student interviews, interest surveys, etc.

By what method was this obtained:

List the transition assessments used to gather the information for this transition domain (Home/Independent Living) as well as for use in developing postsecondary goals. See the insert statements for examples.

Community Participation

Provide information about the student regarding those skills that are needed to access the community resources including people, public places and activities such as transportation and government agencies, activities or organizations the student may want to incorporate into his or her adult life. Identify information about the student's interests or skills that was gained from transition assessments, parent and student interviews, interest surveys, etc.

By what method was this obtained:

List the transition assessments used to gather the information for this transition domain (Community Participation) as well as for use in developing postsecondary goals. See the insert statements for examples.

Post-Secondary Training and Learning Opportunities

In this section include any information regarding the education or training that occurs over a lifetime (e.g., preparation for and application to technical institutes, community colleges, universities, adults and community education)

By what method was this obtained:

List the transition assessments used to gather the information regarding postsecondary training and learning opportunities. See the insert statements for examples.

Related Services

In this section provide any information pertaining to the student regarding transportation and such developmental, corrective and other supportive services that are required to assist a student with a disability to benefit from special education.

By what method was this obtained:

List the transition assessments used to gather the information regarding related services needs of the student. See the insert statements for examples.