

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

Education/Training: After graduation from high school, Allison will attend a 4 year Liberal Arts College and take coursework leading to a major in the area of child development.

Employment: After graduation from college, Allison will become an early childhood education teacher in the public schools in her community.

Independent Living Skills:

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)

Allison is an 18 year old student. A summary of student Psychological test scores obtained during her three year re-evaluation in the spring of 10th grade indicated specific learning disabilities in reading comprehension and written expression.

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

Teachers report that Allison has difficulty with organization and time management. She has not been completing her homework so her parents are concerned about the impact that her newfound independence will have on her grades at a university. Allison has maintained B's with a C in chemistry during her 10th and first half of her 11th grade school years. Allison's GPA meets the minimal requirements for entry into college. She met her IEP goals for the past school year. Scores from curriculum-based measurements indicate that Allison's performance in English and Math is average. This level of performance will be acceptable for admission into college. Allison has committed herself to making changes to become more organized but has yet to be successful in using a planner and getting her assignments done on time. According to the CITE Learning Styles Inventory, Allison learns best when she works with other students through experience and involvement, through manipulating materials, and seeing and hearing simultaneously. She values other's ideas in discussions. She prefers to tell others what she knows, and written tests do not always show her true learning. Organizing and putting thoughts on to paper is often slow and tedious for Allison. She benefits when teachers allow her to make oral reports.

Communicative Status (receptive and expressive language)

Allison's oral expression skills are strengths for her as are her interpersonal skills. According to the Transition Planning Inventory (TPI) in the domain area of communication, Allison's case manager felt her skills in speaking, listening, reading and writing were much more adequate than either Allison herself or her mother thought.

Physical Characteristics (medical, vision, hearing, motor)

Allison likes to work out at the gym with her friends and plays softball on a county league.

Emotional/Social Development (social skills, leisure)

Allison has good interpersonal skills. She is a friendly student who has several friends and interests outside of school. Allison has told her friends about her disability status. She views her disability as a challenge, and she realizes that her organizational skills could be a barrier to achieving her goals. She has committed herself to making changes to become more organized but has yet to be successful in using a planner and getting her assignments done on time.

The TPI (Transition Planning Inventory) domain area of Interpersonal Relationships is an area of strength for Allison. She gets along well with her family members, demonstrates knowledge and skills needed for parenting, establishes and maintains friendships, displays appropriate social behaviors and skills for getting along with coworkers and supervisors.

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

Allison is independent in self care. She understands basic first aid and knows the safety precautions for home and community.

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

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

According to the TPI, Allison knows the job requirements and demands of working with pre-school children. She makes informed choices about equipment, knows how to get a job, demonstrates general job skills and work attitudes, and has good skills for working with pre-school aged children. Her case manager felt there is more to working with pre-school children than Allison has currently encountered, and she would benefit from further examining the tasks and skills of a pre-school worker. Allison learns best through experience and involvement, through manipulating materials and seeing and hearing simultaneously.

By what method was this obtained:

Transition Planning Inventory, CITE Learning Styles Inventory

Recreation and Leisure

Allison does a variety of indoor and outdoor activities and knows how to seek out entertainment. She enjoys working out at the gym with friends, playing softball, going to movies, and shopping with her sister.

By what method was this obtained:

Student interview, Transition Planning Inventory

Home/Independent Living

On the Daily Living Domain area of the TPI, Allison, her mother, and her case manager all agree that she has a good set of skills. She maintains her personal grooming & hygiene, knows how to locate a place to live and set up living arrangements, performs household tasks, manages her money, and knows how to get around.

In the domain area of Health, Allison maintains her health, addresses physical problems, maintains good mental health and addresses problems when they arise. She knows about reproduction and makes informed choices regarding sexual behaviors. In the area of self-determination, Allison recognizes her own strengths and limitations, expresses her feelings appropriately, sets personal goals and makes her own decisions.

On the ARC Self-Determination Scale completed Oct., 2012, Allison had an overall score of 96% out of 100%. This indicates that she is in charge of her life to the degree that she and her family believe is important, and she is able to make choices and decisions about her life in the four areas of self-determination. Allison scored as follows: Autonomy (92%) - Allison is able to independently access the community and make leisure, personal, and post-school choices. Self-Regulation (99%) - Allison can problem solve and set goals. Psychological Empowerment (59%) - Allison indicated that she does succumb to peer pressure, and that when she tries hard it doesn't do much good. Self-Realization (37%) - Allison noted that she is sometimes afraid of doing things wrong, doesn't always accept her own limitations or know how to make up for them. She feels that she cannot do many things, and doesn't feel confident in her abilities.

By what method was this obtained:

Student Interview, Parent Interview, Transition Planning Inventory, ARC Self-Determination Scale

Community Participation

Allison is able to access the community independently and make leisure, personal, and post-school choices.

By what method was this obtained:

ARC Self-Determination Scale, Student Interview

Post-Secondary Training and Learning Opportunities

Allison's parents are adamant that she attends a university that offers the major that she needs to obtain a degree in child development. Allison's teachers have suggested that Allison meet with a counselor and a representative from disability services on campus and prior to the first semester to ensure that her college coursework is well-planned and that she has support to make decisions about her courses and assist her in organization.

By what method was this obtained:

Parent Interview

Related Services

Allison meets with the school counselor monthly to review college information and to develop a plan for applying to college and applying for disability services.

By what method was this obtained:

Student interview

T-2. Course of Study

School Year	Grade Level	List Courses and Educational Experiences to be taken each year	Credits to be earned	Credits Earned	Total Credits Earned
2009-10	Ninth grade	English Literature Physical Science Algebra I World History Physical Education Art	6	6	6
2010-11	Tenth grade	English Language Arts Geometry Biology US History Family and Consumer Science French	6	6	12
2011-12	Eleventh grade	American Literature Government/Economics Algebra II Foods and Nutrition French II Parenting	6	6	18
2012-13	Twelfth grade	Composition and Speech Child Development Psychology Cooperative Work Experience Problems of Democracy Health	6		
Ages 18-21					

Total Number of credits required by this district for graduation: 22

Anticipated month and year of graduation: May 2013

Will this student exit secondary school with fewer credits than required of all students by the district?

Yes No

If yes, identify the alternate document approved by the district that the student will receive.

Transfer of Rights:

No later than one year before the age of majority (18) the student and family must be informed of the educational transfer of rights.

Discussion of transfer of rights must be held and documentation here.

Date of IEP Meeting when transfer of rights was discussed 02/11/2008

Procedural Safeguards:

Upon turning 18, the student and parent must receive written notification that the educational rights of the student have transferred.

Date transfer of rights to students occurred and "Transfer of Rights to Student" form was signed, if applicable

T-3. Transition Services

Strategies and Activities Needed to Assist the Student in Reaching Post-Secondary Goals

Education/Training:

Goal: After graduation from high school, Allison will attend a 4 year Liberal Arts College and take coursework leading to a major in the area of child development.

Activity	Person/Agency Responsible	Timeline	Instruction	Community Experiences	Employment	Related Service	Adult Living	Daily Living	Func Voc Assess
1. Instructional support for guided notes for lessons. 2. Instructional support for organization and study skills. 3. Join a student activity to build self-esteem 4. Apply for college and disability support services	1. School 2. Student and School 3. Student and Student's Case Manager 4. Student	1. 5/11/12 thru 5/10/13 2. 5/11/12 thru 5/10/13 3. 9/10/12 thru 5/10/13 4. 9/4/12 thru 5/10/13	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Employment:

Goal: After graduation from college, Allison will become an early childhood education teacher in the public schools in her community.

Activity	Person/Agency Responsible	Timeline	Instruction	Community Experiences	Employment	Related Service	Adult Living	Daily Living	Func Voc Assess
1. Job shadow experiences with children. 2. Career search in the area of Child Development	1. School Work Experience Coordinator 2. School and Student	1. 9/4/12 thru 5/10/13 2. 5/11/12 thru 5/10/13	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F. Annual Goals, Short-Term Objectives, and Periodic review of services

<p>Annual Goal # 1 of 2 goals</p> <p>Reference From Content Standards</p> <p>Grade: Twelfth Grade</p> <p>Subject: English Language Arts</p> <p>Standard: Standard 3: Students engage in the writing process</p> <p>Annual Goal</p> <p>Intent/purpose: In order to improve written expression for daily life and career area needs,</p> <p>Behavior: Allison will read teacher selected content material related to child development and summarize the key points</p> <p>Ending Level: with clear thoughts 10 out of 10 consecutive trials.</p> <p>Characteristics of services: This goal will be carried out in conjunction with the English Composition assignments as assigned by the 12th grade English teacher.</p> <p>How and when periodic progress reports will be provided: Quarterly</p>
<p>Will a graph be used to report progress toward the annual goal and associated objectives? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No</p>

F. Annual Goals, Short-Term Objectives, and Periodic review of services

Annual Goal # 2 of 2 goals
Reference From Content Standards
Grade: Twelfth Grade
Subject: Career Education
Annual Goal
Intent/purpose: In order to gain an understanding of the skills needed to work with pre-school age children,
Behavior: Allison will research and identify through a list, typical skills needed by a pres-school teacher
Ending Level: with 100% accuracy as evaluated by the Resource Room teacher.
Characteristics of services: This goal will be monitored and measured by the Resource Room teacher.
How and when periodic progress reports will be provided: Quarterly.
Will a graph be used to report progress toward the annual goal and associated objectives? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No