

Individualized Education Program Transition (16-21)

T-1. Measurable Post Secondary Goals

Education/Training: Upon the completion of high school, I (Clark) will be able to successfully take part in online and group trainings.

Employment: Upon completion of high school, I (Clark) will work full-time at the public library.

Independent Living Skills: Upon completion of high school, I (Clark) will organize a fundraiser for proceeds to go towards a motorized wheelchair.

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

21

Cognitive Functioning

MEMORY

Clark has a good attention span, similar to other same-aged peers. He is able to stay focused on a task for 20+ minutes with only the occasional verbal redirection. These skills have been shown throughout his academic work, as well as his time in work-study program.

LISTENING SKILLS/COMPREHENSION

Clark receives daily instruction in communication, focusing on his listening and comprehension skills. Clark's parents and teachers have little concern over his listening skills.

Academic Performance

Clark is a 16-year-old male who attends Metropolis High. Clark has an on-campus work placement in the school library and excels at the tasks associated with the job. Clark responds well to verbal praise and is able to stay focused for 20 plus minutes with occasional verbal redirection.

INTERVENTIONS

Clark receives daily instruction in literacy which includes reading, writing, and communication as well as daily instruction in math and science. All of his coursework is delivered through individual and small group instruction in the special education classroom. He is taking Digital Communications which is instructed one-on-one with an assistant.

READING

Clark receives daily instruction in reading.

WRITTEN LANGUAGE

Clark receives daily instruction in writing and communication. His Digital Communications is taken using a modified curriculum with assistance from a one-on-one instructional assistant.

MATH

Clark receives daily instruction in math.

SOCIAL STUDIES AND SCIENCE

Clark receives daily instruction in science.

WORK HABITS AND LEARNED BEHAVIORS

Clark is able to stay focused for 20+ minutes with only an occasional verbal redirection from his teachers or aids. In the classroom, Clark can use single word responses but has also learned to

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use the iTalk2 to communicate. Clark demonstrates high levels of motivation to please his teachers and parents. Even when he is sick he begs to go to school. Clark is always eager to learn new skills.

Communicative Status

RECEPTIVE

Clark's family and teachers are not concerned about his receptive behavior. Clark is able to understand conversation and understands when he is being asked a question or is told something.

EXPRESSIVE

Clark has limited intelligible speech. He can say some single words and do yes/no responses. He has an iTalk2 to communicate simple needs and choices. He has been learning to use the GoTalk20+. Though he does not have an augmentative communication device at home, he takes a picture board that can transition with him between school, home, and the community.

Clark receives speech therapy 2 times a week for 30 minute sessions.

Physical Characteristics

HEALTH

Clark is diagnosed with a significant traumatic brain injury. Clark uses a manual wheelchair and is able to use his right hand to lift bigger items and his left for stabilization. He wears AFOs for stability when using a stander and a left hand-elbow mobilizer. Clark has tonic-clonic seizures and is fed through a gastrostomy tube. The gastrostomy tube placement was primarily due to asphyxiation of food during meal times that resulted in recurrent upper respiratory infections. While at home, Clark's mother and great-aunt provide total physical care. Although Clark could assist with some personal hygiene tasks this is not an expectation for him while in the home.

MEDICATION

Tegretol and Mysoline to help with his tonic-clonic seizures which are 85% controlled.

VISION/HEARING

A functional vision assessment has indicated that Clark's visual acuity with corrective lenses at near distances is 20/80 and at far distances is 20/100. His most effective visual field is slightly below eye level and he is able to localize to visual stimulus and fixate his gaze on objects and people as well as shift his gaze. Clark does not like wearing his glasses but is cooperative in this area most of the time. Clark has good hearing.

GROSS/FINE MOTOR

Clark has developed the skills to operate a variety of switch activated devices (e.g. button maker, blender, etc.), use a paper shredder, and collate papers with a jig.

SENSORY

There are no apparent sensory behaviors or sensitivities.

Emotional/ Social Development

SOCIAL

Clark is always eager to learn new skills. He goes into the community on occasion with his one-on-one worker when she is allowed to use the family wheelchair lift van. Clark is able to sit in a car using a seatbelt and then be transferred into a Pogo Buggy for community outings but his parents prefer him not to be transported in that manner. This limits Clark's community-based learning activities. A great deal of Clark's one-on-one worker's time is spent in the home with

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him. While at home Clark enjoys watching DVDs, looking at books, listening to his I-Pod, watching his younger sister play video games, family meals, and making music on his electronic keyboard.

EMOTIONAL

Clark demonstrates high levels of motivation to please his teachers and parents. Even when he is sick he begs to go to school.

Adaptive Characteristics

ADAPTIVE BEHAVIOR

Other than insignificant type choices, all decisions are made for Clark by his parents. In addition, Clark has no understanding of money. Clark and his family plan for him to stay in the public schools until he ages out at age 21 which will provide him with three more years of service.

SELF CARE / HEALTH AND SAFETY

While at home, Clark's mother and great-aunt provide total physical care. Although Clark could assist with some personal hygiene tasks this is not an expectation for him while in the home. Clark does not provide input into his health/medical care

Ecological Factors

Clark lives at home with his mother, step-father, 11-year old sister, and great aunt. Clark also has an older brother who is off at college. While at home, Clark enjoys watching DVDs, looking at books, listening to his I-Pod, watching his younger sister play video games, family meals, and making music on his electronic keyboard.

Clark goes into the community on occasion with a one-on-one worker. He has been receiving this service of 10 hours for the past 4 years. Clark can be transferred into a Pogo Buggy for community outings but his parents prefer him not to be transported in that manner which ultimately limits Clark's community-based learning activities.

Other

Jobs and Job Training

Clark has held an on-campus job in the school library checking books in and out using a scanning system and shelving books with the assistance of a teacher assistant. He tried a job in the school cafeteria bagging cookies for sale but due to hygiene issues (e.g. drooling) it was determined that this was not a good placement for Clark.

By what method was this obtained:

Observations done by professionals

Recreation and Leisure

A great deal of Clark's one-on-one worker's time is spent in the home with him. While at home Clark enjoys watching DVDs, looking at books, listening to his I-Pod, watching his younger sister play video games, family meals, and making music on his electronic keyboard.

Observations done by professionals and family

Home/Independent Living

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While at home, Clark's mother and great-aunt provide total physical care. Although Clark could assist with some personal hygiene tasks this is not an expectation for him while in the home.

By what method was this obtained

Observations done by family

Post-Secondary Training and Learning Opportunities

Clark has held an on-campus job in the school library checking books in and out using a scanning system and shelving books with the assistance of a teacher assistant. He tried a job in the school cafeteria bagging cookies for sale but due to hygiene issues (e.g. drooling) it was determined that this was not a good placement for Clark.

By what method was this obtained

Observations done by professionals and family

Related Services

Clark receives occupational therapy on a consultative basis. His teacher and the occupational therapist have been working on developing vocationally related jigs. Clark also receives speech therapy 2 times a week for 30 minutes each session. Clark also receives physical therapy one time a week for 30 minutes and has ongoing therapy services in the classroom including positioning on adaptive equipment.

By what method was this obtained

Observations done by professionals and family

E. Consideration of Special Factors

1. Has the child been identified by the school district as a child with limited English proficiency?
 No Yes
2. Is the child blind or visually impaired?
No Yes
3. Is the student deaf or hard of hearing?
 No Yes
4. Does the student have communication needs?
No Yes
5. Does the student need assistive technology devices and services?
No Yes
6. Does the child's behavior impede the child's learning or the learning of others?
7. No Yes

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
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2018-2019	9th	F+C English (1) F+C Math (1) F+C Science (1) Library Aide (½) Digital Communications (1) Music (1) Family and Consumer Science (½)	6	6	6
2019-2020	10th	F+ C English (1) F+C Math (1) F+C Science (1) Library Aide (½) Digital Communications (1) Music (1) Adaptive PE (½)	6	6	12
2020-2021	11th	F+ C English (1) F+C Math (1) F+C Science (1) Work Experience (1) Digital Communications (1) Music (1)	6	0	0
2021-2022	12th	F+ C English (1) F+C Math (1) F+C Science (1) Work Experience (2) Digital Communications (1) Music (1)	6	0	0

Total Number of credits required by this district for graduation: 23 credits

Anticipated month and year of graduation: May 2022 Transition to Adult Life Ed

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

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.

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Date of IEP Meeting when transfer of rights was discussed:

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

Education/Training Goal: Upon the completion of high school, I (Clark) will be able to successfully take part in online and group trainings.

Activity: Take part in individual and group trainings

Person/Agency Responsible: Clark, parents, special education teacher

Timeline: 1 year

Instructions:x

Community Experiences:

Related Service:x

Adult Living:x

Daily Living:

Func Voc Assessment:

Employment Goal: Upon completion of high school, I (Clark) will work full-time at the public library.

Activity: Apply for work experience at local library

Person/Agency Responsible: Clark, parents, school counselor

Timeline: 2 years

Instructions:x

Community Experiences:x

Related Service:x

Adult Living:x

Daily Living:

Func Voc Assessment:

Independent Living Goal: Upon completion of high school, I (Clark) will organize a fundraiser for proceeds to go towards a motorized wheelchair.

Activity: Apply for grants to get motorized wheelchair

Person/Agency Responsible: Clark, parents, Physical Therapist

Timeline: 12 months

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Instructions:x

Community Experiences:x

Related Service:x

Adult Living:x

Daily Living:x

Func Voc Assessment:x

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

Annual Goal 1

Intent

To improve reading comprehension and speed

Behavior

Clark will compete reading comprehension questions and wear his glasses

Ending level

By learning reading comprehension strategies to increase his skills from below sufficiency to averay sufficiency with 80% accuracy. Baseline (0/10).

Characteristics

Specially designed instruction taught one-on-one during individualized instruction time

How and when periodic progress reports will be provided:

Written progress reports will be written quarterly

Will a graph be used to report progress toward the annual goal and associated objectives?

Yes or **No**

Annual Goal 2

Intent

To better improve communication skills

Behavior

Clark will verbally ask three questions a day

Ending Level

Through the development of verbal communication skills, hope to increase Clark's single words into short phrases

Characteristics

Specially designed instruction in any setting

How and when periodic progress reports will be provided:

Written progress reports will be written quarterly

Will a graph be used to report progress toward the annual goal and associated objectives?

YES or **NO**