Indicator 13 and Transition Services

Center for Change in Transition Services
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Secondary Transition

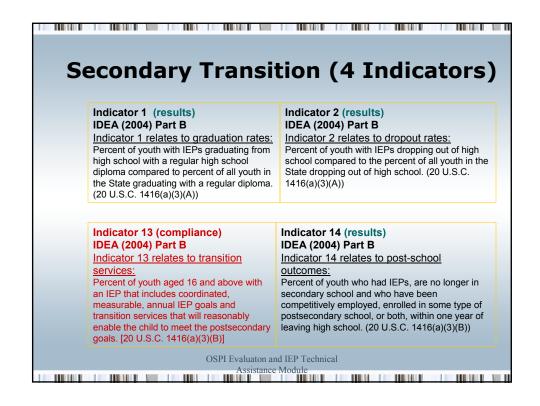
WAC 392-172A-03090(1)(j)

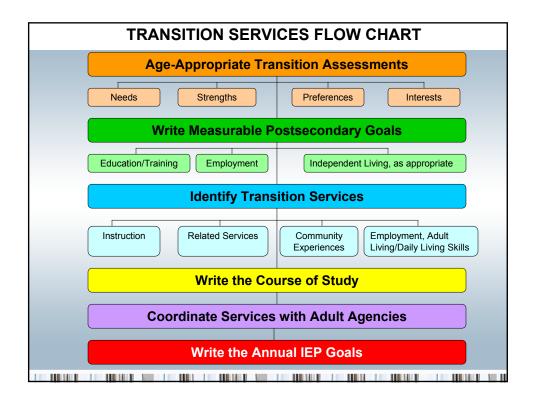
- Beginning not later than the first IEP to be in effect when the student turns 16, or younger if determined appropriate by the IEP team, the IEP must include:
- Appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training or education, employment, and, where appropriate, independent living skills; and
- Transition services, including courses of study needed to assist the student in reaching those goals.

WAC 392-172A-01190

- Transition services should be based on the individual student's needs, taking into account the student's strengths, preferences, and interests; and
- Include instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and if appropriate, the acquisition of daily living skills and provision of a functional vocational evaluation.

OSPI Evaluation and IEP Technical
Assistance Module





Age-Appropriate Transition Assessment

Transition assessment is the ongoing process of collecting data on the individual's needs, strengths, preferences, and interests as they relate to the demands of current and future working, educational, living, and personal and social environments. Assessment data serve as the common thread in the transition process and form the basis for defining goals and services to be included in the IEP and is gathered from multiple sources.

NSTTAC Indicator 13 Tranining

Transition Assessment Sources

Sources of assessment information include, but are not limited to, the following:

- Formal interest surveys, aptitude tests and other surveys,
- Quarterly or semester grades throughout high school,
- Current psychological assessment data indicating areas of strength and weakness,
- College entrance exam scores if applying to 4year colleges,

- Informal interviews with students,
- Student completion of interest inventories,
- Questionnaires to establish student interests and preferences,
- Functional vocational evaluations,
- Interviews with the family, and
- Student observations.

NSTTAC Indicator 13 Training

Materia

NEEDS	STRENGTHS	PREFERENCES	INTERESTS	WORK EXPERIENC
			Expressed:	
			Observed:	
			Observed:	
			Tested:	

TRANSITION ASSESSMENT INFORMATION GATHERING FORM Student's Name: ROGER age 15 By: SE Teacher student family GE Teacher Admin Counselor Psych Parapro Support Staff						
NEEDS	STRENGTHS	PREFERENCES	INTERESTS	WORK EXPERIENCE		
Interpersonal: (teacher/staff) *Lacks of understanding of personal space *Lacks control when frustrated or angry *Often speaks for others *Unable to resolve conflicts *Academic/functional: (teacher/psych) *Unable to follow 3-step written directions *Unable to interpret warning labels accurately *(parents/family) *Unable to operate a calculator accurately *Community/Vocational: *Cannot use public transportation successfully (family) *Lacks continuous personal hygiene habits (family) *Interrupts coworkers to assist with their work (work supervisor) * Work pace is slow (work supervisor) * Work pace is slow (work supervisor)	Interpersonal: (teacher/family) - Friendly – smiles and greets all people Helps others without prompting - Able to communicate needs clearly and appropriately - Able to accept constructive criticism without resentment Academic/functional: (teacher/psych) - Can follow 3-step verbal directions with up to 2 variables - On Brigance: 25 functional words Able to add/subtract 2 single digit numbers Community/Work: (Magellan) - Able to recognize multi-step task procedures - Organizes work in an orderly fashion Stavs on task for	Prefers: (Casey LifeSkills)) Computer aided interest inventory: Interest in working outdoors with others; perhaps with plants Teacher observation: work in group or with 1 other clean or unclean work environment leading rather than following Parent/family observation repetition non-sedentary no stress or uncomfortable situations	Expressed: (Roger/family) *Special Olympics *Bowling *Going out with friends *Lifting weights *Animals *Planting flowers *Serving food Observed: *Physical activities *Running track *Talking with older people *Native American weaving *Preparing lunches *Karaoke Tested: *Video interest survey: Grounds maintenance = high interest *Casey LifeSkills Assessment Inventoryareas of concern are personal hygiene, conflict resolution	School-based work experiences **1"* semester – assisted in high school kitchen 1 hour/day **2">"2">"2">"1"* semester – continuing in food service experience in school kitchen to 2 hr/da Community-based Experiences **Volunteers at senior cente at Tuesday Night Bingo **1s equipment manager for Special Olympics team		

AGE-APPROPRIATE TRANSITION ASSESSMENT SUMMARY Roger, age 15

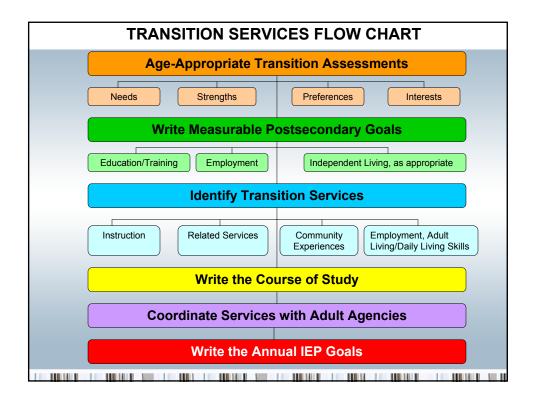
- <u>NEEDS:</u> Roger needs to demonstrate the concept of personal space, not to interrupt and answer for others, and learn to resolve conflicts appropriately (teacher/family observation). Roger needs to demonstrate personal control when he is frustrated or angry (teacher).
- **STRENGTHS:** Roger is friendly, greets everyone with a smile; he helps others without being asked; he is able to communicate his needs clearly and appropriately (teacher/family). Roger can follow 3-step directions with two variables. He knows 25 functional words, is able to add/subtract 2 single digit numbers. Roger recognizes multi-step task procedures, organizes his work in an orderly fashion and stays on task for extended periods (Brigance).
- **PREFERENCES:** Roger prefers physical activities, working and interacting with people and variety in work tasks or personal routine (teacher/family observation).
- **INTERESTS:** Roger is interested in sports, lifting weights, working on lawns, special Olympics and running track. He is interested in tribal arts and crafts, working in food service environments and socializing with friends (teacher, family, community members).

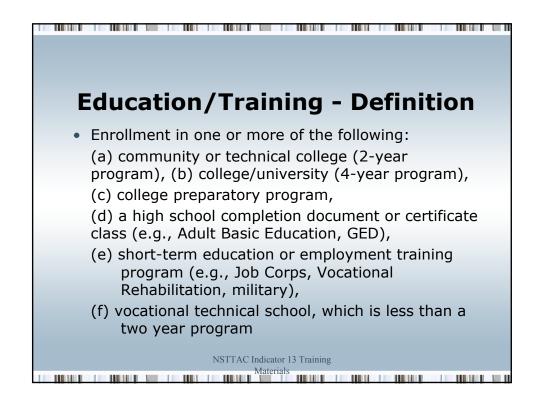
By: SET	eacher student family	GE Teacher Admin Co	unselor Psych Parapro	Support Staff
NEEDS	STRENGTHS	PREFERENCES	INTERESTS	WORK EXPERIENCE
Interpersonal: (teacher) Not able to advocate for herself Has limited knowledge of her disability and accommodations she needs Does not assert herself in social and employment situations Has difficulty completing tasks in deficit areas Academic: (teacher/psych) 2.5 grade level in written language Poor spelling skills Has difficulty sounding out words Community/Vocational Does not ask for assistance when needed on work tasks (employer Lacks ability to do job search on own (teacher) Has difficulty reading complex task instructions (teacher)	Interpersonal: (teacher/family/employer) Gets along well with peers and adults Seeks others to offer physical/personal help sls eager to learn new tasks Accepts constructive criticism without resentment Has good communica- tion and social skills Academic: (psych) Above average problem solving skills Has above average computational skills, Able to understand written instructions with visual aids Community/Vocational: femployer) Has good personal hygiene Has excellent on-task behavior Able to adapt to changes in routine/ schedules Has perfect job attendance	Prefers: • Kiersey Temperament Survey: • working with people • helping others • semi-quiet environment • Myers-Briggs: • non-repetitive work • little or no stress • minor or small judgments or decisions • variety of tasks	Expressed: (Maria) *Working with people *Taking care of siblings *Talking on the phone *Dancing *Helping elderly grandparents *Sports *Cooking *Nursing *Observed: (teachers, parent) *Pleasing others *Swimming *Reading to underclassmen *Volunteers to help others *Preparing classroom fiestas *Preparing classroom fiestas *Tested: *WOIS Interest Inventory Interest in health-related occupations; possible nurse or medical assistant. *Career Cruising Health pathway; will do some post-school education.	School-based work experiences *TA in attendance office grade 9 *TA in nurse's office - grade 10 Comunity-based experiences: *Baby-sitting during middle school *Helped during middle school with grandparen in nursing home *Currently working at frod *Volunteer at Walrus Community Hospital

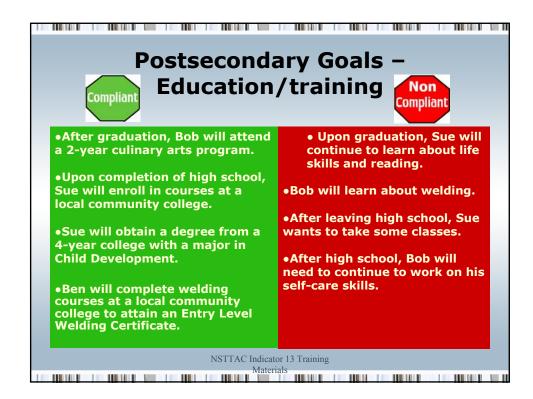
AGE-APPROPRIATE TRANSITION ASSESSMENT SUMMARY Maria, age 16

- NEEDS: Maria needs to develop self-advocacy skills, increase her knowledge of her disability and ask for appropriate accommodations. She needs to increase assertiveness in work and social situations. She continues to need specialized instruction in the area of reading and written language. She has difficulty reading complex task instructions and needs to ask for accommodations and/or learn to make adjustments to her work situation to complete complex tasks. Maria needs to learn how to conduct job searches independently (interview, teacher, family report).
- STRENGTHS: Maria maintains good rapport and relationships with peers and adults. She helps others without prompting. She is eager to learn new tasks and is able to accept constructive criticism without resentment. She has good verbal communication and social skills (teacher/family). Maria has above average problem solving skills and has above average computation skills (WJ). She understands written instructions with visual aids (teacher). Maria has positive worker characteristics and traits, good personal hygiene, excellent on-task behavior and is able to adapt to changes in routine and schedules. She has perfect job attendance (employer).
- <u>PREFERENCES:</u> Maria prefers working with people, helping others and working indoors. She works best in small groups or with one other person. She does not prefer to work alone or in isolation (learning style, temperament survey).
- **INTERESTS:** Maria is interested in working with people and helping others, especially elderly people (WOIS). She likes organizing activities and volunteering. Maria is interested in a career in the health occupations (Career Cruising) or as a medical assistant (WOIS).

PURPOSE: The purpose of transition planning is to develop a coordinated set of activities designed within a results-oriented process that is focused on improving the academic achievement and functional performance of the student in order to facilitate the student's movement from school to post-school activities, including postsecondary education/training, employment, and if appropriate, independent living skills. SECONDARY TRANSITION If no, what steps were taken to ensure that the student's preferences/interests were considered? POINTS TO CONSIDER: Student participated in IEP Secondary transition must be addressed in the first IEP to be in effect. meeting? first IEP to be in effect when the student turns 16, or younger if determined appropriate by the IEP team, and updated annually. Measurable postsecondary goals, based upon age-appropriate transition assessment results, must be included in the areas of education/training, employment, and (if AGE APPROPRIATE TRANSITION ASSESSMENTS (include results of informal and/or formal assessments including surveys/questionnaires profiles/portfolios vocational assessment(s) Other: Interviews; observations; • NEEDS: Roger needs to understand the concept of personal space, not to interrupt and answer for others, and learn to resolved conflicts appropriately (teacher/family). Roger needs to learn to exercise personal control when he is frustrated or angry (teacher). employment, and (if appropriate) independent living skills. • <u>STRENGTHS</u>: Roger is friendly, greets everyone with a smile; he helps others without being asked; he is able to communicate his needs clearly and appropriately (teacher/family). Roger can follow 3-step directions with two variables. He knows 25 functional words (Brigance), is able to add/subtract 2 single Transition services should be based on the individual student's needs. taking into account the digit numbers (teacher). Roger is able to recognize multi-step task procedures, organize his work in an orderly fashion and stay on task for extended periods (Magellan). student's preferences and interests, and may include interests, and may include instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and if appropriate, the acquisition of daily living skills and provision for functional vocational evaluation. • PREFERENCES: Roger prefers physical activities, working and interacting with people and variety in work tasks or personal routine (Magellan). • INTERESTS: Roger is interested in sports, lifting weights, working on lawns, special Olympics and running track. He is interested in arts and crafts (Native American), working in food services environment and socializing with friends (teacher, family, Magellan).







TRANSITION ASSESSMENT INFORMATION GATHERING FORM Student's Name: ROGER age 15 By: SE Teacher student family GE Teacher Admin Counselor Psych Parapro Support Staff						
NEEDS	STRENGTHS	PREFERENCES	INTERESTS	WORK EXPERIENCE		
Interpersonal: (teacher/staff) *Lacks of understanding of personal space *Lacks control when frustrated or angry *Often speaks for others *Unable to resolve conflicts *Academic/functional: (teacher/psych) *Unable to follow 3-step written directions *Unable to interpret warning labels accurately *(parents/family) *Unable to operate a calculator accurately *Community/Vocational: *Cannot use public transportation successfully (family/ teacher) *Lacks continuous personal hygiene habits (family) *Interrupts coworkers to assist with their work (work supervisor)	Interpersonal: (teacher/family) Friendly - smiles and greets all people Helps others without prompting • Able to communicate needs clearly and appropriately • Able to accept constructive criticism without resentment Academic/functional: (teacher/psych) • Can follow 3-step verbal directions with up to 2 variables • On Brigance: 25 functional words Able to add/subtract 2 single digit numbers Community/Work: (Magellan) • Able to recognize multi-step task procedures • Organizes work in an	Prefess (Magellan) *Computer aided interest inventory: *Interest in working outdoors *with others; *perhaps with plants *Teacher observation: *work in group or with 1 other *clean or unclean work environment *leading rather than following *Parent/family observation *petition non-sedentary no stress or uncomfortable situations	Expressed: (Roger/family) *Special Olympics *Bowling *Going out with friends *Lifting weights *Animals *Planting flowers *Serving food Observed: *Physical activities *Running track *Talking with older people *Native American weaving *Preparing lunches *Karaoke Tested: *Magellan video interest survey: Grounds maintenance = high interest *Casey LifeSkills Assessment Inventoryareas of concern are personal hygiene,	School-based work experiences **I*** semester – assisted in high school kitchen 1 hour/day **2nd semester – continuing in food service experience in school kitchen to 2 hr/dar Community-based Experiences **Volunteers at senior center at Tuesday Night Bingo **Is equipment manager for Special Olympics team		
Work pace is slow (work supervisor)	orderly fashion Stays on task for extended periods.		conflict resolution	8/08		

MEASURABLE POSTSECONDARY GOALS – Roger, age 15

- Postsecondary education/training:
 - After graduation, Roger will participate in training to improve his work skills in his job.

- Employment:
- Independent Living:

Ifn	o, what steps were taken to ensure that the student	's preferences/interests were co	onsidered?
tudent participated in IEP meeting? Yes No	,		
AGE APPROPRIATE TRANSITION A eeds, preferences, and interests):	ASSESSMENTS (include results of informal a	nd/or formal assessments include	ding student's
surveys/questionnaires profi	iles/portfolios vocational assessment(s) other:	Interviews; observations;	
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work in an orderly fashion and stay on task for <u>PREFERENCES</u> : Roger prefers physical act Magellan). <u>INTERESTS</u> : Roger is interested in sports, rts and crafts (Native American), working in <u>CDUCATION/TRAINING</u> (Required to	or extended periods (Magellan), ivities, working and interacting with people a lifting weights, working on lawns, special Oly food services environment and socializing whe addressed for all students)	and variety in work tasks or property and running track. H	personal routine le is interested in
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Employment - Definition

- Competitive employment means work-
 - (i) In the competitive labor market that is performed on a full-time or part-time basis in an integrated setting; and (ii) For which an individual is compensated at or above the minimum wage, but not less than the customary wage and level of benefits paid by the

employer for the same or

similar work performed by

individuals who are not

disabled.

Supported employment is competitive work in integrated work settings, consistent with the strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice of the individuals, for individuals with the most significant disabilities for whom competitive employment has not traditionally occurred; and who, because of the nature and severity of their disability, need intensive supported employment services.

NSTTAC Indicator 13 Training
Materials

Postsecondary Goals -Employment Non Compliant Compliant •Bob will attend a job fair on •After college, Sue will have a career in the field of early the college campus. childhood education. Sue hopes to work with •In the future, Ben will be a selfyoung children someday. employed welder. Ben wants to work as a welder. •After graduation, Jorge will obtain a supported employment position •Sue will work with DVR that allows him to work to his services to ensure maximum stamina and incorporates community employment. the use of assistive technology. Sue will get a job. After finishing high school Bill will increase his work hours in the business department of a local office supply store. Materials

TRANSITION ASSESSMENT INFORMATION GATHERING FORM Student's Name: ROGER age 15 Date: 5/5/08 By: SE Teacher student family GE Teacher Admin Counselor Psych Parapro Support Staff						
NEEDS	STRENGTHS	PREFERENCES	INTERESTS	WORK EXPERIENCE		
Interpersonal: (teacher/staff) -Lacks of understanding of personal space -Lacks control when frustrated or angry -Often speaks for others -Unable to resolve conflicts -Academic/functional: (teacher/psych) -Unable to follow 3-step written directions -Unable to interpret warning labels accurately -(parents/family) -Unable to operate a calculator accurately -(marents/family) -Unable to operate a calculator accurately -Unable to superate -Unable to resolve -Unable to resolve -Unable to resolve -Unable to superate -Unable to resolve -Unable to follow 3-step -Unable to superate -Unable to follow 3-step -Unable to follow 3-s	Interpersonal: (teacher/family) • Friendly – smiles and greets all people Helps others without prompting • Able to communicate needs clearly and appropriately • Able to accept constructive criticism without resentment Academic/functional: (teacher/psych) • Can follow 3-step verbal directions with up to 2 variables • On Brigance: 25 functional words Able to add/subtract 2 single digit numbers Community/Work: (Magellan) • Able to recognize multi-step task procedures • Organizes work in an orderly fashion Stays on task for extended periods.	Prefers: (Magellan) Computer aided interest inventory: Interest in working outdoors with others; perhaps with plants Teacher observation: work in group or with 1 other clean or unclean work environment leading rather than following Parent/family observation repetition non-sedentary no stress or uncomfortable situations	Expressed: (Roger/family) *Special Olympics *Bowling *Coing out with friends *Lifting weights *Animals *Planting flowers *Serving food Observed: *Physical activities *Running track *Talking with older people *Native American weaving *Preparing lunches *Karaoke Tested: *Magellan video interest survey: Grounds maintenance = high interest *Casey LifeSkills Assessment Inventory- areas of concern are personal hygiene, conflict resolution	School-based work experiences **1st semester – assisted in high school kitchen 1 hour/day **2nd semester – continuing in food service experience in school kitchen to 2 hr/da Community-based Experiences **Volunteers at senior center at Tuesday Night Bingo **Is equipment manager for Special Olympics team		

MEASURABLE POSTSECONDARY GOALS - Roger, age 15

- Postsecondary education/training:
 - After graduation, Roger will participate in training to improve his work skills in his job.
- Employment:
 - After graduation, Roger will be employed in the community with supports.

• Independent Living:

	SECONDARY TRAN	ISITION		
EMPLOYMENT (Required to be addr	POINTS TO CONSIDER (continued): •Transition services may be			
Measurable Postsecondary Goal(s) (What the student will do after graduation from high school in the area of employment)	special education, if provided as specially designed instruction or related services, if required to assist the student			
Transition Services (list Transition Services 1	elated to Employment, including IE	EP goal number(s) if applicable)		in benefitting from special education.
Transition Serv	rice	Staff/Agency Responsible	IEP Goal #	Representatives of any agencies that are likely to be responsible for providing or
				paying for transition services to the student should be invited to the IEP meeting,
				with parent consent.
Measurable Postsecondary Goal(s) (What the student will do <u>after</u> graduation from high school in the area of living skills)		•	•	
Transition Services (list Transition Services r	elated to Independent Living Skills,	including IEP goal number(s) if applicable)	
Transition Service		Staff/Agency Responsible		

Independent Living Skills - Definition

• Independent living skills are those skills or tasks that contribute to the successful independent functioning of an individual in adulthood (Cronin, 1996) in the following domains: leisure/recreation, home maintenance and personal care, and community participation.

NSTTAC Indicator 13 Training
Materials

Postsecondary Goals – Independent Living

After graduation Sue will live at home and participate to the maximum extent possible in her daily routines (e.g. feeding, dressing, bathing, activating small appliances/media devices, choice making) and environment through the use of technology.
 After graduation, Bob will effectively utilize an augmentative communication device at home and in the community that allows familiar and non-familiar individuals to communicate with him regarding

needs, wants, and desires.

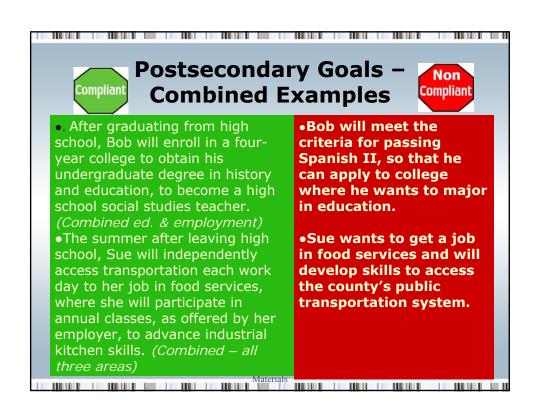
- Sue will learn to use the bus system.
- Roy enjoys watching DVD's, looking at books, listening to his IPod, watching his younger sister play video games, sitting with family for meals, making music on electronic keyboard.
- Sue should continue to use her facial expressions as a reliable mode to communicate her preferences as well as practice increasing her communication skills via eye gaze at concrete objects.

Materials

MEASURABLE POSTSECONDARY GOALS - Roger, age 15

- Postsecondary education/training:
 - After graduation, Roger will participate in training to improve his work skills in his job.
- Employment:
 - After graduation, Roger will be employed in the community with supports.
- Independent Living:
 - After high school, Roger will independently prepare for work each day, including dressing, making his bed, making his lunch and accessing transportation.

	SECONDARY	TRANSITION		
EMPLOYMENT (Required to be ac	POINTS TO CONSIDER (continued): •Transition services may be			
Measurable Postsecondary Goal(s (What the student will do <u>after</u> graduation from high school in the area of employment)		special education, if provided as specially designed instruction or related services, if required to assist the student		
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Goal(s) (What the student will do after graduation from high school in the area of living skills)	including dressing, r transportation.		ccessing	
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Student's Name: MARIA age 16 Date: 5/5/08 By: SE Teacher student family GE Teacher Admin Counselor Psych Parapro Support Staff						
NEEDS	STRENGTHS	PREFERENCES	INTERESTS	WORK EXPERIENCE		
Interpersonal: Not able to advocate for nerself Has limited knowledge of ner disability and accommodations she needs oboes not assert herself in occial and employment ituations Has difficulty completing asks in deficit areas Academic: teacher/psych) 22.5 grade level in written anguage Poor spelling skills Has difficulty sounding but words Community/Vocational Does not ask for assistance when needed on work tasks (employer Lacks ability to do job earch on own (teacher) Has difficulty reading complex task instructions teacher)	Interpersonal: (teacher/family/employer) Gets along well with peers and adults Seeks others to offer physical or personal help «Is eager to learn new tasks »Accepts constructive criticism without resentment *Has good communication and social skills *Academic: (psych) *Above average problem solving skills *Has above average computational skills *Able to understand written instructions with visual aids *Community/Vocational: [employer] *Has good personal hygiene *Has excellent on-task behavior *Able to adapt to changes in routine/ schedules *Has perfect job attendance	Prefers: *Kiersey Temperament Survey: *working with people *helping others *semi-quiet environment *EAS Temperament Survey: *non-repetitive work *little or no stress *minor or small judgments or decisions *variety of tasks	Expressed: (Maria) *Working with people *Taking care of siblings *Talking on the phone *Dancing *Helping elderly grandparents *Sports *Cooking *Nursing *Observed: (teachers, parent) *Pleasing others *Swimming *Reading to underclassmen *Volunteers to help others *Preparing classroom fiestas *Tested: *WOIS Interest Inventory Interest in health-related occupations; possible nurse or medical assistant. *Career Cruising Health pathway; will do some post-school education.	School-based work experiences *TA in attendance office – grade 9 *TA in nurse's office - grade 10 Community-based experiences: *Baby-sitting during middle school *Helped during middle schoo with grandparents in nursing home *Currently working at fast-food *Volunteer at Walrus Community Hospital		

MEASURABLE POSTSECONDARY GOALS - Maria, age 16

Postsecondary education/training:

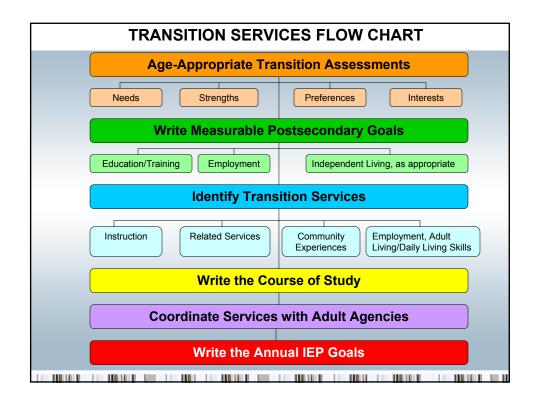
 After graduation, Maria will successfully complete medical assistant courses at Walrus Community College.

• Employment:

 After college, Maria will work as a certified medical assistant.

• Independent Living:

Not needed at this time.





TRANSITION SERVICES

INSTRUCTION

Instruction is one component of a transition program that the student needs to receive in specific areas to complete needed courses, succeed in the general curriculum and gain needed skills.

RELATED SERVICES

Related services is defined as transportation, and such developmental, corrective, and other supportive services (including speechlanguage pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, therapeutic recreation, social work services and school nurse services.

Transition Services – Instruction Examples

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<u>Postsecondary goals</u>: Upon graduating from high school, Jim will successfully complete welding courses at Walrus Community College and attain the Entry Level Welding Certificate. Jim will be employed as a welder.

Transition Services Examples:

- Social skills training
- Instruction related to on-the-job safety
- Community based instructional experiences related to construction work;
- · Work-based instruction with a local welder;
- Self-determination training.

Transition Services Non-examples:

- · Coursework related to visual arts;
- · Field trips related to recreational opportunities;
- Community based instruction related to food service.

NSTTAC Indicator 13 Training

Materials

Transition Services – Related Service Examples

<u>Postsecondary goals</u>: Upon graduating from high school, Jim will successfully complete welding courses at Walrus Community College and attain the Entry Level Welding Certificate. Jim will be employed as a welder.

Transition Services Examples:

- · Speech-language pathology;
- School counseling services for anger management;

Transition Services Non-examples:

- Instruction related to safety in the workplace;
- Instruction related to workplace social behavior.

NSTTAC Indicator 13 Training
Materials

TRANSITION SERVICES

COMMUNITY EXPERIENCE

Community experiences is one component of a transition program that are provided outside the school building or in community settings. Examples include community-based work experiences and/or exploration, job site training, banking, shopping, transportation, counseling and recreation activities.

EMPLOYMENT and OTHER POST-SCHOOL ADULT LIVING OBJECTIVES

Employment and other postschool adult living objectives are components of a transition program that the student needs to achieve desired postsecondary goals. These could be services leading to a job or career or those support activities done occasionally such as voting, renting a home, accessing medical services or accessing adult services such as Social Security Income.

Transition Services – Community Experience Examples

<u>Postsecondary goals</u>: Allison will attend a community college program in Early Childhood Education and attain a certificate. After community college, Allison will have a career in early Childhood education.

Transition services examples:

- · Job shadow experiences with children;
- Visit community college campus, including Admissions and Disability Student Services offices;

Transition services non-examples:

- · Role play admissions interview;
- Job experience at Taco Bell.

NSTTAC Indicator 13 Training
Materials

Transition Services – Employment and other adult living post-school objectives - Examples

<u>Postsecondary goals</u>: Allison will attend a community college program in Early Childhood Education and attain a certificate. After community college, Allison will have a career in early Childhood education.

Transition services examples:

- · Part time employment working with children;
- Apply for financial aid;
- · Referral to DVR;
- Apply for DSS services;

Transition services non-examples:

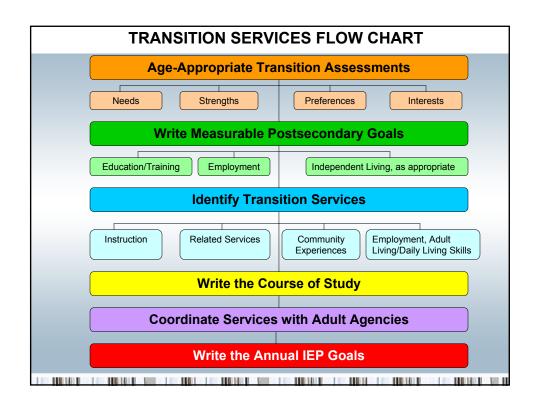
- Complete application process at community college
- Interview for full-time position in food service.

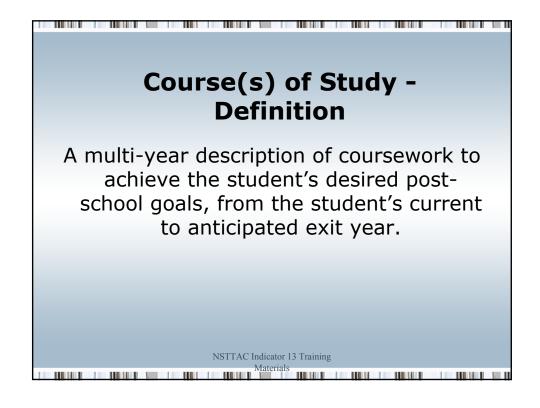
NSTTAC Indicator 13 Training

Material

If no	, what steps were taken to ensure that	the student	's preferences/interests were co	nsidered?	
Student participated in IEP meeting? Yes No					
AGE APPROPRIATE TRANSITION A needs, preferences, and interests):	SSESSMENTS (include results of	informal ar	nd/or formal assessments include	ling student's	
surveys/questionnaires profil	es/portfolios vocational assessment(s) other:	Interviews; observations;		
STRENGTHS: Roger is friendly, greets ever needs clearly and appropriately (teacher/family)	y). Roger can follow 3-step direction	ns with tw	vo variables. He knows 25 f	unctional words	
(Brigance), is able to add/subtract 2 single digit work in an orderly fashion and stay on task for PREFERENCES: Roger prefers physical acti (Magellan). INTERESTS: Roger is interested in sports, li arts and crafts (Native American), working in Interested in Sports, li arts and crafts (Native American), working in Interest of the Company of the Compa	r extended periods (Magellan), vities, working and interacting with ifting weights, working on lawns, s food services environment and soci be addressed for all students) After graduation, Roger wi	n people as pecial Oly alizing wi	nd variety in work tasks or p mpics and running track. H th friends (teacher, family, N	e is interested in Magellan).	-
work in an orderly fashion and stay on task for PREFERENCES: Roger prefers physical acti (Magellan). INTERESTS: Roger is interested in sports, li arts and crafts (Native American), working in li EDUCATION/TRAINING (Required to lead to le	r extended periods (Magellan), vities, working and interacting with ifting weights, working on lawns, s food services environment and soci be addressed for all students) After graduation, Roger wi	n people as pecial Oly alizing wi	nd variety in work tasks or p mpics and running track. H th friends (teacher, family, N	e is interested in Magellan).	
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work in an orderly fashion and stay on task for PREFERENCES: Roger prefers physical act (Magellan). INTERESTS: Roger is interested in sports, li arts and crafts (Native American), working in lateral EDUCATION/TRAINING (Required to Measurable Postsecondary Goal(s) (What the student will do after graduation from high school in the area of education/training)	r extended periods (Magellan), vities, working and interacting with ifting weights, working on lawns, s food services environment and sociobe addressed for all students) After graduation, Roger wiskills in his job. Led to Education/Training, including IEP g	n people an pecial Oly alizing wi	nd variety in work tasks or p mpics and running track. H th friends (teacher, family, N pate in training to impro	e is interested in Magellan).	
work in an orderly fashion and stay on task for PREFERENCES: Roger prefers physical act (Magellan). • INTERESTS: Roger is interested in sports, li arts and crafts (Native American), working in lateral EDUCATION/TRAINING (Required to Measurable Postsecondary Goal(s) (What the student will do after graduation from high school in the area of education/training) Transition Services (list Transition Services related)	r extended periods (Magellan), vities, working and interacting with ifting weights, working on lawns, s food services environment and socion be addressed for all students) After graduation, Roger wis skills in his job. led to Education/Training, including IEP gravice	n people an people an pecial Olyalizing wi	nd variety in work tasks or p mpics and running track. H th friends (teacher, family, N pate in training to impro	bersonal routine ie is interested in Aagellan).	
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	SECONDARY TRAM	NSITION		
EMPLOYMENT (Required to be add	ressed for all students)			POINTS TO CONSIDER (continued): •Transition services may be
Measurable Postsecondary Goal(s) (What the student will do after graduation from high school in the area of employment)	special education, if provided as specially designed instruction or related services, if required to assist the studen			
Transition Services (list Transition Services	related to Employment, including II	EP goal number(s) if applicable)		in benefitting from special education.
Transition Ser	vice	Staff/Agency Responsible	IEP Goal	Representatives of any agencies that are likely to be responsible for providing or
-Participation in community-based inst employability skills (instruction)	ruction related to	Transition specialist/SE teacher	1	paying for transition services to the student should be invited to the IEP meeting,
-Job shadowing experiences in food ser (community experience)	Transition specialist/SE teachers		with parent consent.	
-Referral to DVR through DDD (comm -Meet with job coach in classroom and (community experience)				
Goal(s) (What the student will do after		will independently prepare for w naking his bed, making his lunch		
Transition Services (list Transition Services	related to Independent Living Skills	; including IEP goal number(s) if applicable)		
Transition Sea	vice	Staff/Agency Responsible	IEP Goal#	
-Instruction on personal hygiene		SE staff	4	
1 ,0				
-Instruction on personal hygiene -Teacher-made task analysis of self-car	e (daily living skills)	Special education teacher	5	





COURSE OF STUDY Postsecondary goals: Education/training: After graduation, Roger will participate in training to improve his work skills in his job. Employment: After graduation, Roger will be employed in the community with supports Independent Living: After high school, Roger will independently prepare for work each day, including dressing, making his bed, making his lunch and accessing transportation. Roger, age 15 **AGE 18** AGE 14-15 AGE 16-17 PE PE Communication skills Communication skills Communication skills Independent living skills Independent living skills Supervised Work Experience Independent living skills Job Readiness skills Supervised Work Experience Supervised Work Experience Job Readiness skills Supervised Work Experience AGE 19 **AGE 20 AGE 21** School to Employment Program School to Employment Program School to Employment Program Independent living skills Independent living skills Employed with support Transportation training Transportation training Transition program 4 hr/wk Job readiness skills Work Experience with support - 1/2 day Job Shadowing 13th Year Plan: Supported Employment

COURSE OF STUDY Roger, age 15

Postsecondary goals:

Education/training: After graduation, Roger will participate in training to improve his work skills in his job.

Employment: After graduation, Roger will be employed in the community with supports. **Independent Living**: After high school, Roger will independently prepare for work each day, including dressing, making his bed, making his lunch and accessing transportation.

Roger is in his first year in high school. He will attend school until he is 21. The IEP Team will determine graduation credits and requirements and the appropriate state assessment.

Roger's academic program will focus on communication skills, social skills, independent living skills and work skills. The curriculum and activities will emphasize appropriate communication and social skills on the job and transportation training, independent self-medication and self-advocacy skills as related to work and living situations.

He will participate in an in-school work experience (cafeteria) his first year of high school and then supervised group work experiences in the community leading to individual supervised work experiences. Roger will attend the school to employment program at the off-campus site until he is 21. He will learn work readiness skills, transportation and communication skills. He will have a job upon leaving the school program. He will receive on-the-job training and support.

COURSE(S) OF STUDY (list the course(s) of study needed to assist the student in reaching his/her postsecondary goals, unless already described above, or attach a list of courses)

Roger is in his first year in high school. He will attend school until he is 21. The IEP Team will determine graduation credits and requirements and the appropriate state

Roger's academic program will focus on communication skills, social skills, independent living skills and work skills. The curriculum and activities will emphasize appropriate communication and social skills on the job and transportation training, independent self-medication and self-advocacy skills as related to work and living

He will participate in an in-school work experience (cafeteria) his first year of high school and then supervised group work experiences in the community leading to individual supervised work experiences. Roger will attend the school to employment program at the off-campus site until he is 21. He will learn work readiness skills, transportation and communication skills. He will have a job upon leaving the school program. He will receive on-the-job training and support.

POINTS TO CONSIDER

·A course of study is "a multi-year description of coursework to achieve the student's desired post-school goals, from the student's current to anticipated exit year." (NSTTAC, 2007).

COURSE OF STUDY Maria, age 16

Postsecondary goals: Education/training- After graduation, Maria will successfully complete medical assistant courses at Walrus Community College

Health Occupations II course

Health Occupations II course

Health Occupations II course

Employment: After college, Maria will be employed as a medical assistant.

Health Occupations II course

Health Occupations II course

Health Occupations II course

ependent Living: not applicable	e at thi	s time.			
GR	ADE 1	<u>0</u>		GRAD	DE 11
<u>Semester 1</u>	<u>Se</u>	Semester 2		Semester 1	Semester 2
English	En	English		English	English
Integrated Math 2	In	Integrated Math 2		US History	US History
General Science	Ge	General Science		Life Science	Life Science
Fundamentals of Art & Design	F	Foods		Health Occupations I	Health Occupations I
World History	W	orld History		Health Occupations I	Health Occupations I
Learning Support (SE)	Le	arning Support (SE)		Learning Support (SE)	Learning Support (SE)
GR	ADE 1	2			
Semester 1		Semester 2			
English		English		13th \	/ear Plan:
Senior History		Senior Project		Postseco	ndary training
Learning Support (SE)		Learning Support (SE)		Health Occupation	ons/Medical Assistant

COURSE OF STUDY Maria, age 16

Postsecondary goals: Education/training- After graduation, Maria will successfully complete medical assistant courses at Walrus Community College. **Employment:** After college, Maria will be employed as a medical assistant.

Independent Living: not applicable at this time.

Maria is in the 10th grade. She has a learning disability in reading and written language. Maria will graduate with credits and requirements, appropriate state assessment and project to earn a high school diploma.

Maria will take all the courses required to earn a high school diploma. She will take science courses that relate to her postsecondary goal, general science and life science. She will apply and enroll in the Health Occupations course in her high school in grade 11, the beginning course (2 hr) and continue in grade 12 in the advanced Health Occupations course (3 hr) which includes a 2 hr after school internship at Walrus Community Hospital.

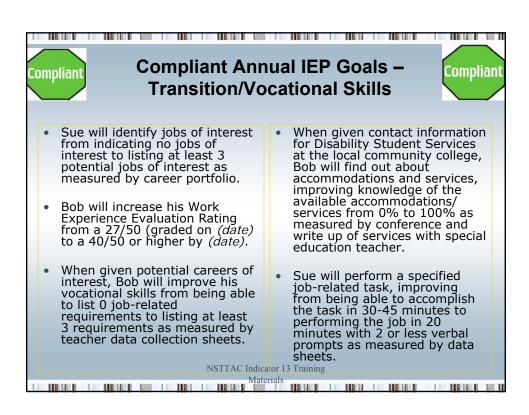
Maria will apply to Walrus Community College during her senior year in high school. She will apply to the 2-yr nursing program or medical assistant program. She will contact the Disability Support Services at the community college before leaving high school.

AGENCY COLLABORATION and LINKAGE

- Transition service:
 - Community experiences
- Each IEP should have a recommended adult agency listed;
- IEP Team determines the agency most likely to participate;

- Must show evidence of agency invitation and parental consent prior to agency participation;
- Public/state agencies include:
 - Division of Vocational Rehabilitation
 - Division of Developmental Disabilities
 - WorkSource
 - Disability Student Services
 - Mental health
- Agency Connections
 - · state agencies and services by county
 - www.seattleu.edu/ccts/

EMPLOYMENT (Required to be addre	POINTS TO CONSIDER (continued): •Transition services may be special education, if provided					
Measurable Postsecondary Goal(s) (What the student will do after graduation from high school in the area of employment)	as specially designed instruction or related services, if required to assist the student in benefitting from special					
Transition Services (list Transition Services r	ransition Services (list Transition Services related to Employment, including IEP goal number(s) if applicable)					
Transition Serv	Staff/Agency Responsible	IEP Goal #	agencies that are likely to be responsible for providing or paying for transition services to the student should be			
Participation in community-based instru- employability skills (instruction)	Transition specialist/SE teacher	1	invited to the IEP meeting, with parent consent.			
ob shadowing experiences in food servi	Transition specialist/SE teacher					
Referral to DVR through DDD (commun	SE teacher/DVR/DDD					
Meet with job coach in classroom and co community experience)	SE teacher/job coach					





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Non-Compliant Annual IEP Goals – Transition/Vocational Skills

- Bob will pass classes and earn credit toward graduation.
- Bob will improve his job-related transitional skills in order to apply for admission into Tri Tech Skills Center.
- Bob will increase his knowledge of postsecondary education, employment, and community living as meas. by documentation of successful activities by (date).
- Sue will increase her knowledge of postsecondary placement opportunities as well as research-based careers based on a completed functional vocational assessment.
- Sue will research possible career interests as measured by completion of an interest inventory by (date).

NSTTAC Indicator 13 Training Materials

		Method/Criteria for Evaluating Progress (if not addressed in a separate document)	Progress Notes (if not maintained separately)			POINTS TO CONSIDER:	
Goal #	Measurable Annual Goal		Date	Date	Date	Date	Measurable annual goals stem from the recommendations
1							for specially designed instruction in the evaluation report. •Measurable annual goals must relate to the
2	Given a list of his strengths and needs from the IEP transition assessment, Roger will increase his ability to identify the social skills in which he needs to improve upon for employment from 30%-60% by June, 20	Bi-weekly oral quizzes with teacher and/or paraprofessional					general education curriculum or, for preschool students, participation in appropriate activities. •Measurable annual goals must also address other educational needs that result from the student's disability. •The IEP must include a description of how the district will measure the student's progress and when progress will be reported to parents (concurrent with the issuance

	Transfirm Citation In Release Caldo					
 Component	<u>What?</u>	<u>Typical Statement</u>	Likely Location (state form 08)			
Age- appropriate Transition Assessment	•The ongoing process of collecting assessment information listing data source in areas: needs, strengths, preferences & interests; •or, reference to other information sources •informal (observation/interview)or formal	(student) has above average math skills (WAIS-R); (student) needs verbal instructions to accompany written instructions (SLPdata); (student) is interested in early childhood education. (WOIS) (Career Cruising)	• state form: page 2 AGE-APPROPRIATE TRANSITION ASSESSMENTS			
Measurable post- secondary goals	 A statement for education/training and employment and independent living (as appropriate); Must be written to project beyond high school, is observable and is based on assessment information. 	Ed/training: After graduating from high school, (Jane) will enroll in early childhood courses at XYZ Community College; Employment: After college, (Jane) will have a career in early childhood education;	• state form: pages 2-3 EDUCATION/TRAINING EMPLOYMENT INDEPENDENT LIVING			
Transition Services	•specific statements that describe the services, supports and activities necessary to meet needs identified in transition assessment; •instruction, related services, community experiences, development of adult living objectives, or functional vocational eval.	•self-monitoring instruction related to on task behavior; •occupational therapy consultation for assistive technology; •3 trips to community college and DSS office; •part time employment with children.	• state form: pages 2-3 EDUCATION/TRAINING-Transition Srvcs EMPLOYMENT-Transition Services INDEPENDENT LIVING-Transition Svcs			
Course of Study	 must describe activities/experiences/ courses the student will have to prepare for postsecondary goals; a multi-year document & must project to the end of a student's high school career; includes Graduation Plan. 	(student) will graduate by completing all credits and requirements with accommodations; pass state assessment; (student) will enroll in h.s. early childhood vocational course in grades 11 & 12; (student) will take h.s courses in child development and general psychology.	• state form: page 3 COURSE(S) OF STUDY			
Coordinated Services with adult agencies	 public agency or agencies most likely to be responsible for providing or paying for transition services; must show evidence of invitation and parental consent reason = information and/or initial intake; DVR,DDD,WorkSource,DSS,mental hlth 	*appointment & consultation with DSS at community college; *refer to DVR for initial intake; *confirm enrollment status with DDD;	• state form: pages 2-3 Person/Agency Responsible			
Annual IEP Goals	 written in terms to identify IEP goal as support for student's postsecondary goals; must have at least (1) IEP goal for each post secondary goal; must have: timeframe, conditions, behavior, criterion 	"Given 3 different retail job shadows, (student) will identify jobs of preference by verbally stating at least 3 pros and/or cons of 3/3 jobs as measured by career journal entries and student interviews by April 1, 200_" "Given a list of community college internet web addresses, (student) will choose 3 colleges, research admissions & registration requirements, timelines and procedures needed to apply to 2/3 colleges as measured by teacher checklist by May 1, 200"	• state form: page 4 MEASURABLE ANNUAL GOAL(S)			

NSTTAC Indicator 13 Checklist: Form B

(Enhanced for Professional Development)

Percent of youth aged 16 and above with an IEP that includes coordinated, measurable, annual IEP goals and transition services that will reasonably enable the child to meet the postsecondary goals. [20 U. S. C. 1416 (a)(3)(B)

	Postsecondary Goals						
Questions	Education/Training	g Employment	Independent Living				
1. Is there a measurable postsecondary goal or goals in this area? Can the goal(s) be counted? Will the goal(s) occur a	Y N fter the student gradu	Y N nates from school? •I	Y N NA f yes to both, then circle				
Y •If a postsecondary goal(s) is not stated, circle N							
2. Is (are) there annual IEP goal(s) that reasonably enable the child to meet the postsecondary goal(s)?	YN	ΥN	YN				
Is (are) an annual goal(s) included in the IEP that will help the student make progress towards the stated postsecondary goal(s)? If yes , the circle Y							
3. Are there transition services in the IEP that focus on improving the academic and functional achievement of the child to facilitate their movement from school to post-school?	YN	ΥN	ΥN				
Is a type of instruction, related service, community experience, development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills, and provision of a functional vocational evaluation listed in association with meeting the post-secondary goal(s)? If yes, then circle Y							
4. For transition services that are likely to be provided or paid for by other agencies with parent (or child once of the age of majority is reached) consent, is there evidence that representatives of the agency(ies) were invited to the IEP meeting?	Y N NA	Y N NA	Y N NA				
For the current year, is there evidence in the IEP that representatives of any of the following agencies/services were invited to participate in the IEP development: postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation for this post-secondary goal? Was consent obtained from the parent (or child, for a student of the age of majority)? •If yes to both, then circle Y •If it is too early to determine if the student will need outside agency involvement, or no agency is likely to provide or pay for transition services, circle NA •If parent or individual student consent (when appropriate) was not provided, circle NA If no invitation is evident and a participating agency is likely to be responsible for providing or paying for transition services and there was consent to invite them to the IEP meeting, then circle N							
5. Is there evidence that the measurable postsecondary goals were based on an age-appropriate transition assessment?	YN	ΥN	YN				
Is the use of a transition assessment(s) for the postsecondary goal(s) mentioned in the IEP or evident in the student's file? If yes, then circle Y							
6. Do the transition services include courses of study that focus on improving the academic and functional achievement of the child to facilitate their movement from school to post-school?	YN	ΥN	ΥN				
Do the transition services include courses of study that align with the student's postsecondary goal(s)? If yes, then circle Y							
Does the IEP meet the requirements of Indicator 13? (Circle one)							
Yes (all Ys or NAs for each postsecondary goal included in the IEP are circled)							
No (one or more Ns circled)							

INDICATOR 13/TRANSITION COMPONENT QUALITY ANALYSIS

Dδ	tte: ESD:							
	The following information will assist in planning professional development activities at the state, regional and district levels to provide more effective high school transition planning and services for students.							
	For each statement, indicate the quality level that best reflects the data collected from your IEP review							
1.	1. IEP format:							
	a. The current IEP format does not contain sections to document the transition components;							
	b. The current IEP format has documentation in several different parts of the IEP document;							
	c. The current IEP format has all transition components in a complete and organized manner.							
2.	The degree to which the age-appropriate transition assessment was conducted:							
	a. The age-appropriate transition assessment was not evident in the IEPs;							
	b. The age-appropriate transition assessment was evident but not comprehensive;							
	c. The age-appropriate was thorough and complete with information about the student's interests, needs, preferences and aptitudes.							
3.	Measurable postsecondary goals identified:							
	a. The was no evidence of identified measurable postsecondary goals in the IEPs;							
	b. Measurable postsecondary goals were identified but in an area other than postsecondary education/training, employment or independent living (as appropriate);							
	c. Measurable postsecondary goals were clearly identified in the areas of postsecondary education/training, employment and independent living (as appropriate) and supported by the age-appropriate transition							
	assessment.							
4.	A course of study was created:							
4.	a. The was no evidence of course of study in the IEPs;							
4.	 a. The was no evidence of course of study in the IEPs; b. There was evidence of a course of study with minimal description of the coordinated activities planned in the 							
4.	 a. The was no evidence of course of study in the IEPs; b. There was evidence of a course of study with minimal description of the coordinated activities planned in the student's high school program; c. There was evidence of a course of study that thoroughly described the courses, community/career activities, 							
	 a. The was no evidence of course of study in the IEPs; b. There was evidence of a course of study with minimal description of the coordinated activities planned in the student's high school program; c. There was evidence of a course of study that thoroughly described the courses, community/career activities, graduation plan and state assessment for earning a diploma and achieving the postsecondary goal(s). 							
	 a. The was no evidence of course of study in the IEPs; b. There was evidence of a course of study with minimal description of the coordinated activities planned in the student's high school program; c. There was evidence of a course of study that thoroughly described the courses, community/career activities, 							
	 a. The was no evidence of course of study in the IEPs; b. There was evidence of a course of study with minimal description of the coordinated activities planned in the student's high school program; c. There was evidence of a course of study that thoroughly described the courses, community/career activities, graduation plan and state assessment for earning a diploma and achieving the postsecondary goal(s). Transition Services listed: 							
	 a. The was no evidence of course of study in the IEPs; b. There was evidence of a course of study with minimal description of the coordinated activities planned in the student's high school program; c. There was evidence of a course of study that thoroughly described the courses, community/career activities, graduation plan and state assessment for earning a diploma and achieving the postsecondary goal(s). Transition Services listed: a. There were no transition services identified in the IEPs; b. There were transition services identified but not supported; 							
5.	 a. The was no evidence of course of study in the IEPs; b. There was evidence of a course of study with minimal description of the coordinated activities planned in the student's high school program; c. There was evidence of a course of study that thoroughly described the courses, community/career activities, graduation plan and state assessment for earning a diploma and achieving the postsecondary goal(s). Transition Services listed: a. There were no transition services identified in the IEPs; b. There were transition services identified but not supported; c. There were transition services identified and supported with documentation. 							
5.	 a. The was no evidence of course of study in the IEPs; b. There was evidence of a course of study with minimal description of the coordinated activities planned in the student's high school program; c. There was evidence of a course of study that thoroughly described the courses, community/career activities, graduation plan and state assessment for earning a diploma and achieving the postsecondary goal(s). Transition Services listed: a. There were no transition services identified in the IEPs; b. There were transition services identified but not supported; 							
5.	a. The was no evidence of course of study in the IEPs; b. There was evidence of a course of study with minimal description of the coordinated activities planned in the student's high school program; c. There was evidence of a course of study that thoroughly described the courses, community/career activities, graduation plan and state assessment for earning a diploma and achieving the postsecondary goal(s). Transition Services listed: a. There were no transition services identified in the IEPs; b. There were transition services identified but not supported; c. There were transition services identified and supported with documentation. Agency Linkage identified:							
5.	 a.							
5.	a.							
5.	a.							
5.	a.							

Age-Appropriate Transition Assessment

What is transition assessment?

The Division on Career Development and Transition (DCDT) of the Council for Exceptional Children defines transition assessment as an "...ongoing process of collecting data on the individual's needs, preferences, and interests as they relate to the demands of current and future working, educational, living, and personal and social environments. Assessment data serve as the common thread in the transition process and form the basis for defining goals and services to be included in the Individualized Education Program (IEP)" (p. 70-71). Federal law requires "appropriate measurable postsecondary goals based upon age appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills" (§300.320[b][1]). Types of transition assessments include: behavioral assessment information, aptitude tests, interest and work values inventories, intelligence tests and achievement tests, personality or preference tests, career maturity or readiness tests, self-determination assessments, work-related temperament scales, and transition planning inventories.

Most states suggest using some combination of the following types of transition assessments: paper and pencil tests, structured student and family interviews, observational community or work-based assessments (situational) and curriculum-based assessments. These assessments or procedures come in two general formats – formal and informal.

Formal assessments are standardized instruments that have been tested and have data to show that reliability and validity measures support their use. Generally, these instruments also have independent reviews in texts. Examples of formal assessments include the Self-Directed Search (Forms E, R, and Explorer), Career Interest Inventory (Levels One and Two), Campbell Interest and Skill Survey, Wonderlic Basic Skills Test, and Differential Aptitude Test.

In contrast, informal assessments generally lack formal reliability and validity measures. These assessments require more subjectivity to complete and should be given more than once and by more than one person to strengthen their validity. Examples of paper/pencil informal assessments include the Enderle-Severson Transition Rating Scale (ESTR), Transition Planning Inventory, and Life Centered Career Education (LCCE) Performance and Knowledge Battery. Other examples of informal assessments include situational or observational learning styles assessments, curriculum-based assessment from courses, observational reports, situational assessments, structured interviews, personal-future planning activities, and functional skill inventories.

Why conduct transition assessments?

Transition assessments may be undertaken for several reasons. These reasons include: to develop IEP goals and objectives for the transition component of the IEP, to make instructional programming decisions, and to include information in the present level of performance related to a student's interests, preferences, and needs. In addition, transition assessment is an excellent way to learn about individual students, especially their strengths outside of academics and their career ambitions.

The results of transition assessments should be used in making recommendations for instructional strategies, accommodations in instruction, and environments to meet the student's strengths and needs. The results also should help students make a connection between their individual academic program and their post-school ambitions.

How do I select instruments and methods?

First, become familiar with the different types of transition assessments and their characteristics. Again, it is recommended that you use multiple evaluations and do them on an ongoing basis.

Second, select assessment instruments and methods that assist in answering the following questions with the student:

- Who am I?
- What do I want in life, now and in the future?
- What are some of life's demands that I can meet now?
- What are the main barriers to getting what I want from school and my community?
- What are my options in the school and community for preparing me for what I want, now and in the future?

Third, select instruments and methods that is appropriate for your students. Key considerations include the nature of their disability, their post-school ambitions, and community opportunities. For example, students with more involved disabilities would be best served by a person centered planning approach. The nature of their disability may preclude the relevancy of most standardized assessments, notable exceptions include interest inventories that do not require reading (e.g., Beck's Reading Free Interest Inventory, Wide Range Interest and Opinion Test – Revised) and other instruments that require minimal reading levels (Career Decision Making System, Self-Directed Search Form E). Similarly, some students may need special accommodations during the assessment.

By selecting instruments and methods that answer these questions, you will be able to select informative and useful transition assessment tools.

How do I conduct an age appropriate transition assessment?

Transition assessments will vary depending on the actual instrument(s) and procedures being used and various student characteristics. However, Sitlington, Neubert, and Leconte (1997) suggest that the following guidelines may be followed when selecting methods to be used in the process.

- 1. Assessment methods must incorporate assistive technology or accommodations that will allow an individual to demonstrate his or her abilities and potential.
- 2. Assessment methods must occur in environments that resemble actual vocational training, employment, independent living, or community environments.
- 3. Assessment methods must produce outcomes that contribute to ongoing development, planning, and implementation of "next steps" in the individual's transition process.
- 4. Assessment methods must be varied and include a sequence of activities that sample an individual's behavior and skills over time.
- 5. Assessment data must be verified by more than one method and by more than one person.
- 6. Assessment data must be synthesized and interpreted to individuals with disabilities, their families, and transition team members.
- 7. Assessment data and the results of the assessment process must be documented in a format that can be used to facilitate transition planning (p. 75).

Finally, selected methods should be appropriate for the learning characteristics of the individual, including cultural and linguistic differences.

Sample Instruments

Informal Transition Assessment Methods

Interviews and questionnaires

Interviews and questionnaires can be conducted with a variety of individuals for the purpose of gathering information to be used to determine a student's needs, preferences, and interests relative to anticipated post-school outcomes. In other words, what is currently known about a student, and her family, that can be used to help develop post-school outcomes and to plan a course-of-study that will help the student reach her goals? An important part of this data collection process involves gathering information about a student and her family's current and future resources. For example, if a student's future education choice is to enroll in postsecondary education, it is helpful to know as soon as possible what financial resources a family might have or need. (Another) example might involve current and future transportation needs to get to work or to various activities/places in the community. Finally, families can often provide current and future resources in terms of employment options for their daughter or for other students in a high school program.

Direct observation

Direct observation student performance should be conducted within the natural or school employment, postsecondary, or community setting. Sometimes called "situational assessment," direct observations are often done by an "expert" in the environment such as a job coach, co-worker, recreation specialist, and/or general/vocational educator. However, in keeping with a self-determined philosophy, students should be taught to record their own (performance) data. Direct observation data typically includes task analytic data of steps in completing a task, work behaviors (e.g., on-task, following directions, getting along with co-workers), and affective information (e.g., is student happy, excited, frustrated, or bored?). For example, if (you are) observing at a worksite, and a student quickly and accurately completes her tasks, interacts well with co-workers, and appears happy, this could provide evidence that this type of job is one that the student likes. However, after visiting a community residential setting a student appears withdrawn, this may be an indication that the particular situation may not be suitable (for her).

Environmental or Situational Analysis

Environmental analysis, sometimes referred to as ecological assessment involves carefully examining environments where activities normally occur. For example, a student may express an interest in attending karate classes at the local YMCA. In this case an environmental analysis might be conducted to look at transportation needs and the expectations at the YMCA for attending (e.g., being a member, using the locker room, taking a shower). In a second example, if a student expressed interest in a specific type of job, an environmental job analysis could be conducted comparing requirements of the job to the student's skills. A critical part of a job analysis should be to identify types of accommodations that could be provided to help a student perform the necessary functions of a particular job (e.g., job restructuring, modifying equipment, acquiring an adaptive device, re-organizing the work space, hiring a personal assistant). Perhaps the best source for on the job accommodations is the Job Accommodation Network (www.jan.org)

Curriculum-based assessments (CBA)

CBAs are typically designed by educators to gather information about a student's performance in a specific curriculum...(and) to develop instructional plans for a specific student. To gather (these) data...an educator might use task analyses, work sample analyses, portfolio assessments, and/or criterion-referenced tests.

Formal Transition Assessment Methods

Adaptive Behavior Assessment information

Adaptive behavior assessment helps determine the type and amount of special assistance that people with disabilities may need. This assistance might be in the form of home-based support services for infants and children and their families, special education and vocational training for young people, and supported work or special living arrangements such as personal care attendants, group homes, or nursing homes for adults.

Each test relies on a respondent such as a parent, teacher, or care-provider to provide information about an individual being assessed. With some tests respondents are interviewed; with other tests respondents fill out a response booklet directly. Examples include:

- The Scales of Independent Behavior Revised (SIB-R)
- The Vineland Adaptive Behavior Scales
- AAMR Adaptive Behavior Scales (ABS)
- The Inventory for Client and Agency Planning (ICAP)

General and Specific Aptitude Tests

An aptitude test is a measure of a specific skill or ability. There are two types of aptitude tests: multi-aptitude test batteries and single tests measuring specific aptitudes. Multi-aptitude test batteries contain measures of a wide range of aptitudes and combinations of aptitudes and provide valuable information that can be used in career decision making. Single aptitude tests are used when a specific aptitude needs to be measured, such as manual dexterity, clerical ability, artistic ability, or musical ability. Examples include:

- Differential Aptitude Test (DAT)
- Armed Services Vocational Aptitude Battery (ASVAB)
- Inventory of Work-Relevant Abilities (IWRA)
- OASIS-III Aptitude Survey
- ONET Ability Profiler
- Wiesen Test of Mechanical Aptitude
- Bennett's Mechanical Comprehension Test

Interest and Work Values Inventories

Strong (1943) was one of the original vocational theorists to stress the importance of gathering data concerning individuals' likes and dislikes for a variety of activities, objects, and types of persons commonly encountered. Interest inventories provide the opportunity for individuals to compare their interest with those of individuals in specific occupational groups or selected peer groups. Fouad (1999) states that regardless of which specific measure is used interest inventories appear to be generalizable across time. Examples of Interest Inventories include:

From Age Appropriate Transition Assessment Guide, NSTTAC

- Career Interest Inventory Levels One and Two
- The Strong Interest Inventory
- Self-Directed Search Form R, E, and Career Explorer
- The Harrington/O'Shea System for Career Decision-Making
- Wide Range Interest-Opinion Test Revised (WRIOT-R)

Intelligence Tests

Intelligence tests involve a single test or test battery to assess a person's cognitive performance. Because populations experience IQ gains over time, IQ tests must be constantly re-standardized so that subjects are not scored against inaccurate norms. Using obsolete IQ norms can cause problems especially when comparing scores between different groups and populations. Examples include:

- The Stanford-Binet Intelligence Scale, Form L-M (SBL-M)
- The Wechsler Intelligence Scale for Children-IVI (WISC-IV)
- The Wechsler Intelligence Scale for Adults III (WAIS-III)
- The Wechsler Abbreviated Scale of Intelligence[™] (WASI[™])
- Kaufman Brief Intelligence Test (K-BIT)
- Kaufman Adolescent & Adult Intelligence Test (KAIT)

Achievement Tests

Achievement tests measure learning of general or specific academic skills. Achievement tests provide results that can be linked to most occupational requirements while helping to identify potential areas needing remediation (such as vocabulary). They are usually either general survey batteries covering several subject areas or single-subject tests. They can be criterion-referenced, norm-referenced, or both. Achievement tests are usually identified by grade level. It is important to establish the specific purpose for giving an achievement test to decide what type to use. Examples include:

- Stanford Achievement Test (STAT)
- Wide Range Achievement Test-Revision 3 (WRAT 3)
- Basic Achievement Skills Inventory (BASI)
- Basic Achievement Individual Screener (BASIS)
- Kaufman Test of Educational Achievement, Second Edition
- Peabody Individual Achievement Test-Revised-Normative Update (PIAT-R/NU)
- Woodcock Johnson III
- Adult Basic Learning Examination (ABLE)

Personality or Preference Tests

Personality inventories measure individual differences in social traits, motivational drives and needs, attitudes, and adjustment. Personality measures offer a means of evaluating support for, or opposition to a, career under consideration. The score alone should not be viewed as a predictor of success or failure but rather should be compared with other data, including abilities and interests. Examples include:

- Sixteen Personality Factor Questionnaire (16PF, Fifth Edition)
- Personal Career Development Profile (PCDP) and PC/DP Plus
- Myers-Briggs Type Indicator[®] (MBTI[®]) Instrument
- Student Styles Questionnaire (SSQ)

Career Maturity or Employability Tests

Career maturity inventories are designed to measure developmental stages or tasks on a continuum. The degree of an individual's career maturity is determined by the individual's location on the developmental continuum. Examples include:

- Career Maturity Inventory (CMI)
- Career Thought Inventory (CTI)
- Career Beliefs Inventory (CBI)
- Career Development Inventory (CDI)
- Career Decision Scale (CDS)

Self-Determination Assessments

Self-determination assessments provide information as to one's readiness to make decisions related to their postsecondary ambitions. Such assessments provide data to help a student identify their relative strengths and limitations related to self-determination and factors that may be promoting or inhibiting this outcome. Examples include:

- The Arc's Self-Determination Scale Adolescent Version
- Self Determination Assessment Battery
- Choice Maker Self-Determination Assessment

Work-related temperament scales

These tools assess work-related temperament and can help develop individual transition components of the IEP for students with disabilities. An example is:

The Work Adjustment Inventory (WAI)

Transition planning inventories

Transition planning inventories involve a process which identifies transition strengths and needs. These areas encompass various aspects of adult living, including employment, postsecondary schooling and training, independent living, interpersonal relationships, and community living. Examples include:

- Transition Planning Inventory
- Transition to Work Inventory (TWI)
- www.caseylifeskills.org

TRANSITION ASSESSMENT INFORMATION GATHERING FORM

Student's Name: ROGER age 15 Disability category: 06 - MR Date: 5/5/08						
By: SE Teacher student family GE Teacher Admin Counselor Psych Parapro Support Staff						
NEEDS	STRENGTHS	PREFERENCES	INTERESTS	WORK EXPERIENCE		
Interpersonal:	Interpersonal:	Prefers:	Expressed:	School-based work		
Lacks of understanding	•Friendly – smiles and	Computer aided interest	(Roger&family)	<u>experiences</u>		
of personal space	greets all people	inventory:	Special Olympics	• 1 st semester – assisted in		
Lacks control when	Helps others without	∘ Interest in working	Bowling	high school kitchen 1		
frustrated or angry	prompting	outdoors	Going out with friends	hour/day		
Often speaks for others	• Able to communicate	∘ with others;	Lifting weights	2 nd semester – continuing		
Unable to resolved	needs clearly and	∘ perhaps with plants	Animals	in food service		
conflicts	appropriately		Planting flowers	experience in school		
	•Able to accept	• Teacher observation:	Serving food	kitchen to 2 hr/day		
Academic/functional:	constructive criticism	∘ work in group or with 1	Observed:	-		
• Unable to follow 3-step	without resentment	other	Physical activities	Community-based		
written directions	Academic/functional:	∘ clean or unclean work	Running track	<u>Experiences</u>		
Unable to interpret	•Can follow 3-step	environment	Talking with older	Volunteers at senior		
warning labels	verbal directions with up	∘ leading rather than	people	center at Tuesday Night		
accurately	to 2 variables	following	Native American	Bingo		
Unable to operate a	•On Brigance: 25		weaving	Is equipment manager for		
calculator accurately	functional words	Parent/family observation	Preparing lunches	Special Olympics team		
	Able to add/subtract 2	∘ repetition	Karaoke			
Community/Vocational:	single digit numbers	∘ non-sedentary	Tested:			
Cannot use public	Community/Work:	∘ no stress or uncomfortable	Magellan video interest			
transportation	•Able to recognize	situations	survey: Grounds			
successfully	multi-step task		maintenance = high interest			
• Lacks continuous	procedures		•Casey LifeSkills			
personal hygiene habits	 Organizes work in an 		Assessment Inventory-			
• Interrupts coworkers to	orderly fashion		areas of concern are			
assist with their work	Stays on task for		personal hygiene, conflict			
 Work pace is slow 	extended periods		resolution			

TRANSITION ASSESSMENT INFORMATION GATHERING FORM

Student's Name:	MARIA age 16	Disability category: <u>05 – SLD</u>		Date: <u>5/5/08</u>
By: SE Teacher student family GE Teacher Admin Counselor Psych Parapro Support Staff				
NEEDS	STRENGTHS	PREFERENCES	INTERESTS	WORK EXPERIENCE
<u>Interpersonal:</u> (teacher)	Interpersonal:	Prefers:	Expressed: (Maria)	School-based work
•Not able to advocate	(teacher/family/employer)	 Kiersey Temperament 	Working with people	<u>experiences</u>
for herself	 Gets along well with peers 	Survey:	Taking care of siblings	TA in attendance office –
• Has limited knowledge	and adults	 working with people 	Talking on the phone	grade 9
of her disability and	Seeks others to offer	∘ helping others	Dancing	TA in nurse's office -
accommodations she	physical or personal help	∘ semi-quiet	Helping elderly	grade 10
needs	Is eager to learn new tasks	environment	grandparents	
 Does not assert herself 	 Accepts constructive 		• Sports	
in social and	criticism without resentment	•EAS Temperament	Cooking	Community-based
employment situations	Has good communication	Survey:	Nursing	experiences:
•Has difficulty	and social skills	∘ non-repetitive work	Observed: (teachers/parent)	Baby-sitting during
completing tasks in	Academic: (psych)	o little or no stress	Pleasing others	middle school
deficit areas	 Above average problem 	• minor or small	Swimming	Helped during middle
Academic:(teacher/psych)	solving skills	judgments or decisions	Reading to	school with grandparents
•2.5 grade level in	Has above average	• variety of tasks	underclassmen	in nursing home
written language	computational skills,	variety of tasks	Volunteers to help others	Currently working at
 Poor spelling skills 	 Able to understand written 		Preparing classroom	fast-food
Has difficulty	instructions with visual aids		fiestas	Volunteer at Walrus
sounding out words	Community/Vocational:		Tested:	Community Hospital
Community/Vocational:	(employer)		WOIS Interest Inventory	
Does not ask for	 Has good personal 		Interest in health-related	
assistance when needed	hygiene		occupations; possible nurse	
on work tasks (employer)	 Has excellent on-task 		or medical assistant.	
•Lacks ability to do job	behavior		Career Cruising	
search on own (teacher)	 Able to adapt to changes 		Health pathway; will do	
• Has difficulty reading	in routine/schedules		some post-school education.	
complex task instruct-	 Has perfect job attendance 			
tions (teacher)				

PURPOSE: The IEP is designed to clearly communicate to the parents, the student, and providers the type and amount of special education and any necessary related services or supports that will be made available to the student. The most recent evaluation report is used to develop the IEP. The IEP is individualized to reflect the unique needs of the student and how these needs will be addressed to permit the student to be included and progress in the general education curriculum.

INDIVIDUALIZED EDUCATION PROGRAM (WITH SECONDARY TRANSITION)

Student name:	Student ID No.:		Date of IEP meeting	ng:
Birthdate:	Age: Grade:		IEP annual review da	te:
Adult student: Yes No	Eligibility category:		Date of most recent ev	al:
Race/Ethnicity:	Primary language:		Reevaluation due da	te:
District:	Resident School:	Serv	ing School (if different):	
Parent(s) name(s):	·	Primary langu	uage at home:	
Parent interpreter needed? Yes	No Surrogate parent:	Yes No	If yes, name:	
Primary staff contact name:				
PRESENT LEVELS OF ACA	DEMIC ACHIEVEMENT AND F	UNCTIONAL I	PERFORMANCE	POINTS THAT MUST BE CONSIDERED IN
Present levels of academic achieveme	nt:			DEVELOPING THE IEP (refer to WAC 392-172A-03110):
				 Results of the most current evaluation, and the academic, developmental, and functional needs of the student.
				 Positive behavioral supports and interventions, if the student's behavior impedes the student's learning or that of others.
Present levels of functional performa	nce (i.e. – communication, motor, social, beha	avior, life/adaptive ski	ills, etc.):	 Language needs of students with limited English proficiency as they relate to the child's IEP. Supports for blind/visually impaired students, include Braille instruction.
				Communication needs of the student, including the needs for deaf and hard of hearing students.
Effect of the disability on involvemen to Consider):	t/progress in general education curr	rıculum/appropri	ate activities (see Points	 Assistive technology devices and services. Supplementary aids/services, program modifications, and support for school personnel.

PURPOSE: The purpose of transition planning is to develop a coordinated set of activities designed within a results-oriented process that is focused on improving the academic achievement and functional performance of the student in order to facilitate the student's movement from school to post-school activities, including postsecondary education/training, employment, and if appropriate, independent living skills.

SECONDARY TRANSITION

Student participated in IEP meeting? If Yes No	f no, what steps were taken to ensure that	what steps were taken to ensure that the student's preferences/interests were considered?					
AGE APPROPRIATE TRANSITI student's needs, preferences, and interests): Surveys/questionnaires □ profiles/po • NEEDS: Roger needs to understand to resolved conflicts appropriately (teacher angry (teacher). • STRENGTHS: Roger is friendly, greed communicate his needs clearly and appropriately to the knows 25 functional words (Briganoum understand to the knows 25 functional words (Briganoum un	 Secondary transition must be addressed in the first IEP to be in effect when the student turns 16, or younger if determined appropriate by the IEP team, and updated annually. Measurable postsecondary goals, based upon ageappropriate transition assessment results, must be included in the areas of education/training, employment, and (if appropriate) independent 						
• INTERESTS: Roger is interested in spinterested in arts and crafts (Native Americanily, Magellan).		living skills. • Transition services should be based on the individual student's needs, taking into					
EDUCATION/TRAINING (Requir	account the student's preferences and interests,						
Measurable Postsecondary Goal (What the student will do after graduation from the school in the area of education/training)		After graduation, Roger will participate in training to improve his and may include instruction, related					
Transition Services (list Transition Servi	ces related to Education/Training, including			development of employment and other			
Transition :	Service	Staff/Agency Responsible	IEP Goal #	postschool adult living			
Instruction related to social skills in a	Special education teacher	2	objectives, and if appropriate, the acquisition of daily living				
School counseling services to increas (related service)	Guidance Counselor	3	skills and provision of a functional vocational				
Completion of an adaptive behavior	Special education teacher		evaluation.				
	-						

EMPLOYMENT (Required to be addressed for all students)

Measurable Postsecondary Goal(s)

(What the student will do <u>after</u> graduation from high school in the area of employment)

After graduation, Roger will be employed in the community with supports.

	1 7 7 8 8	() 3 11 /	
	Transition Service	Staff/Agency Responsible	IEP Goal #
	Participation in community-based instruction related to	Transition specialist/SE	1
	employability skills (instruction)	teacher	1
	Job shadowing experiences in food service environment (community	Transition specialist/SE	
	experience)	teacher	
Referral to DVR through DDD (community experience)		SE teacher/DVR/DDD	
	Meet with job coach in classroom and community settings (community experience)	SE teacher/job coach	

POINTS TO CONSIDER (continued):

- Transition services may be special education, if provided as specially designed instruction or related services, if required to assist the student in benefitting from special education.
- Representatives of any agencies that are likely to be responsible for providing or paying for transition services to the student should be invited to the IEP meeting, with parent consent.

INDEPENDENT LIVING SKILLS (Must be addressed if determined appropriate by the IEP Team)

Measurable Postsecondary Goal(s) (What the student will do after graduation from high school in the area of living skills)

After high school, Roger will independently prepare for work each day, including dressing, making his bed, making his lunch and accessing transportation.

Transition Services (list Transition Services related to Independent Living Skills, including IEP goal number(s) if applicable)

Transition Service	Staff/Agency Responsible	IEP Goal #
Instruction on personal hygiene (instruction)	SE staff	4
Community-based instruction on purchasing grocery items for lunches (instruction)	SE teacher/staff	
Teacher made task analysis of self-care (daily living skills)	Special education teacher	5

POINTS TO CONSIDER (continued):

• Independent living skills are "those skills or tasks that contribute to the successful independent functioning of an individual in adulthood" (Cronin, 1996) in the following domains: leisure/recreation, home maintenance and personal care, and community participation.

COURSE(S) OF STUDY (list the course(s) of study needed to assist the student in reaching his/her postsecondary goals, unless already described above, or attach a list of courses)

Roger is in his first year in high school. He will attend school until he is 21. The IEP Team will determine graduation credits and requirements and the appropriate state assessment.

Roger's academic program will focus on communication skills, social skills, independent living skills and work skills. The curriculum and activities will emphasize appropriate communication and social skills on the job and transportation training, independent self-medication and self-advocacy skills as related to work and living situations.

He will participate in an in-school work experience (cafeteria) his first year of high school and then supervised group work experiences in the community leading to individual supervised work

POINTS TO CONSIDER

 A course of study is "a <u>multi-year</u> description of coursework to achieve the student's desired post-school goals, from the student's current to anticipated exit year." (NSTTAC, 2007). experiences. Roger will attend the school to employment program at the off-campus site until he is 21. He will learn work readiness skills, transportation and communication skills. He will have a job upon leaving the school program. He will receive on-the-job training and support.

PURPOSE: IEPs must include a statement of measurable annual goals, including academic and functional goals, designed to meet each of the student's educational needs that result from the student's disability to enable the student to be involved and make progress in the general education curriculum. In order to be measurable, the goal should include a baseline ("from"), a target ("to"), and a unit of measure. For students who will be assessed through the WAAS Portfolio this year, the IEP team should use the "Measurable Annual Goal(s) with Short-term Objectives/Benchmarks" page (see next page).

MEASURABLE ANNUAL GOAL(S)

Goal	W 11 4 16 1	Method/Criteria for Evaluating Progress	Progress Notes (if not maintained separately)				POINTS TO CONSIDER:
#	Measurable Annual Goal	(if not addressed in a	Date	Date	Date	Date	Measurable
		separate document)					annual goals stem
1							from the recommendations for specially designed instruction in the evaluation report.
2	Given a list of his strengths and needs from the IEP transition assessment, Roger will increase his ability to identify the social skills in which he needs to improve upon for employment from 30%-60% by June, 20	Bi-weekly oral quizzes with teacher and/or paraprofessional					 Measurable annual goals must relate to the general education curriculum or, for preschool students, participation in appropriate activities. Measurable annual goals must also address other educational needs that result from the student's disability. The IEP must include a description of how the district will measure the student's progress and when progress will be reported

TRANSITION ASSESSMENT INFORMATION GATHERING FORM

Student's Name: SHANA age 15 Disability category: 05 - SLD Date: 5/5/08				
By: SE Teacher student family GE Teacher Admin Counselor Psych Parapro Support Staff				
NEEDS STRENGTHS		PREFERENCES	INTERESTS	WORK EXPERIENCE
Interpersonal:	Interpersonal: (teacher/family	Prefers:	Expressed: (Student)	School-based work
 Does not acknowledge 	•Is a leader in class activities	• Kiersey Temperament	Drawing and painting	<u>experiences</u>
her disability	Has good communication	Survey:	Computers	• TA in LifeSkills art class –
•Verbally aggressive	and social skills	∘ working alone	• Piano	2nd semester grade 9
when asked to perform in	•Is polite and cheerful	∘ minimal stress	Volleyball	TA in mechanical drafting
deficit area (teacher)	•Is eager to learn new tasks	∘ quiet environment	Sewing	class - grade 10
•Does not ask questions if	•Is quick to assist others	• warm, dry working	Designing clothes	
does not understand	Academic: (teacher/psych)	space	Helping disabled kids	
directions (teacher/parent)	Above average problem	∘ can work in cluttered	Observed: (teachers,	Community-based
Has difficulty accepting	solving skills that do not	or disheveled environ-	parent)	experiences:
criticism without resent-	involve reading	ment	Books on tape	•Youth choir accompanist -
ment (teacher/parent)	•Has above average		• Collages	middle school to current
Academic: (teacher)	computational skills	• EAS Temperament	Making outfits for	•volunteer art therapy
•GORT 4	•Has excellent motor	<u>Survey:</u>	friends	assistant at nursing home
∘ 5.0 level in decoding	coordination	∘ creative work	• Music	•Currently working as
∘6.5 level - comprehension	Can write complete	variety of tasks	Doodling	hostess at Juan y Miguel
•Difficulty understanding	thoughts	∘ few judgments or	Tested:	Restaurant (from student: very
written instructions with-	Community/Vocational:	decisions on work	• WOIS Interest Inventory:	stressful; too much chaos)
out visual aids (WIAT –II)	(employer)	planning	Interest in art, design,	
Community/Vocational:	• Work quality is above ave.	∘ detailed work	graphics;	
•Does not ask for	Task completion (work		Magellan voc interest:	
assistance when needed	quantity) is excellent	• Student:	advertising, product	
on work tasks (teacher)	• Remains on task for	∘ work alone or with 1-	design, apparel design	
•Lacks knowledge in	extended periods of time	2 others	• will do community or voc	
career & job search skills	Shows initiative when	o creative not routine	tech post-school education.	
Has difficulty reading	starting new tasks	work	Career Cruising	
complex instructions	Shows creativity and	∘ control over work	∘ set design, apparel,	
(GORT 4)	independence on work tasks	tasks and schedule	interior/space design	

AGE-APPROPRIATE TRANSITION ASSESSMENT SUMMARY Shana, age 15

• NEEDS:			
• STRENGTHS:			
• PREFERENCES:			
• <u>INTERESTS:</u>			

MEASURABLE POSTSECONDARY GOALS Shana, age 15

• Postsecondary education/training:

- After graduation,

• Employment:

- After completion of college,

• Independent Living:

- Upon completion of high school,

TRANSITION SERVICES and COORDINATED SET OF ACTIVITIES Shana, age 15

• <u>Instruction:</u>
• <u>Related services:</u>
• Community experiences:
• Development of employment and other post-school adult living objectives:
• Acquisition of daily living skills and functional vocational evaluation:

COURSE of STUDY Shana, age 15

Postsecondary goals:

Education/training: After graduation,
Employment: Upon completion of college,

Independent Living: Upon completion of high school,

GRADE 10		GRADE 11		
<u>Semester 1</u>	<u>Semester 2</u>	<u>Semester 1</u>	<u>Semester 2</u>	
English (SE)	English (SE)	English (SE)	English (SE)	
Integrated Math 2	Integrated Math 2	US History	US History	
Fundamentals of Science	Fundamentals of Science	Graphic Design	Graphic Design	
Fundamentals of Art & Design	Computer Design	PE	PE	
World History	World History	Drawing & Painting	Drawing & Painting	
Learning Support (SE)/ LifeSkills	Learning Support (SE)/ LifeSkills	Learning Support (SE)/	Learning Support (SE)/ drafting	
T.A.	Т.А.	drafting T.A.	Т.А.	

GRADE 12	
Semester 1	Semester 2
English (SE)	English (SE)
Senior History	Senior History & Project
Learning Support (SE)	Learning Support (SE)
Design Concepts-Running Start	Design Concepts-Running Start
Design Concepts-Running Start	Design Concepts-Running Start
Design Concepts-Running Start	Design Concepts-Running Start

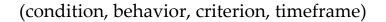
13th Year Plan:

Postsecondary training: Design

COURSE of STUDY Shana, age 15

Postsecondary goals:	
Education/training: After graduation,	
Employment: Upon completion of college,	
Independent Living: Upon completion of high sch	ool,
Shana is in the 10th grade. She has a learning	g disability in reading. Shana will graduate with the completion of
the 4 requirements:	, and the appropriate,
to earn a hig	
Shana will take all the courses required to ea	arn a high school diploma without substitutions and take the WASL
with accommodations. She is interested in _	She will attend
Community College	beginning in grade 11 in She will take
	_ courses in high school that relate to her postsecondary goal and the
	the community college. Shana will continue as TA in the
1 0	art classes in high school.
Shana will continue at Orchard Community	College after completing high school to finish the Design Concepts
program. She will contact the	at the community college when she enrolls
in in grade 11.	

ANNUAL IEP GOALS Shana, age 15



- 1. **GOAL 1:** Given Running Start enrollment information, Shana will be able to
- 2. Given published career and job search information about careers in design, Shana will increase

TRANSITION ASSESSMENT INFORMATION GATHERING FORM

	TAO age 16	Disability category:	<u>08 – Deafness</u>	Date:9 <u>/25/08</u>
By: SE Teacher student family GE Teacher Admin Counselor Psych Interpreter Support Staff				
NEEDS	STRENGTHS	PREFERENCES	INTERESTS	WORK EXPERIENCE
• To improve written	<u>Psych</u>	Working with other	Expressed:	School-based work
expression in standard	 At grade level in math 	people (student)	•Rochester Institute. of	experiences:
English (teacher)	and reading(WIAT II)	Working with "brain not	Technology (student)	• none to date
-verb tenses	<u>CDS</u>	brawn" (student)	•Computers (Magellan)	
-subject/verb agreement	•Uses speech for	Magellan:	Math/engineering	
-on-demand writing	information gathering	Working indoors	(Magellan)	
experiences	•Communicates well in	Working in warm, dry	•Engineer at Boeing	
• speech not totally	writing with a SideKick	space	•Soccer-city league	
understandable (CDS,	<u>Teachers/family</u>	Control over work tasks	•Video games	Community-based
teacher)	•Is socially and	and schedule	-play not design	experiences:
has difficulty	emotionally approp.		•Hanging out with friends	• a volunteer math tutor at
assimilating into hearing	Leader in teen deaf	•Prefers indoor soccer		Evening Academy 1 evening
groups (teacher/family)	community	(student)	Observed:	per week;
• Needs an interpreter for	•Good self-advocate		Helping others(family)	• courtesy clerk at Top
academic and adult	Perseverant & diligent	• Prefers to start tasks with	Computer design	Foods – new job; first job
business and social	worker	out assistance before	(teacher)	
environments (teacher/	•Helps others with math	receiving instructions	• Physical fitness(family)	
family)	<u>Magellan:</u>	and/or interpreting	• Finance, banking,	
	•Can follow written &	(family)	investing (IRA, 401K,	
	oral (ASL) directions		Money Market) (family)	
	•above average motor			
	coordination & manual		Tested:	
	dexterity		Magellan Voc Assessment	
	•above average form		mechanical engineering	
	perception & spatial		electrical engineering	
	acuity		• aeronautical engineer-	
	•average finger dexterity		ing	
	•			

AGE-APPROPRIATE TRANSITION ASSESSMENT SUMMARY Tao, age 16

• <u>NEEDS:</u>		
• STRENGTHS:		
• PREFERENCES:		
• <u>INTERESTS:</u>		

MEASURABLE POSTSECONDARY GOALS Tao, age 16

• Postsecondary education/training: After graduation, Tao will

• Employment: After college, Tao will

• Independent Living: After graduation from high school, Tao will

TRANSITION SERVICES and COORDINATED SET OF ACTIVITIES Tao, age 16

• <u>Instruction:</u>
• Related services:
• Community experiences:
• Development of employment and other post-school adult living objectives:
• Acquisition of daily living skills and functional vocational evaluation:

COURSE of STUDY

Tao, age 16

Measurable Postsecondary Goals:

Education/Training: After graduation, Tao will

Employment: After college, Tao will

Independent Living (if approp): After high school, Tao will

GRADE 9 – (completed)		GRADE 10	
<u>Semester 1</u>	<u>Semester 2</u>	<u>Semester 1</u>	<u>Semester 2</u>
English	English	English	English
Geometry	Geometry	Algebra II/Trig	Algebra II/Trig
Biology	Biology	Chemistry	Chemistry
Health	PE 9	Fundamentals of art & design	Photography
World History	Digital Communications	World History	World History
Elective	elective	Mechanical CAD Drafting 1	Mechanical CAD Drafting 2
Study Skills/Resources-DHH/SE	Study Skills/Resources-DHH/SE	Study Skills/Resources (DHH/SE)	Study Skills/Resources (DHH/SE)
GRADE 11		GRADE 12	
<u>Semester 1</u>	<u>Semester</u>	<u>Semester 1</u>	<u>Semester 2</u>
English	English	English	English
Pre-calculus/Math Analysis	Pre-calculus/Math Analysis	Calculus	Calculus
US History	US History	Senior History	Senior History
Weight Training	Weight Training	Senior Experience	Weight Training (or elective)
Mechanical CAD Drafting 3	Mechanical CAD Drafting 3	Physics	Physics
World Language	World Language	World Language	World Language
Career Exploration (DHH/SE)	Career Exploration (DHH/SE)	Career Exploration (DHH/SE)	Career Exploration (DHH/SE)

13th Year Plan:

Postsecondary education/training Mechanical or Aeronautical Engineering

COURSE of STUDY Tao, age 16

Measurable Postsecondary Goals:	
Education/Training: After graduation, Tao will	
Employment: After college, Tao will	
Independent Living (if approp): After high school, Tao	will
Tao is in the 10th grade. He is deaf. Tao will gra	duate with the standardand
and the WASL with to ear	rn a high school diploma and a Tao will prepare a
culminating project in this interest area of	·
will take math courses to the, inc	gh school diploma and meet the admissions requirements for the cluding chemistry, physics, Spanish and four years of math. He level offered by his school (calculus). Tao will take classes as they relate to his
	Tao will take the PLAN (10^{th}), the
-	He will continue to participate in the
	Camp and all-city soccer teams.
Tao will apply to RIT during his	
or	programs. He will contact the Office of
	nior year and the during spring.

ANNUAL IEP GOALS Tao, age 16

(condition, behavior, criterion, timeframe)

1. **GOAL 1:** When given a multi-paragraph paper, Tao will

(relates to postsecondary goal of 4-year university in preparation for college entrance exams, college course work and college-level written communication)

2. GOAL 2: When given new high level vocabulary words (WASL/SAT lists), Tao will

(relates to postsecondary goal of 4-year university in preparation for college entrance exams, college course work and college-level written communication)

TRANSITION ASSESSMENT INFORMATION GATHERING FORM

Student's Name:	SHANA age 15	Disability category	: <u>05 - SLD</u>	Date: <u>5/5/08</u>
By: SE Teacher student family GE Teacher Admin Counselor Psych Parapro Support Staff				
NEEDS	STRENGTHS	PREFERENCES	INTERESTS	WORK EXPERIENCE
Interpersonal:	Interpersonal: (teacher/family	<u>Prefers:</u>	Expressed: (Student)	School-based work
 Does not acknowledge 	•Is a leader in class activities	• Kiersey Temperament	 Drawing and painting 	<u>experiences</u>
her disability	 Has good communication 	Survey:	Computers	• TA in LifeSkills art class –
 Verbally aggressive 	and social skills	∘ working alone	• Piano	2nd semester grade 9
when asked to perform in	 Is polite and cheerful 	∘ minimal stress	• Volleyball	TA in mechanical drafting
deficit area (teacher)	 Is eager to learn new tasks 	∘ quiet environment	Sewing	class - grade 10
•Does not ask questions if	•Is quick to assist others	• warm, dry working	Designing clothes	
does not understand	Academic: (teacher/psych)	space	Helping disabled kids	
directions (teacher/parent)	• Above average problem	∘ can work in cluttered	Observed: (teachers,	Community-based
Has difficulty accepting	solving skills that do not	or disheveled environ-	parent)	experiences:
criticism without resent-	involve reading	ment	Books on tape	•Youth choir accompanist -
ment (teacher/parent)	•Has above average		• Collages	middle school to current
Academic: (teacher)	computational skills	• EAS Temperament	Making outfits for	•volunteer art therapy
•GORT 4	•Has excellent motor	<u>Survey:</u>	friends	assistant at nursing home
∘ 5.0 level in decoding	coordination	∘ creative work	• Music	 Currently working as
∘6.5 level - comprehension	 Can write complete 	∘ variety of tasks	Doodling	hostess at Juan y Miguel
Difficulty understanding	thoughts	∘ few judgments or	Tested:	Restaurant (from student: very
written instructions with-	Community/Vocational:	decisions on work	WOIS Interest Inventory:	stressful; too much chaos)
out visual aids (WIAT –II)	(employer)	planning	∘ Interest in art, design,	
Community/Vocational:	 Work quality is above ave. 	∘ detailed work	graphics;	
•Does not ask for	 Task completion (work 		Magellan voc interest:	
assistance when needed	quantity) is excellent	• <u>Student:</u>	∘ advertising, product	
on work tasks (teacher)	 Remains on task for 	∘ work alone or with 1-	design, apparel design	
•Lacks knowledge in	extended periods of time	2 others	• will do community or voc	
career & job search skills	 Shows initiative when 	∘ creative not routine	tech post-school education.	
Has difficulty reading	starting new tasks	work	Career Cruising	
complex instructions	 Shows creativity and 	∘ control over work	∘ set design, apparel,	
(GORT 4)	independence on work tasks	tasks and schedule	interior/space design	

AGE-APPROPRIATE TRANSITION ASSESSMENT SUMMARY

Shana, age 15

• NEEDS:

Shana needs to increase her knowledge of her disability. She needs to decrease negative reactions when asked to perform in her deficit area and be able to ask for assistance on work tasks with needed (teacher). She needs to learn to accept criticism without resentment and ask questions when she does not understand (teacher/parent). Shana needs to continue specialized instruction in the area of reading and written language. Academically, Shana needs to increase her decoding and reading comprehension skills and reading complex instructions (teacher/GORT). She has difficulty understanding written instructions without visual aids (WIAT-II). Shana lacks knowledge in career and job search skills. Shana needs to learn how to conduct job searches independently (teacher).

• STRENGTHS:

Shana has good communication skills and is a leader in class activities. She is quick to help others. She is eager to learn new tasks (teacher/family). She has above average problem solving skills that do not involve complex reading. Shana has above average computational skills. She can write complete thoughts (teacher/psych). Shana has above average work quality and her task completion is excellent. She shows initiative when starting new tasks and shows creativity and independence on work tasks (employer).

• PREFERENCES:

Shana prefers working alone with minimal stress in a quiet environment. She can work in a cluttered environment but prefers to be warm and dry (Kiersey). She likes creative work, detailed work, a variety of tasks and prefers to make few judgments or decisions on the job (EAS Temperament Survey). She expresses a preference to work along or with 1-2 other people only. She works best when she has some control over her work tasks and schedule (student).

• INTERESTS:

Shana is interested in art, design and graphics (WOIS). She has an interest in advertising, product or apparel design and is interested in attending a community college (Magellan). Shana likes set design [theater], interior design and space design (Career Cruising). Shana expressed interests in drawing, painting, computers, piano, volleyball and helping disabled youth (student). She is observed to like books on tape, collages, music and doodling (family/teachers).

MEASURABLE POSTSECONDARY GOALS Shana, age 15

• Postsecondary education/training:

- After graduation, Shana will attend [Orchard] Community College in the Design Concepts Program.

• Employment:

- After completion of college, Shana will have a career in the design field.

• Independent Living:

Upon completion of high school, Shana will access career and job search activities at the [Orchard]
 WorkSource Affiliate.

TRANSITION SERVICES and COORDINATED SET OF ACTIVITIES Shana, age 15

• Instruction:

- o Instruction related to Self-advocacy and self-awareness training
- o Literacy instruction related to sight word identification
- o Self-monitoring instruction related to accepting criticism
- o Participation in academic and functional curriculum

• Related services:

School counseling services to increase ability to manage anger

• Community experiences:

- o Complete two interviews with professionals working in the design field and report the results
- o Complete three job shadow experiences with a graphic, apparel and interior designers
- o Three visits to [OCC] with three contacts Disability Student Services office

• Development of employment and other post-school adult living objectives:

- o Referral to DVR
- o Apply for DSS services
- o Apply for possible college financial aid

• Acquisition of daily living skills and functional vocational evaluation:

Not needed at this time

COURSE of STUDY Shana, age 15

Postsecondary goals:

Education/training: After graduation, Shana will attend [Orchard] Community College in the graphic design program.

Employment: Upon completion of college, Shana will have a career in the design field.

<u>Independent Living</u>: Upon completion of high school, Shana will access career and job search activities at the [Orchard] WorkSource.

GRADE 10		GRADE 11	
<u>Semester 1</u>	<u>Semester 2</u>	<u>Semester 1</u>	<u>Semester 2</u>
English (SE)	English (SE)	English (SE)	English (SE)
Integrated Math 2	Integrated Math 2	US History	US History
Fundamentals of Science	Fundamentals of Science	Graphic Design	Graphic Design
Fundamentals of Art & Design	Computer Design	PE	PE
World History	World History	Drawing & Painting	Drawing & Painting
Learning Support (SE)/ LifeSkills	Learning Support (SE)/ LifeSkills	Learning Support (SE)/	Learning Support (SE)/ drafting
T.A.	T.A.	drafting T.A.	Т.А.

GRADE 12	
<u>Semester 1</u>	<u>Semester 2</u>
English (SE)	English (SE)
Senior History	Senior History & Project
Learning Support (SE)	Learning Support (SE)
Design Concepts-Running Start	Design Concepts-Running Start
Design Concepts-Running Start	Design Concepts-Running Start
Design Concepts-Running Start	Design Concepts-Running Start

13th Year Plan:

Postsecondary training: Design

COURSE of STUDY Shana, age 15

Postsecondary goals:

Education/training: After graduation, Shana will attend [Orchard] Community College in the Design Concepts Program.

Employment: Upon completion of college, Shana will have a career in the design field.

Independent Living: Upon completion of high school, Shana will access career and job search activities at the [Orchard]

WorkSource.

Shana is in the 10th grade. She has a learning disability in reading. Shana will graduate with the credits and requirements, culminating project and the appropriate state assessment to earn a high school diploma.

Shana will take all the courses required to earn a high school diploma without substitutions and take the WASL with accommodations. She is interested in graphic design and computer design. She will attend [Orchard] Community College beginning in grade 11 in Running Start. She will take art and design courses in high school that relate to her postsecondary goal and the Design Concepts Certificate program at the community college. Shana will continue assisting in the drafting or LifeSkills art classes in high school.

Shana will continue at [Orchard] Community College after completing high school to finish the Design Concepts program. She will contact the Disability Support Services at the community college when she enrolls in Running Start.

ANNUAL IEP GOALS Shana, age 15

(condition, behavior, criterion, timeframe)

- **1. GOAL 1:** Given Running Start enrollment information, Shana will be able to describe the enrollment requirements components verbally from 50% accuracy to 90% accuracy by June 2009.
- 2. <u>GOAL 2:</u> Given published career and job search information about careers in design, Shana will increase her decoding skills from 5.0 grade level to 6.0 by June 2009.

TRANSITION ASSESSMENT INFORMATION GATHERING FORM

Student's Name:	TAO age 16	Disability category:	<u>08 – Deafness</u>	Date: _9 <u>/25/08</u>
By: SE Teacher student family GE Teacher Admin Counselor Psych Interpreter Support Staff				
NEEDS	STRENGTHS	PREFERENCES	INTERESTS	WORK EXPERIENCE
To improve written	<u>Psych</u>	Working with other	Expressed:	School-based work
expression in standard	 At grade level in math 	people (student)	•Rochester Institute. of	experiences:
English (teacher)	and reading(WIAT II)	Working with "brain not	Technology (student)	• none to date
-verb tenses	<u>CDS</u>	brawn" (student)	•Computers (Magellan)	
-subject/verb agreement	•Uses speech for	Magellan:	Math/engineering	
-on-demand writing	information gathering	Working indoors	●Engineer at Boeing	
experiences	•Communicates well in	Working in warm, dry	(Magellan)	
• speech not totally	writing with a SideKick	space	•Soccer-city league	
understandable (CDS,	Teachers/family	• Control over work tasks	•Video games	Community-based
teacher)	•Is socially and	and schedule	-play not design	experiences:
• has difficulty	emotionally approp.		•Hanging out with friends	a volunteer math tutor at
assimilating into hearing	•Leader in teen deaf	•Prefers indoor soccer		Evening Academy 1 evening
groups (teacher/family)	community	(student)	Observed:	per week;
• Needs an interpreter for	•Good self-advocate		Helping others(family)	• courtesy clerk at Top
academic and adult	Perseverant & diligent	• Prefers to start tasks with	Computer design	Foods – new job; first job
business and social	worker	out assistance before	(teacher)	,
environments (teacher/	•Helps others with math	receiving instructions	Physical fitness(family)	
family)	Magellan:	and/or interpreting	• Finance, banking,	
	•Can follow written &	(family)	investing (IRA, 401K,	
	oral (ASL) directions		Money Market) (family)	
	•above average motor		, , , , , , , , , , , , , , , , , , , ,	
	coordination & manual		Tested:	
	dexterity		Magellan Voc Assessment	
	•above average form		mechanical engineering	
	perception & spatial		electrical engineering	
	acuity		aeronautical engineer-	
	•average finger dexterity		ing	

AGE-APPROPRIATE TRANSITION ASSESSMENT SUMMARY Tao, age 16

• NEEDS:

Tao needs to improve his written expression in the areas of verb tenses, subject/verb agreement (teacher). He needs to participate in regular on-demand writing experiences to improve writing skills. He needs to continue with speech therapy as his speech is not totally understandable (CDS). Tao needs more experiences leading to assimilation into hearing groups and he needs an interpreter for most academic and social environments (teacher & parent). He needs to learn how to self-manage in large hearing living situations.

• STRENGTHS:

Tao is at grade level in math and reading (WIAT II) (psychologist). He is able to use speech for information gathering and communicates well in writing with a SideKick and with ASL (CDS). Tao is socially and emotionally appropriate and is a leader in the teen deaf community (teachers & family). He is a good self-advocate and a perseverant and diligent worker. He likes to help others, especially with math (teacher). From the Magellan assessment, Tao can follow written & oral (ASL) directions, has above average motor coordination & manual dexterity, above average form perception and spatial acuity and has average finger dexterity.

• PREFERENCES:

Tao prefers to work with other people rather than in isolation. He prefers to work with "brain not brawn" activities (student). From Magellan: Tao prefers to work indoors, in a warm and dry environment. He prefers control over this work tasks and schedule. He prefers indoor soccer (student). He prefers to start tasks without assistance, initial instruction or interpreting (family).

• INTERESTS:

Tao is interested in attending the Rochester Institute of Technology after graduation (student). He shows a high interest in computers and in math and engineering (Magellan). He plans to work for the Boeing Company as an engineer after college. Tao likes to hang with his friends and play in the city soccer league. He has much interest in video games, playing them but not necessarily designing them (student). He likes helping others (family), computer design activities

(teacher). Tao is involved in a rigorous physical fitness program (family). He has an interest in finance, banking and investing, such as setting up retirement accounts and money market accounts (family).

MEASURABLE POSTSECONDARY GOALS Tao, age 16

- **Postsecondary education/training:** After graduation, Tao will attend Rochester Institute of Technology majoring in mechanical engineering.
- Employment: After college, Tao will have a career as a mechanical engineer at Boeing.
- **Independent Living:** After graduation, Tao will live in a dorm on campus at RIT and assimilate with his hearing classmates while advocating for himself.

TRANSITION SERVICES and COORDINATED SET OF ACTIVITIES Tao, age 16

• Instruction:

- specially designed instruction writing skills
 - grammar, syntax, subject/verb agreement, complete sentences with subject, verb, predicate

• Related services:

- interpreter services
- speech and communication services
- audiology screening yearly

• Community experiences:

- Deaf youth leadership camp
- College tours
- 1-week visit to Rochester Institute of Technology
- Boeing employees Youth Mentoring Program

• Development of employment and other post-school adult living objectives:

- use SideKick with greater proficiency
- ∘ living with others (only child) at college, in dorm (Leadership Camp)
- proficiency with using video relay phone
- instructing other to use video relay phone system

• Acquisition of daily living skills and functional vocational evaluation:

- self-advocate with students in a dormitory living situation
- manage his self-care needs in a large hearing living situation

COURSE of STUDY

Tao, age 16

Measurable Postsecondary Goals:

<u>Education/Training:</u> After graduation, Tao will attend Rochester Institute of Technology majoring in mechanical engineering. <u>Employment:</u> After college, Tao will have a career as a mechanical engineer at Boeing.

Independent Living (if approp): After high school, Tao will manage his personal finances (checking, ATM, 401K) appropriately.

GRADE 9 – (completed)		GRADE 10	
<u>Semester 1</u>	<u>Semester 2</u>	<u>Semester 1</u>	<u>Semester 2</u>
English	English	English	English
Geometry	Geometry	Algebra II/Trig	Algebra II/Trig
Biology	Biology	Chemistry	Chemistry
Health	PE 9	Fundamentals of art & design	Photography
World History	Digital Communications	World History	World History
Elective	elective	Mechanical CAD Drafting 1	Mechanical CAD Drafting 2
Study Skills/Resources-DHH/SE	Study Skills/Resources-DHH/SE	Study Skills/Resources (DHH/SE)	Study Skills/Resources (DHH/SE)
GRADE 11		GRADE 12	
<u>Semester 1</u>	<u>Semester</u>	<u>Semester 1</u>	<u>Semester 2</u>
English	English	English	English
Pre-calculus/Math Analysis	Pre-calculus/Math Analysis	Calculus	Calculus
US History	US History	Senior History	Senior History
Weight Training	Weight Training	Senior Experience	Weight Training (or elective)
Mechanical CAD Drafting 3	Mechanical CAD Drafting 3	Physics	Physics
World Language	World Language	World Language	World Language
Career Exploration (DHH/SE)	Career Exploration (DHH/SE)	Career Exploration (DHH/SE)	Career Exploration (DHH/SE)

13th Year Plan:

Postsecondary education/training Mechanical or Aeronautical Engineering

COURSE of STUDY Tao, age 16

Measurable Postsecondary Goals:

<u>Education/Training:</u> After graduation, Tao will attend Rochester Institute of Technology majoring in mechanical engineering. <u>Employment:</u> After college, Tao will have a career as a mechanical engineer at Boeing.

Independent Living (if approp): After high school, Tao will manage his personal finances (checking, ATM, 401K) appropriately.

Tao is in the 10th grade. He is deaf. Tao will graduate with the standard credits and requirements and the WASL with accommodations to earn a high school diploma and a CAA. Tao will prepare a culminating project in this interest area of engineering and mathematics.

Tao will take all the courses required to earn a high school diploma and meet the admissions requirements for the Rochester Institute of Technology (RIT), including chemistry, physics, Spanish and four years of math. He will take math courses to the highest level offered by his school (calculus). Tao will take mechanical drafting courses and science classes as they relate to his postsecondary goal, mechanical or aeronautical engineering. Tao will take the PLAN (10th), the PSAT (11th) and SAT (11th-12th) with accommodations. He will continue to participate in the Deaf Youth Leadership Camp and all-city soccer teams.

Tao will apply to RIT during his senior year in high school. He will apply to the Mechanical Engineering or Industrial Engineering programs. He will contact the Office of Financial Aid and Scholarships in winter of his senior year and the Disability Services Office during spring.

ANNUAL IEP GOALS Tao, age 16

(condition, behavior, criterion, timeframe)

- **1. GOAL 1:** When given a multi-paragraph paper, Tao will use correct subject-verb agreement to improve written language skills from 50% accuracy to 80% by June 2009 as measured by writing samples. (relates to postsecondary goal of 4-year university in preparation for college entrance exams, college course work and college-level written communication)
- 2. <u>GOAL 2:</u> When given new high level vocabulary words (WASL/SAT lists), Tao will define the words to improve vocabulary knowledge from 50% to 90% by June 2009 as measured by data collection probes on target vocabulary.
 - (relates to postsecondary goal of 4-year university in preparation for college entrance exams, college course work and college-level written communication)