

Student Name: Valerie Sample

ID#: SAMPLE33

Meeting Date: 07/20/2018

## Transition Services (ages 16-21) or younger if appropriate

### T-1. Measurable Post Secondary Goals

**Education/Training:** After high school, I will take classes at a college that provides a certificate after completion of the program. Student A will receive on the job training at the local hospital.

**Employment:** After high school, I will work at the local hospital.

**Independent Living Skills:** After high school, I will live in an apartment with roommates.

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

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

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

Student A is a 17 year old student with down syndrome.

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

She is unable to read and comprehend material at the pace of her peers, requires small group instruction for her academic subjects, and support in her elective courses with the general population. Student A requires accommodations and modifications to complete most of her coursework. Student A has a strength in the area of math and she can complete problems that involve time and money, and can multiply and divide using a calculator. She currently reads at a 4th grade level, but does not always comprehend what she has read.

### Communicative Status (receptive and expressive language)

Student A displays strength in oral expression. Student A is good at speaking up for herself and expressing her wants and needs. She works well with people and communicates with adults well.

### Physical Characteristics (medical, vision, hearing, motor)

Student A has no physical characteristics that have an effect on her academic achievement.

### Emotional/Social Development (social skills, leisure)

Student A is cooperative, has good relationships with adults, and peers at school, enjoys helping others, and responds well to praise and encouragement. She attends school regularly and enjoys participating in some activities outside of school with her dad. She does have difficulty making and keeping close friends and compensates by attaching herself to the adults in her life.

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

Student A's dad is concerned about financial planning for Student A in case something happens to him. Student A's father would also like Student A to take a first aid/CPR course and learn more about sexuality and appropriate relationships so that she will be better prepared to live away from home. Student A has helped father with tasks around the house like meal preparation, laundry, and house cleaning and is familiar with these tasks. Student has poor work habits.

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

Student A currently has a paid job at the hospital.

### Other

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

### Jobs and Job Training

Student A currently has a job at the local hospital and would like to continue working their after graduation. She is interested in jobs related to health care.

**By what method was this obtained:**

This information was obtained through the students case file, IEP, and transition assessment.

**Recreation and Leisure**

Student A has difficulty making and keeping close friends, but enjoys and is good at talking to people. She likes helping others, which is why she works at the hospital caring for patients.

**By what method was this obtained:**

This information was obtained through the students case file, IEP, and transition assessment.

**Home/Independent Living**

Student A is familiar with some living tasks such as, cooking, personal hygiene, and yard work. However, Student A's father is worried about her financial planning skills.

**By what method was this obtained:**

This information was obtained through the students case file, IEP, parent interview, and transition assessment.

**Community Participation**

Student A is not very involved in the community other than her work at the hospital. She would need help with transportation services and help with getting into community activities that she may find interesting.

**By what method was this obtained:**

This information was obtained through the students case file, IEP, and transition assessment.

**Post-Secondary Training and Learning Opportunities**

Student A would like to continue her education at a community college and receive job training at the local hospital.

**By what method was this obtained:**

This information was obtained through the students case file, IEP, and transition assessment.

**Related Services**

Student A would benefit from the use of a job developer and job coach in any new employment situations.

**By what method was this obtained:**

This information was obtained through the students case file, IEP, and transition assessment.

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## T-2. Course of Study

School Year	Grade Level	List Courses and Educational Experiences to be taken each year	Credits to be earned	Credits Earned	Total Credits Earned
2012-13	Ninth grade	Life Skills English PE Life Skills Physical Science Life Skills Math Drawing 1 Keyboarding PreEmployment	6	6	6
2013-14	Tenth grade	Life Skills English Life Skills Civics Life Skills Biology Life Skills Math Nutrition & Wellness Health Careers	6	6	12
2014-15	Eleventh grade	Life Skills English Life Skills Gov't Life Skills Chemistry Life Skills Math Work Experience Work Experience	6	6	18
2015-16	Twelfth grade	Life Skills English Life Skills Citizenship Personal Finance Human Growth and Development 1 Foods 1 Foods 2 Work Experience Work Experience	6	6	24
Ages 18-21					

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

**Anticipated month and year of graduation: May 2016**

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

Yes  No

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

**Transfer of Rights:**

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

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

Date of IEP Meeting when transfer of rights was discussed

**Procedural Safeguards:**

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

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

## T-3. Transition Services

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

**Education/Training:**

Goal: After high school, I will take classes at a college that provides a certificate after completion of the program. Student A will receive on the job training at the local hospital.

Activity	Person/Agency Responsible	Timeline	Instruction	Community Experiences	Employment	Related Service	Adult Living	Daily Living	Func Voc Assess
Student A will need help looking at colleges in the area and applying to them. Student A will also need help deciding on a program to study. Student A will need on the job training to work at the local hospital.	Student, Parent, School	2015-16 School Year	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Employment:**

Goal: After high school, I will work at the local hospital.

Activity	Person/Agency Responsible	Timeline	Instruction	Community Experiences	Employment	Related Service	Adult Living	Daily Living	Func Voc Assess
Apply for job at local hospital. Make a resume.	Student, Parent, School	2015-16 School Year	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(Optional)

**Independent Living Skills:**

Goal: After high school, I will live in an apartment with roommates.

Activity	Person/Agency Responsible	Timeline	Instruction	Community Experiences	Employment	Related Service	Adult Living	Daily Living	Func Voc Assess
Look into supported living apartments or group homes in the surrounding area.	Student, Parent, School	2015-16 School Year	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Learn important financial skills, like setting up a bank account and using a debit/credit card.	Student, Parent, School	2015-16 School Year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Annual Goal # of 1 goals

**F. Annual Goals, Short-Term Objectives, and Periodic review of services****Annual Goal****Intent/purpose:**

In order for Student A to become successful in her postsecondary education/training and employment

**Behavior:**

Student A will independently write and state her personal information (name, address, birthday, phone number, etc.)

**Ending Level:**

by doing this with 100% accuracy.

**Characteristics of services:**

Student should complete task one their own and will be monitored by special education teacher.

**How and when periodic progress reports will be provided:**

Progress will be reported quarterly.

Will a graph be used to report progress toward the annual goal and associated objectives?  Yes  No