

## Present Levels of Academic Achievement and Functional Performance (JUNIOR YEAR)

### Strengths, interests and preferences of this individual

**Strengths:** Cooper feels his strengths are “obsessing and trying to be good at being nice to people”. He is motivated to do well and learn all he can in school.

**Interests:** Cooper enjoys space study, being outside (caving, collecting and exploring) and being out in the community with his New Choices worker.

**Preferences:** He prefers computer classes over reading classes. He prefers to learn visually and experientially.

### Parents' concerns for enhancing their child's education

Cooper's parents are pleased with his progress and have seen particular improvement in his self-esteem since he began his work experience. They note that he is having difficulty with the social issues of dating and that Cooper feels he is made fun of by one boy in particular.

**Special considerations to be addressed in developing this IEP.** Include or attach appropriate information for any “Yes”.

Y	N	Behavior (in the case of a student whose behavior impedes his or her learning or that of others, consider the use of positive behavioral interventions and supports, and other strategies, to address that behavior)	Y	N	Communication and language, particularly if the student is deaf or hard of hearing	Y	N	Limited English proficiency (Consider the language needs related to the IEP)
			Y	N	Braille instruction needs if this student has a visual impairment	Y	N	Assistive technology

### Transition assessments and other information essential for the development of this IEP (address living, learning and working)

**Living: Information Sources:** Interviews with Cooper and his parents and the SRS (Social Responsiveness Scale) Teacher and Parent Forms

**Living: Results:** Cooper wants to get his driver's permit. He has not mastered public transportation and is unsure he wants to do so. His parents report some difficulty getting him to do his chores and act responsibly at home. Showering, going to bed, getting up and getting ready in the morning, being respectful, and eating responsibly have recently been issues. His family has instituted a new rule requiring Cooper to pay out of his own pocket if his lunch account runs out of money before the end of the month. If he misses the school bus in the morning, he must pay gas money for his parents to take him to school. Because Cooper learns best through experience and is highly motivated by having his own money, it is hoped that this system will help him to monitor himself at home as well as he has been at school.

The Social Responsiveness Scale, SRS, is a 65 item questionnaire that covers the various dimensions of interpersonal behavior, communication, and repetitive/stereotypic behavior that are characteristic of autism spectrum disorder. Parents completed this tool, raw score 153, T score of 107, placing his result in the mild to moderate range. Scores in this range indicate deficiencies in reciprocal social behavior that are clinically significant and are resulting in mild to moderate interference in everyday social interactions. The Work Experience Coordinator (WEC) also completed this tool and that total score was indicating a higher level of concern, severe, with raw scores of 119 and T scores of 71. Both parent and WEC ratings agreed that each of the five subscale areas warranted attention. Cooper does not interpret social cues once they are picked up and this includes lack of cause and effect understanding, which relates to poor problem solving. The SRS re-affirmed that Cooper has some social anxiety and limited expressive social communication which includes inflexibility; he has a hard time changing his mind. His inability to pick up on social cues (confirmed by SRS) relates to Cooper's difficulty with self advocacy since he does not seem to mind or be aware that he is not on the same wavelength as others, and may not know when he is talking inappropriately.

**Learning: Information Sources:** Feedback from general and special education teachers, review of previous grades and progress on IEP goals, SRS

**Learning: Results:** Cooper was on the honor roll last semester and has enjoyed the challenges of general education classes. He passed General Math with a “C”. He is a very concrete thinker which causes him some difficulty reading and understanding novels and other works of fiction in his English class. However, he participates actively in English, asks for help when confused and is eager to do well. He continues to benefit from prompting to complete assignments and control his distracting behaviors. In Web Design HTML and Web Design Front Page he was able to create excellent products, but had difficulty with the amount and detail of the notes and the new terminology. He received grading modifications to give credit for his good effort and creativity in web design.

**Working: Information Sources:** Interview with Cooper, Employer Evaluations

**Working: Results:** Cooper worked part-time with the Custodial Staff at the high school last school year, and then continued on a more full-time basis in the summer. His performance was fairly consistent when he worked part-time under close supervision, but the 30-40 hours per week in the summer was more challenging, as he was expected to work more independently. The Maintenance Supervisor reported that Cooper had some difficulty following through on tasks for long periods of time. Cooper also made workplace decisions that resulted in unsafe situations. Concerns expressed by his parents, regarding his safety around chemicals, necessitated either increasing his supervision or restricting his work activity. Cooper did not like either option and chose to quit his job. He also cleaned the weight room during the day. Problems arose, however, when he began to wander to different areas of the building to “visit” with other staff members. When provided with corrective feedback, he argued and denied these performance difficulties. His work hours had to be reduced in order to provide more adequate supervision. Overall – Cooper was reported to be a hard worker, anxious to try everything.

**Other information essential for the development of this IEP**

The biggest improvement has been in Cooper’s behavior and sense of responsibility. He improved, but did not achieve the goal of 6 consecutive weeks scoring a “2” in all 3 areas on the Self-Advocacy Rubric. This fall he is handling anxiety much better and he is learning to verbalize when things are bothering him, instead of tapping, shouting out, or becoming aggressive. Adjustments to his medications seem to have allowed him to function without obsessing as much and he is usually able to “leave things for later” and move on. While Cooper still has attachments to certain things, such as his mechanical pencils, he does not appear to be fixated on as many items and routines as he was a year ago. He can independently monitor and modify his own behavior most of the time and responds positively when a teacher or peer prompts him. Cooper has access to more supports (teacher/aide time in classes, sensory integration breaks, etc) if he needs them, but so far that need has been minimal.

Cooper has been granted more responsibility in the mornings before school starts. He stays in the cafeteria unattended rather than reporting to a special education classroom as he had been doing last year. Cooper receives sensory breaks during the school day during 2<sup>nd</sup> and 5<sup>th</sup> periods. The SI breaks seem to be very helpful in helping him calm down, and his teachers have noticed that he returns to class settled and able to focus.

Socially Cooper seems to be getting along with the majority of his peers. He is better at reading body language and responding positively to other students. He also complies when another student asks him to stop tapping, etc.

**Describe the effect of this individual’s disability on involvement and progress in the general education curriculum and the functional implications of the student’s skills.**

Cooper is progressing through the regular education curriculum for all of his academic classes. He needs to continue to improve his ability to be responsible and independent in order to go to college and live on his own.

**Based on the transition assessments, describe the post secondary expectations for living, learning, and working.**

**Post secondary expectation for living:** Cooper will live in an apartment with supports, although he states he will live in a box if his parents “kick him out”.

**Yes**  **No** Is living an area of need that will be addressed with goals, services or activities in the IEP?

**Post secondary expectation for learning:** Cooper wants to attend college after working for a few years.

**Yes**  **No** Is learning an area of need that will be addressed with goals, services or activities in this IEP?

**Post secondary expectation for working:** Cooper wants to continue working in the PVHS Maintenance Dept for several years after high school graduation.

**Yes**  **No** Is working an area of need that will be addressed with goals, services and activities in this IEP?

**Course of study**

**What requirements does this student need to meet to graduate?**

23 units of credits are required, in addition to Service Learning.

**What is the student's current status with regard to these requirements?**

Cooper has 13 credits as of the end of his second year at the high school. He has completed the Freshman/Sophomore Service Learning hours. He still needs to complete a 40-hour Service Learning Project Junior/Senior year.

**Target graduation date:** Cooper will graduate with his peers in May of 2008.

**Courses and activities needed to pursue the post secondary expectations and graduate by the target graduation date:**

Cooper will continue his general courses to complete requirements at the high school, as well as electives such as Welding and Photography. He will do more job shadows and continue in Work Experience. He will be connected with various community agencies to provide supports after high school graduation.

Goal #:

Goal code:

Goal area:

Junior year

**Current Academic Achievement and Functional Performance** (Results of the initial or most recent evaluation and results on district-wide assessments relevant to this goal; performance in comparison to general education peers and standards)

Cooper can perform assigned tasks at work under close supervision. When task length increases and supervision decreases he leaves the work area and chooses unsafe activities such as cutting wires and tubes, climbing ladders. He does not consider the consequences of his actions. He states that he becomes bored so his goal is to secure items of interest without regard to personal or environmental safety. Typical juniors in high school can work independently at a job, remaining in their assigned work space and following safety rules. Cooper does state the desire to have less job coach supervision but does not realize that his unsafe job practices lead to the need for more supervision. He has been leaving his assigned work space about 5 times weekly and engaging in unsafe work practices one time weekly.

**Baseline** (describe individual's current performance in measurable terms) Baseline is "3" - Cooper scores "1"s (Needs Improvement) on the Work Experience Rubric in all 3 areas of listening/using corrective feedback, staying on-task and accurate, and having appropriate behavior/decisions when working without job coaching or immediate supervision.

**Measurable Annual Goal: conditions** (when and how the individual will perform); **behavior** (what the individual will do); and **criterion** (acceptable level of performance). For students 14 years and older, indicate if this goal is related to post-secondary expectations of: (check all that apply to this goal)  living  learning x  working

Within 36 weeks , following training on the application of the decision making rubric in the workplace, Cooper will achieve a total score of at least "15" on the work experience rubric without job coaching for 4 consecutive weeks.

**Evaluation procedures** (state how progress toward meeting this goal will be measured and how often progress will be measured) \_\_\_\_\_

Weekly the job coach will check with the employer and compile the work experience rubric scores. Daily Cooper will complete a self monitoring checklist . A graph record will track the weekly rubric scores.

**State the district standard and benchmark related to this goal** Students will construct meaning, solve, problems, make and evaluate decision using a variety of strategies

**Position(s) responsible for services** work experience coordinator and special education teacher

**See attached graph**

**Major Milestones or Short Term Objectives/Dates Expected**  
(Required for students assessed against alternate achievement standards)

**Comments/Progress Notes/Dates Achieved**

- 1 = This goal has been met.
- 2 = Progress has been made towards the goal. It appears that the goal will be met by the time the IEP is reviewed.
- 3 = Progress has been made towards the goal but the goal may not be met by the time the IEP is reviewed.
- 4 = Progress is not sufficient to meet this goal by the time the IEP is reviewed. Instructional strategies will be changed.
- 5 = Your child did not work on this goal during this reporting period (provide an explanation to the parents).

___/___/___    1   2   3   4   5	___/___/___    1   2   3   4   5	___/___/___    1   2   3   4   5
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## Cooper Work Experience Rubric

Performance Areas	“7-9” – Exceeds Expectations	“4-6” - Meets Expectations	“1-3” – Needs Improvement
Listens and Uses Corrective Feedback	Student is receptive to feedback, listens carefully, and improves work performance accordingly. His attitude toward correction is always positive. If he does not understand the correction, he is able to appropriately ask for clarification. Student also seeks feedback appropriately (not too much, or too little).	Student listens to supervisory staff and responds to corrective feedback with a generally positive attitude. Verbal feedback may need to be reinforced with written/visual input, to help his processing of the information. Student demonstrates effort to perform work correctly, even though he may not “agree” with the corrective feedback. If upset, student knows how to put it aside and continue working.	Student does not listen and respond to all supervisory staff. May argue about corrective feedback and deny his performance difficulties. Student continues to have performance problems after receiving verbal and written feedback. May get upset with negative feedback and be unable to continue working.
On-task and Accurate	Student completes work that is consistently accurate, similar or superior to others in the industry. Student works independently, always stays on task and remembers to pay attention to details and quality of all work completed.	Student stays on task and usually performs work accurately with minimal supports. May need occasional reminders about quality, similar to other young workers in the workplace.	Student requires ongoing, repeated supports to stay on task. Attention to detail and accuracy is inconsistent or frequently below industry standard. Frequent re-direction and re-training may be needed to maintain work accuracy.
Appropriate behavior and decisions	Student makes appropriate decisions and knows when to ask for assistance. He is always on task and focused on his work. His behavior is such that he can work with minimal supervision.	Student usually makes reasonable decisions and asks for assistance when needed. He needs reminders to use strategies that he has been taught, but does respond positively to those reminders and then utilizes decision-making strategies.	Student makes repeated poor decisions when faced with various situations at work. He does not ask for assistance at appropriate times. He may avoid tasks that he does not prefer. He does not use strategies that he has been taught to solve problems and maintain appropriate behavior.

Please note: In this sample IEP, one goal has been selected to highlight. It is a Work Experience goal based upon instruction in decision-making in the workplace. Cooper would have additional goals addressing living and learning.

## Cooper Workplace Decision-Making Steps

Describe the workplace problem
Identify accommodations or strategies
Predict consequences of accommodations
Choose accommodation or strategy
Utilize the chosen accommodation(s) or strategy
Evaluate the results of choices made
Complete self-monitoring checklist

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