

## Present Levels of Academic Achievement and Functional Performance

### Strengths, interests and preferences of this individual

Joe is a quiet student who now communicates with a Dynovox. He initiates communication on the average of 10 times per day to make needs and wants known. He enjoys watching videos, laying under a weighted blanket, and repetitive tasks. Joe does well with work assignments incorporating visual prompts and repetition. He is able to independently do 2-3 tasks on a list for 25 minutes

**Parents' concerns for enhancing their child's education** Joe's parents feel his functional living skills as well as his ability to get along with others in a group home are not good. Parents would like Joe to live in a group home setting.

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

<b>Y</b>	<b>N</b>	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)	<b>Y</b>	<b>N</b>	Communication and language, particularly if the student is deaf or hard of hearing	<b>Y</b>	<b>N</b>	Limited English proficiency (Consider the language needs related to the IEP)
			<b>Y</b>	<b>N</b>	Braille instruction needs if this student has a visual impairment	<b>Y</b>	<b>N</b>	Assistive technology

**Transition assessments and other information essential for the development of this IEP** (address living, learning & working):  
**Living:** Information sources: interview with Joe, parents, and special education teacher, observations at home. Interviews with Joe and his parents using the Social Responsiveness Scale, SRS.

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. This screening tool by John Constantino and Christian Gruber, assesses autistic impairment on a quantitative scale across a wide range of severity. Parents completed this tool, raw score 144, T score of 103, placing his result in the severe range. Scores in this range indicate a severe interference in everyday social interactions. Joe's teacher agreed with this level of high concern, severe, with raw scores of 154 and T scores of 82. Both parent and school ratings agreed that each of the five subscale areas warranted attention. These raters agreed expressive social communication was a concern, as well as Joe being frustrated getting ideas across using communication and identified also identified inflexibly. Raters also endorsed difficulties in the ability to interpret social cues once they are picked up, and lack of cause and effect understanding impacting problem solving concerns. Social Motivation area identified that Joe avoids initiating social interactions with others, relating needs for self advocacy training.

**Living:** Results: Joe is able to follow visual directions and independently make his bed, load dishwasher, set table and sweep floor. Using visual prompt and adult supervision he has prepared basic meals involving the microwave. He can purchase items in a store in his neighborhood, but usually hands the clerk all of his money and does not wait for change. Joe becomes upset in noisy settings, likes objects to stay in their place, and becomes up set when he is unable to watch his videos or control tv remote control.

**Learning:** Information sources: ABBLLS: updated on (date), life management class assignments

**Learning:** Results: Joe is able to round money amounts up to the nearest dollar in the classroom. He is able to enter a local grocery store, locate two items and purchase. He does not ask for help in locating items, but rather wanders through store till he finds it.

**Working:** Information sources: teacher interview, job coach interviews, employer interviews

**Working:** Results: Joe continues to do work systems at school to support work completion.. He has experienced work at 5 job sites outside of school which included: assembly (screwing nut on bolt), making up/constructing take out boxes, stocking shelves, stocking pop machines, sweeping floors, and replenishing condiments. When jobs are presented with visual cue cards, Joe has been able to do most jobs independently after 4 days. He enjoys work that involves movement. Joe still does not problem solve when difficulties arise like not having equipment needed or what to do when job is done.

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

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**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.** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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

**Post-secondary expectation for living:** Joe hopes to reside in a group home

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

**Post-secondary expectation for learning:** Joe and his parents would like to see Joe become as independent as possible through his lifelong interest in learning through community activities.

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:** Joe wants to be a productive member of the community based on his abilities and interests. It is anticipated that Joe will be in a supported work setting.

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

**Course of study.**

What requirements does this student need to meet to graduate? Student will graduate when transition process is complete.

What is this student's current status with regard to these requirements?:

Joe is initiating communication 10 per day, but needs to expand communicative functions for work and problem solving situations. He is able to purchase items at the store, but lacks problem solving skills to seek assistance. Joe can prepare simple foods in the microwave with adult supervision. He is able to work independently for 25 minutes.

Target graduation date (mo/yr): \_\_\_\_\_ / \_\_\_\_\_

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

Learn to use some problem solving rubrics developed for his job sites and shopping destination.

Work experience at a variety of sites.

Continue in life management and cooking classes.

Increase communicative initiations from Joe.

Transfer money skills from classroom to real life situations. Joe and parents will contact and tour possible group homes in the area. Contact CPC (Central Point of Coordination) by end of school year.

**Goal #: 1      Goal code: D2      Goal area: Responsible for self**

**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)

Joe initiates communication 10 times per day with his Dynovox. At work sites he does not greet others, ask for more materials, ask what to do, or what to do next without prompts.

**Baseline** (describe individual's current performance in measurable terms) Joe communicates greetings, need of materials, directions, or what to do next when prompted with 70% accuracy.

**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  working

In 36 weeks, Joe will complete self evaluation of appropriate work related communication (greetings, request help, need more materials, work completed) with 90% accuracy at school and community work sites.

**Evaluation procedures** (state how progress toward meeting this goal will be measured and how often progress will be measured) self evaluation report, adult supervisor confirmation of report accuracy

**State the district standard and benchmark related to this goal** \_\_\_\_\_

**Position(s) responsible for services** \_\_\_\_\_

**See attached graph**

<b>Major Milestones or Short Term Objectives/Dates Expected</b>	<b>Comments/Progress Notes/Dates Achieved</b>
(Required for students assessed against alternate achievement standards) -Self evaluation of communication at school job sites -Self evaluation of communication at community job sites	

**Progress Report**

- 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
____/____/____	1	2	3	4	5	____/____/____	1	2	3	4	5	____/____/____	1	2	3	4	5
____/____/____	1	2	3	4	5	____/____/____	1	2	3	4	5	____/____/____	1	2	3	4	5