

**Present Levels of Academic Achievement and Functional Performance**

**Strengths, interests and preferences of this Individual** Joe is a quiet student with most of his verbal utterances being echolalic. He communicates wants and needs with PECs (Picture Exchange Communication System), but rarely initiates communication. He enjoys watching videos, laying under a weighted blanket, and repetitive tasks. Joe does well with work assignments incorporating visual prompts and repetition. He works best in a quiet area with breaks every 20 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 \

**Living: Results:** Joe is able to follow visual directions with adult supervision and prompts to do laundry, make his bed, set the table, and sweep floor. He has participated in some cooperative cooking efforts with visual prompts. Joe can identify the names and worth of coins, can add coins worth, but has had little experience with using money for daily living needs. Joe becomes upset in noisy settings, likes objects to stay in their place, and becomes upset when he is unable to watch his videos or control remote control of tv.

**Learning:** Information sources: : updated on (date), life management class assignments, Edmark Reading administered : date  
**Learning: Results:** Joe is reading from the Edmark Reading Level 2. He has mastered 150 words from Level 1 and an additional 75 words from Level 2. On his last skills check, Joe had 80% accuracy for word recognition. Joe is able to identify coins and their worth, and can add coins up to \$1.00. He is not able to independently enter a store, locate, and purchase items.

**Working:** Information sources: : teacher interview, student preferences for jobs, use of communication device

**Working: Results:** Joe has done a variety of custodial jobs within the school. These have included: wiping lunchroom tables, rinsing trays in cafeteria, sweeping hallways, stacking chairs onto tables in cafeteria, and collecting recycling. When jobs are presented with visual cue cards, Joe has been able to do most jobs independently after 4 or 5 days. He enjoys work that involves movement. Joe 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 and his parents would like him 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 will participate in community ed 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:** work in a supervised job

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 has some functional living skills (bathing, basic cleaning), but should continue to develop these. He communicates, but rarely initiates. Joe is able to do work systems independently for 15 minutes.

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

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

An assistive tech referral to develop a more portable and universal mode of communication

Work experience at a variety of sites

Community care givers and parents will give Joe more experience dealing with money

Life management and cooking classes

Social skills instruction/role play in dealing with peers

**Goal #: 1 Goal code: F7 Goal area: Competence in Communication**

**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 communicates with PECS at the moment. He initiates communication 2-3 times per day. At work sites if he runs out of materials, etc., he stands and waits to be noticed.

**Baseline** (describe individual's current performance in measurable terms)

Joe initiates communication with other 2-3 times per day. The rest of the time, he waits for others to recognize his needs.

**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 initiate appropriate work related communication (greetings, request help, need more materials, announce work completed) with 80% accuracy at each work site

**Evaluation procedures** (state how progress toward meeting this goal will be measured and how often progress will be measured) self evaluation report completed daily, evaluation report completed by adult supervisor daily

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

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

**See attached graph**

Major Milestones or Short Term Objectives/Dates Expected <small>(Required for students assessed against alternate achievement standards)</small>	Comments/Progress Notes/Dates Achieved
<ul style="list-style-type: none"> <li>-Use of the above work related communication at job sites within the school</li> <li>-Use of the above work related communication at job sites in the community</li> </ul>	

**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).