

Present Levels of Academic Achievement and Functional Performance

Strengths, interests and preferences of this individual Joe is a quiet student who communicates with a Dynovox. He initiates communication with familiar people 30-35 times a day. He will use the Dynovox had work sites to ask for more materials, to take a break, or what to do next. Joes does well with work assignment incorporating visual prompts and repetition. He works best in a quiet area with 2 five minute breaks per hour. He enjoys watching videos, laying under a weighted blanket, swimming, and repetitive tasks.

Parents' concerns for enhancing their child's education Joe's parents feel his functional living skills have improved in the past few years, but that his ability to get along with others is still an area of concern. Parents would like Joe to live in a group home.

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

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

Transition assessments and other information essential for the development of this IEP (address living, learning & working):
Living: Information sources: interviews with Joe, parents and special education teacher and observations at home, Factor Assessment (date)

Living: Results: : Joe gets himself up each morning by setting his alarm clock. He is able to shower, make bed, load dishwasher, and vacuum independently. He can also sort dirty laundry and work washer and dryer with visual prompts. Using problem solving rubrics he is able to ask for assistance in stores in locating items. Joe is able to round cost amounts up and hand the clerk the rounded dollar amount for items under \$10.00. Joe sometimes wears earplugs in noisy settings and likes objects to stay in their place. He takes turn controlling the remote control when given a visual schedule.

Learning: Information sources: ABLLS: updated on (date), Factor assessment (date)

Life management class assignments

Learning: Results: Joe is able to use a problem solving rubric and ask for assistance from store clerks to locate items, inquire about price. He is able to find and purchase 10 items on a list.

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

Working: Results: Joe has gained work experience at four employers this year. He continued to work in food service, as well as cleaned kennels, fed and watered animals at the veterinarian's, stocked shelves at the grocery store, and shelved books at the library. He is using a problem solving rubric to ask for more materials or help. He still does not ask what to do next when his assigned job is done. He enjoys work that involves movement. If jobs are presented with visual cues, Joe is able to complete them independently in 4-5 days.

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 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: will participate in 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: Work initially 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 gets himself up and ready each day. He completes all his personal hygiene independently. Joe uses a Dynovox to communicate and initiates communication up to 35 times a day. He requests help and information from others with few prompts. Joe is able to work for an hour with two five minute breaks.

Target graduation date (mo/yr): ____/____

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

Continue to work in a variety of settings.

Parents and Joe will continue to explore postsecondary living options.

Continued life management and cooking classes.

Contact Vocational Rehabilitation Services

Explore community activities Joe could participate in.

Problem solving rubric for what to do when work is complete

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 returns greetings at work but has great difficulty communicating problems to others.

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

Joe returns greetings at work sites but unless prompted does not ask what to do next, request more materials, admit he has a problem, or that he is stuck . Spontaneously he communicates these problems with 10% 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 follow the appropriate problem solving script in 2 work settings and complete a self evaluation report.

Evaluation procedures (state how progress toward meeting this goal will be measured and how often progress will be measured) self report of problem recognition and script use, adult confirmation

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 (Required for students assessed against alternate achievement standards)	Comments/Progress Notes/Dates Achieved
-Joe will use scripts in role play and set up situations at school (scripts for "I don't know what to do next", "I need more materials", "I have a problem and I don't know how to fix it", and "I'm stuck and I don't know what to do".) -Joe will identify which script to use and use it in school setting. -Joe will identify which script to use and use it in 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