

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

**Strengths, interests and preferences of this individual** Joe is a quiet student who communicates via a Dynovox. He uses the machine to make requests, ask for clarification and help, and state preferences. He enjoys watching videos, swimming, laying under a weighted blanket, and repetitive tasks. In the past year he has volunteered at the food pantry sorting food and packing boxes. He has also volunteered at the local Humane Society with an aunt to socialize the animals. Joe does best with activities that incorporate visual prompts and repetition. He is able to work up to an hour without a break.

**Parents' concerns for enhancing their child's education** Joe's parents are very happy with his progress, but hope his social skills will develop further. Parents also wondered if Joe could live in an apartment with supervision.

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

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

**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, ABLLS updated on (date), Facter updated on (date)

**Living: Results:** Joe gets himself up each morning and ready for the day. He keeps himself and his room clean with checklist as prompts. He does his own laundry and is comfortable fixing basic food in the microwave for himself. Joe wears earplugs in noisy situations. He is able to let others control the remote control for the tv in the family room, but maintains control of the one in his room

**Learning:** Information sources: ABLLS: updated (date) , Facter updated on (date), life management class assignment

**Learning: Results:** Joe is able to independently go to the grocery store, locate and purchase 25 items on a list. He becomes confused and anxious in bigger, unfamiliar stores like WalMart or the mall.

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

**Working: Results:** Joe continued to experience a variety of job sites including: a warehouse for filling mail and online orders (Joe pushed cart and located items ordered by matching item numbers), stocking shelves at a large discount store, and dishwashing at restaurant. He works independently once he has learned the job with periodic adult supervision and visual prompts.

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

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

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**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 an apartment with periodic supervision and assistance.

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 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 job with periodic supervision once process is learned.

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 able to independently get himself up and to school. He is able to work for an hour without a break. Joe uses a Dynovox to ask for clarification, help, for more materials and what to do next. He can use the local grocery store comfortably, but becomes anxious in large discount stores.

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

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

Continue variety of work experiences.

Continue to explore community activities.

Continue life management classes

Continue relationship with Vocational Rehabilitation Services

Get information and apply for Social Security benefits

Parents apply for guardianship of Joe (not sure if that is the term I'm looking for)

