Key Components in a Compliant Transition IEP

Student with a Mild Cognitive Disability: Age: 14

**EVALUATION DATA AND STUDENT DATA**

**STRENGTHS:**

David indicates that he likes school and being around people. He is an only child, and does not have many friends that he sees outside of school. David is very social and gets along well with both adults and his peers. David hopes to work in a store when he gets out of school or work with older people. His grandmother is in the nursing home and he enjoys visiting with the people there.

**PRESENT LEVEL OF ACADEMIC AND FUNCTIONAL PERFORMANCE:**

David is currently an 8th grader who will turn 14 in May, 2012. David has been involved in all general education classes this year, with support from the Resource Room. Many accommodations have been made for him. He has also been in a co-taught Language Arts class. He sometimes has to be reminded to stay on task and not talk with others. David has generally received C’s in his classes.

David is good about doing his work, but often does not get it turned in on time. David often appears disorganized or loses track while he is talking. His mother was concerned that he was ADHD, but the doctors don’t believe that he is. His science and English teacher have both expressed a concern with his movement and fidgeting. David struggles with reading comprehension. His reading skills are at approximately a 4th grade level (based on Gates Assessment). David participated in Read 180 this year and increased his reading level from 3rd to 4th grade. David is very verbal and can state what he means as well as his needs. When it comes to written language, though, he struggles with getting his words onto paper. David tried using an Alpha Smart this year, but he does not really like computers. David did not pass either portion of the ISTEP this year. David does better in Math and seems to grasp many of the concepts. If he can manipulate objects in Math, use a number line, or other supports, he is able to get the general concepts. Money and time are both strengths for David. He has begun to struggle with algebraic equations.

**DIPLOMA OR CERTIFICATE:**

David will pursue a diploma (Question #5 in the Transition IEP Rubric):
OUTCOMES

SUMMARY OF FINDINGS FROM AGE APPROPRIATE TRANSITION (Question #3 in the Transition IEP Rubric):

On 4-10-12 David gave verbal responses to the Independent Living Assessment Instrument to his Teacher of Record (TOR). Results of this assessment indicate that David has an age appropriate understanding of hygiene, personal cleanliness, and clothing. He takes care of his personal needs. David stated that he does not do any housecleaning chores, because that is his ‘mom’s job’. He said he knows how, but doesn’t have to do any of them. David has limited understanding of cooking, but again has not had the need to cook. In a conversation with David’s mom, she is concerned that he does not have the reading skills to cook or follow things like menus or schedules.

On 4-15-12 David completed the Career Clueless Inventory. His responses showed that he favors a career in helping people. He likes to make new friends and he likes working with older people. When asked what he might like to do for a job when he gets out of school, David stated that he would like to play video games or make up video games for a living. David also stated that he would like to work in a store where he works with customers or maybe even work in a nursing home.

On the C.I.T.E. Learning Styles Inventory (completed on 4-15-12) David indicated that written assignments are hard for him to do. He knows what he wants to say, but can’t get it down on paper. He indicated that Math is easier for him and that he is good with money. David likes to study with other people, though that sometimes distracts him. He likes to do projects and remembers things better if he has made something that goes with it.

POSTSECONDARY GOALS (Question #2 in the Transition IEP Rubric):

Regarding Independent Living after high school, I will:

Live in an apartment with support from my mom.

Regarding Employment after high school, I will:

Work full-time in a retail store.

Regarding Education and Training after high school, I will:

Receive on the job training through my employer.

The postsecondary goals were updated annually (Question #4 in the Transition IEP Rubric):

Yes, postsecondary goals were reviewed and discussed and have been updated accordingly.
GOALS

(Question #6 in the Transition IEP Rubric):

Goal Title: Written Language

Goal Statement: In 36 weeks, David will write a 3-5 sentence paragraph consisting of 1 topic sentence, 1-3 supporting sentences, and a concluding sentence as assessed through data collected from writing prompts and class work, with 80% accuracy in 3 out of 4 trials.

The goal has been written to support: Education/Training Skills, Employment Skills

Goal Title: Reading

Goal Statement: David will use his comprehension strategies (e.g., look at questions at back of chapter, review bolded titles in chapter, etc.) and answer 3 comprehension questions following his independent reading of a 3-5 paragraph passage.

The goal has been written to support: Employment Skills, Independent Living Skills, Education/Training Skills

Goal Title: Organization Skills

Goal Statement: Using a folder for each class to organize and keep his assignments, David will turn in 90% of his assignments in each class.

The goal has been written to support: Employment Skills, Independent Living Skills, Education/Training Skills

SERVICES AND OTHER PROVISIONS

TRANSITION SERVICES/ACTIVITIES (Question #7 in the Transition IEP Rubric):

<table>
<thead>
<tr>
<th>Description</th>
<th>Frequency</th>
<th>To Support</th>
<th>By Whom</th>
<th>Date of Completion</th>
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</thead>
</table>
| David will complete the Freshman study skills class | One grading period | Education/Training, Employment, Independent Living | TOR, David, General Education Teacher | 4-15-13

Narrative: This course will introduce David to skills needed at the high school level. These include study skills, time management, and organizational skills.
Complete career orientation class | Grading period | Education/Training, Employment | TOR, David, Classroom teacher | 4-15-13
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Narrative: All freshmen have the option of taking the careers course, which supports them in looking toward their future in the areas of education and employment.

Tour High School for initial orientation | 1 per year | Education/Training, Independent Living | Guidance and David | 5/15/12
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Narrative: This activity is appropriate for Education/Training, as well as for Independent Living because it will include activities such as: opening a locker, finding the lunch room, navigating the school building, and locating resources within the building.

Adult Agencies: Vocational Rehabilitation Services information will be provided at the high school*

*For **Question #8 in the Transition IEP Rubric** it is appropriate to invite Adult Service Provider if they are responsible for paying for or providing a transition service/activity in the Transition IEP. It is appropriate to invite Vocational Rehabilitation Services to the junior/senior case conferences.

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**LEAST RESTRICTIVE ENVIRONMENT**

**Course of Study** (**Question #9 in the Transition IEP Rubric**): David is in general education classes to pursue a CORE 40 Diploma.