

## *Key Components in a Compliant Transition IEP*

Keegan - student with a Moderate Cognitive Disability

Grade: 10

Age: 17

Evaluation Information and Student Data <small>(Sets the stage for what you already know about the student, baseline data...)</small>
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### **Strengths of the Student:**

Keegan usually has a great sense of humor and is good natured. He likes working with his peers. On his work sites, he is friendly and respectful. Keegan can be very independent, especially at home. He is interested in money and how to spend it. Keegan also has a good memory for where things are in his community.

### **Progress Monitoring Data:**

Attendance: 2 absences during semester I

Behavior: No office referrals

2013-14 Goals: Keegan has made progress on his academic goals from the current IEP. He has improved his functional word recognition (100 common site words) to 55 words with 70% accuracy. He can count change to \$5.00 with minimal support (met this goal). Keegan had a goal of completing 5 step directions with no reminders. He currently can complete 3 step directions with no reminders or prompting.

ISTAR Data: Keegan has mastered telling time to the nearest hour and half hour. He recognizes all coins and can name them and indicate their worth. Keegan can utilize measurement tools by matching the written measurement and the appropriate tool (1/4 cup = can find the 1/4 cup). Keegan consistently reads 55 common site words. He knows his personal information and can name the important people he interacts with. He uses a phone independently, including a cell phone.

### **Present levels of academic and functional performance:**

Keegan currently receives the majority of his academic instruction in a Life Skills Program at CDE High School. He also participates in a weight lifting class with a peer buddy daily. Keegan spends two periods per day on in school job sites. He currently works in the Athletic Department doing a variety of tasks (laundry for sport teams, programs for events, cleaning equipment and training room). On his job site, Keegan is able to follow a list (picture) of responsibilities with verbal reminders. He tends to get off track when there is someone he wants to visit with.

Academically, Reading and word recognition are not strong areas of interest for Keegan. He has increased his site words to 55 with 70% accuracy. He is more interested in money and what he can spend it on. He shops 2 x per month for various teachers in the building and also shops with his mom. He can make change up to \$5.00, but still struggles with knowing if he has enough money to buy items that he wants. Keegan is very verbal and can usually be understood and get his needs across.

Keegan can be both independent and dependent in school. If he thinks he can get someone else to do things for him, he is happy to take advantage of that. When on his own, he takes care of most of his personal needs. He often hurries when he eats, and does not always make sure he has wiped his mouth or isn't talking with a mouth full of food.

**Outcomes**

When the student turns eighteen (18) years of age, all the rights formerly provided to the student’s parent shall transfer to the student unless a guardian or an educational representative has been appointed for the student.

**Transition Assessments:** (Monitored in Indicator 13, need to put the specific assessment name and date given )

Date Completed	Assessment
4-14-14	Work experience on-the-job checklist (Employment)
4-1-14	Parent/Guardian Transition Planning Interview (Education/Training)
4-3-14	Self Care Abilities Listing (Independent Living)

**Summary of Findings from Age Appropriate Transition:** (Monitored in Indicator 13; should summarize the assessments listed above, should support the post-secondary goal statements)

Employment: Keegan’s job coach and supervisor have completed the *work experience checklist* weekly during Keegan’s job placement. Findings indicate that Keegan greets his supervisors appropriately when he comes to work. He follows his routine at least 4 out of 5 days per week. This includes getting his job list, completing his jobs, signing in and out, and asking for work when he runs out. Keegan can get distracted when other students are in the office and he wants to talk and hang out. Though Keegan follows a schedule, he does not always notice if he does not complete a task thoroughly or accurately. He has needed prompts to re-do things. On the *parent interview*, Keegan’s parents see him working with the public in a community job. Keegan stated that he likes working in office and doesn’t really want to work outside.

Education/Training: On the parent interview, Keegan’s parents indicate that they believe Keegan will benefit from adult job coaching to learn a new job, but that he should be able to be independent after that. Findings from the On-the-Job Checklist concur.

Independent Living: On the self-care abilities listing (completed by Keegan and his parents together), they agree that Keegan does not do all that he is capable of. He does take care of his personal belongings and keeps his room ‘as clean as his siblings.’ Keegan has to be reminded to take a shower and shave (which he does not like to do). Keegan can microwave things and knows how to use a toaster and other simple appliances. He is not comfortable with the stove and does not want to cook where it is hot. Keegan knows his personal information and is able to navigate (tell others how to get there) throughout the community. He has an excellent memory of what stores are by what places (landmarks).

**Post-Secondary Goals:** (Monitored in Indicator 13; should be based upon the age appropriate transition assessments listed and summarized above)

Regarding Independent Living after high school, I will: shop and prepare simple meals for myself.

Regarding Employment after high school, I will: work at a job in an office.

Regarding Education and Training after High School, I will: receive on-the-job training with support from an adult agency or through the employer.

## Goals

Goal Title: Reading

Present Levels: Keegan currently reads 55 site words with 70% accuracy. He does not enjoy reading, but likes to listen to others read to him.

Need: Keegan needs to read community based information and information that will support his independence.

Goal Statement: Given a list of 5 picture/word combinations, Keegan will read aloud and follow instructions, with 80% accuracy on 4 out of 5 observations.

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

Method/Instrumentation for Measuring Progress: Teacher Observation, Checklists, Work experience checklist

Progress Monitoring Design:

Standard(s) / Element(s) Aligned to Goal:

Objectives/Benchmarks are only required for students participating in ISTAR in lieu of ISTEP+:

- Given 5 cooking items (picture/word), Keegan will locate each item in the grocery store and classroom on 4 out of 5 opportunities.
- Given a list of 5 job responsibilities (picture/word) Keegan will read aloud and complete each task with 1 or fewer verbal prompts.

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Goal Title: Math

Present Levels: Keegan is interested in money and what he can spend it on. He shops 2 x per month for various teachers in the building and also shops with his mom. He can make change up to \$5.00, but still struggles with knowing if he has enough money to buy items that he wants

Need: Keegan needs to work on reading prices of items and determining if he has enough money to buy what he wants.

Goal Statement: Given 1-2 items to purchase and a specified amount of money, Keegan will locate the price of each item, and determine if he has enough money to purchase the items, making an accurate determination on 3 out of 4 opportunities.

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

Method/Instrumentation for Measuring Progress: Teacher observation, purchase sheets

Progress Monitoring Design:

Standard(s) / Element(s) Aligned to Goal:

Objectives/Benchmarks are only required for students participating in ISTAR in lieu of ISTEP+:

- Given one item and a \$1.00 bill, Keegan will locate the price of the item and determine if he has enough to purchase the item with 100% accuracy on 3 out of 4 trials.
- Given one item and a \$5.00 bill, Keegan will locate the price of the item and determine if he has enough to purchase the item with 100% accuracy on 3 out of 4 trials.
- Given 2 items and a \$5.00 bill, Keegan will locate the price of the items (combined) and determine if he has enough to purchase both items with 100% accuracy on 2 out of 4 trials.
- Given 2 items and a \$5.00 bill, Keegan will locate the price of the items (combined) and determine if he has enough to purchase both items with 100% accuracy on 3 out of 4 trials.

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Goal Title: Social Communication

Present Levels: Keegan is very verbal and social. He can communicate his wants and needs to others, but can get off task/off track if he wants to visit with someone.

Need: Keegan needs to work on identifying situations that are social, and social communication is acceptable and those that are more work related, where he needs to focus on his task at hand.

Goal Statement: When on a work related site or involved in an academic/work related activity, Keegan will state, with a verbal prompt, to friends or others he wants to talk to that 'I am working and can't stop to talk right now' on 4 out of 5 situations where social talking may occur.

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

Method/Instrumentation for Measuring Progress: Teacher observation, self-reports

Progress Monitoring Design:

Standard(s) / Element(s) Aligned to Goal:

Objectives/Benchmarks are only required for students participating in ISTAR in lieu of ISTEP+:

- Given pictures of 5 situations (social and work), Keegan will state whether or not it is a time for social talking or a time for working with 100% accuracy
- In 5 role play situations, Keegan will determine if he can/should stop to talk and respond appropriately (stop to talk or state "I am working and can't stop to talk right now")
- Keegan will respond to a verbal prompt if he needs to stop talking and get back to work

<b>Services and Other Provisions</b>
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Transition Services and Activities: (Monitored in Indicator 13; should support the student making progress toward their long term, post-secondary goals; need to be unique to the student)

Description	Frequency	By Whom	Date of Completion	To Support (if selected)
Prepare simple meals or snacks	1 x per week	Keegan, TOR, job coach	4-14-15	Independent Living
Narrative: Keegan will follow a simple recipe to prepare a minimum of one snack or simple meal weekly.				

Community work experience	3x per week	Keegan, TOR, job coach, supervisor	4-14-15	Employment, Education/Training
Narrative: To look at his ability to generalize the skills he has learned on his in-school work experiences, Keegan will participate in a community job placement with job coach support.				

Shopping	2 x per month	Keegan, TOR, job coach	4-14-15	Independent Living
Narrative: Keegan will participate in community based shopping 2 times per month.				