

## *Key Components in a Compliant Transition IEP*

Student with a: Specific Learning Disability

Age: 15

Grade: 9

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

Sabrina can have a great sense of humor. She is very loyal to her friends. Sabrina has good attendance at school. She also possesses basic skills in reading. Sabrina is very independent.

### **Progress Monitoring Data:**

Sabrina has no absences so far this year.

She passed English, Family and Consumer Science, PE, and Computer Applications first semester. She did not pass Algebra I or Biology I

Sabrina has not met her goal of asking for help when she needs it. She has made progress on using specific reading and writing strategies in her classes. She currently does this 50% of the time without prompting from her teachers. Sabrina has not met her goal for staying out of her friends 'business'. She has had 4 referrals to the office for taking on the issues of a friend.

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

Sabrina is currently a second semester freshman. She receives all content instruction in general education. She is in a co-taught English and Algebra I class. Sabrina has one period per day scheduled as a resource period to work on class assignments.

Sabrina demonstrates that she understands how to use various learning strategies in her classes (note taking, finding context clues, using key words, etc...). She only applies these strategies about half of the time. Sabrina continues to struggle with basic math processes. She has the opportunity to use a calculator, but often chooses not to. Many of her assignments are incorrect due to errors in basic addition, subtraction, multiplication, and division. Sabrina's first semester Algebra I teacher felt she could have passed if she had used the supports that were available to her.

Behaviorally, Sabrina continues to struggle with getting involved in the issues of her friends. Sabrina herself, has not had any altercations at school. However, if she thinks a friend is being treated unfairly, she wants to get involved. This has happened on four different occasions (3 with other students, 1 with an adult). Sabrina has received referrals to the office in each of these situations. She has begun working with the counselor and her resource teacher on other ways to handle situations she is unhappy about.

<b>Outcomes</b>
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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
2-12-15	Adolescent Autonomy Checklist (Independent Living)
2-16-15	Student Dream Sheet (Employment, Education/Training)
12-15-14	Career Interest Inventory (Employment/Education/Training)

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

Independent Living: On the Adolescent Autonomy Checklist Sabrina indicates that she already knows how to use basic household appliances, does her own laundry, and keeps her own room clean. She recreates in the community with her family and her friends. She has an understanding of money and banking, but does not have her own account yet. She knows what to do if she is sick and could call the doctor if she needed to. On the Student Dream Sheet, Sabrina indicated that she makes many of her own choices. The case conference committee determines that Sabrina does not need an Independent Living Post Secondary Goal.

Employment: On the Student Dream Sheet, Sabrina stated that right now she doesn't want a job, but when she is 16 would like to work at a clothing store. After she graduates from high school she would like to work in retail. She would enjoy managing a clothing store. Sabrina doesn't mind working different hours, but would like to work close to home. She would like to have benefits with whatever job she has. On the Career Interest Inventory (completed in her FACS class first semester) Sabrina said that she likes being with other people and would like working where she is around people all day.

Education/Training: On the Student Dream Sheet Sabrina indicated that she isn't sure what training she would need to work in retail. She would be fine with on the job training, but would attend more schooling if she needed to. Sabrina completed a Career Interest Inventory in her FACS class. On this inventory she indicated that no one in her family has gone to college, so she doesn't think she is interested in going to more school after high school. She thinks that she can get on-the-job training to meet her needs.

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

Cite evidence to support the decision that an Independent Living Skills goal is not applicable:

Based upon the Adolescent Autonomy Checklist (2-12-15) Sabrina displays age appropriate Independent living skills, including the ability to take care of all of her own needs and access The community. The CCC agreed that no IL post-secondary goal is needed.

Regarding Employment after high school, I will: work full time at a job in retail (preferably clothing).

Regarding Education and Training after High School, I will: receive on the job training.

<b>Goals</b>
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Goal Title: Math

Present Levels: Sabrina continues to struggle with basic math processes. She has the opportunity to use a calculator, but often chooses not to. Many of her assignments are incorrect due to errors in basic addition, subtraction, multiplication, and division. Sabrina's first semester Algebra I teacher felt she could have passed if she had used the supports that were available to her

Need: Sabrina needs to use a calculator and other supports (charts, formula sheets, review notes) when completing math problems.

Goal Statement: When given independent work time, Sabrina will utilize a calculator or math chart to complete 4 out of 5 in class and out of class assignments (100% completion).

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

Method/Instrumentation for Measuring Progress: Teacher Observation, Self Monitoring

Progress Monitoring Design:

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

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

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Goal Title: Learning Strategies

Present Levels: Sabrina demonstrates that she understands how to use various learning strategies in her classes (note taking, finding context clues, using key words, etc...). However, she only applies these strategies about half of the time.

Need: Sabrina needs to consistently use learning strategies independently and with minimal prompting

Goal Statement: After given instruction on using the Cornell Note Taking method, Sabrina will use this strategy independently in English class on 3 out of 4 opportunities (75%).

The goal has been written to support: Education/Training

Method/Instrumentation for Measuring Progress: Teacher Observation, Self-Monitoring, copies of notes

Progress Monitoring Design:

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

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

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Goal Statement: Behavior

Present Levels: Sabrina continues to struggle with getting involved in the issues of her friends. Sabrina herself, has not had any altercations at school. However, if she thinks a friend is being treated unfairly, she wants to get involved. This has happened on four different occasions (3 with other students, 1 with an adult). Sabrina has received referrals to the office in each of these situations. She has begun working with the counselor and her resource teacher on other ways to handle situations she is unhappy about.

Need: Sabrina needs to learn ways to not get involved with her friends problems/issues.

Goal Statement: When put in situations where her friends have a conflict, Sabrina will demonstrate the ability to either walk away or go speak with an adult, on 3 out of 4 situations.

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

Method/Instrumentation for Measuring Progress: Teacher Observation, Self Monitoring, Office Referrals

Progress Monitoring Design:

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

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

<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)
Career Exploration	1 x per month	Sabrina, TOR	2-25-16	Employment, Education/Training
Narrative: Sabrina will research different careers in the area of retail, specifically looking at qualifications needed.				

Job Shadow	1 x per year	Sabrina, TOR	2-25-16	Employment, Education/Training
Narrative: Sabrina will job shadow someone working in a local retail store to better understand what the position/career entails. She will complete a job shadow summary after the experience.				