

Key Components in a Compliant Transition IEP

Kneisha - student with Multiple Disabilities

Grade: 12

Age: 20

Evaluation Information and Student Data (Sets the stage for what you already know about the student, baseline data...)

Strengths of the Student:

Kneisha loves to be around people and interact with them. She likes music and movies and being read to. Kneisha is very good at indicating when she is happy or unhappy through her facial expressions and verbalizations.

Progress Monitoring Data:

Kneisha has consistently met her goals on the ISTAR Assessment in the area of Functional Skills. She tolerates range of motion well and has improved in allowing a teacher to support her for hand over hand activities. Kneisha relies on others for all daily care.

Kneisha has struggled with her health this year. She had two hospitalizations for respiratory infections.

Present levels of academic and functional performance:

Kneisha receives her full day of educational services in the Intense Intervention Classroom at Zowie High School. She does not spend much time in the general environment due to her low resistance to infection and germs. Kneisha uses a wheelchair and has a trach tube. She is fed through a g-tube daily.

Kneisha is very verbal about her likes and dislikes. She smiles and laughs when she is happy, feeling good, or enjoying what is going on. She loves to listen to music (country) and also likes movies. Kneisha likes the classroom best when there is activity and noise. If it is too quiet she will vocalize her displeasure. When Kneisha is not feeling well or unhappy she screams loudly and flails her arms.

Kneisha loves being read to and has worked this year on using her eye gaze board to choose books as well as other activities. In the past Kneisha was somewhat averse to hand over hand activities. This year she has made great progress and has allowed herself to participate in hand over hand activities 50% of the time.

Kneisha receives both OT and PT. She has increased her tolerance of range of motion activities from 60% to 80%. The PT feels that this is partially due to the fact that they let her choose what music she wants while they work.

Kneisha's mom has met with the local adult service provider and has currently been approved for waiver services. She would like Kneisha to stay in school until she is 22. She is fearful of Kneisha working in the community due to her health concerns. She is very susceptible to germs and often has to be hospitalized when she gets respiratory infections.

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
12-6-14	Analyzing behavior states and learning environments (Employment, Education/Training)
12-10-14	Assistive Technology Protocol (Employment, Independent Living)
12-10-14	Classroom Checklist of Skills (Employment, Education/Training, IL)

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: Kneisha's TOR uses a checklist of skills in the classroom setting to help determine skills that support employability. Kneisha is not mobile independently and vocalizes using sounds and physical movement. She has participated in various classroom activities with physical support. She has shredded papers and really enjoys the noise the shredder makes. She has washed dishes, but was not tolerant of the water or soap. Kneisha's mom expresses concern about employment and what that would look like. Kneisha cannot be with a lot of people due to health issues. Her mom hopes she can have work activities at home, though she is exploring the local adult agency to see what programs/services they offer.

Education/Training: According to the ABLE assessment, Kneisha's mom states that you always know when she is happy or upset. When she is happy she smiles, laughs, and gurgles. When she is unhappy she screams and flails. She also points out that Kneisha can be tactilely defensive and doesn't like textures that are rough. She has a blanket at home that she likes because it is soft and worn. She responds best when there is music, tv or noise and when she has used her technology, with hand over hand support, to operate the equipment. Mom explains that there are always children in the house so Kneisha is used to noise.

Independent Living: Kneisha's mom and TOR worked together to fill out the AT Protocol Summary. Results indicate that Kneisha is dependent on others for all self-care. She is tube fed and has a regimen of medications that are given to her by her mother. At home a nurse stops in 1-2 times per week to monitor her respiration. Kneisha uses an eye gaze board to make decisions of choice. She will utilize a switch with hand over hand support. At home she mostly makes noises that her mom and siblings understand.

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: make choices throughout my day using eye gaze.

Regarding Employment after high school, I will: work in the community with hand over hand support using technology.

Regarding Education and Training after High School, I will: get on the job training with supports from an adult agency or community provider.

Goals

Goal Title: Choice Making

Present Levels: Kneisha loves being read to and has worked this year on using her eye gaze board to choose books as well as other activities

Need: To increase her opportunities and variety of choices she makes

Goal Statement: Given a choice of two items, activities, or experiences Kneisha will use her eye gaze board to choose an activity on 4 out of 5 opportunities.

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

Method/Instrumentation for Measuring Progress: Teacher Observation, Checklists

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 2 different books, Kneisha will use her eye gaze board to choose a book 4 out of 5 times.
 - Given a choice of 2 different free time activities (music, movie, sit with a friend, be read to), Kneisha will use her eye gaze board to choose an activity 4 out of 5 times.
 - Given a choice of 2 classroom jobs (shredding, sorting, washing dishes, etc...), Kneisha use her eye gaze board to choose a job to do on 4 out of 5 times.
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Goal Title: Gross Motor

Present Levels: Kneisha receives both OT and PT. She has increased her tolerance of range of motion activities from 60% to 80%. The PT feels that this is partially due to the fact that they let her choose what music she wants while they work.

Need: To maintain or increase her tolerance of range of motion

Goal Statement: Kneisha will show tolerance of range of motion activities by vocalizations and physical compliance during 90% of the activities weekly.

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

Method/Instrumentation for Measuring Progress: Teacher observation, PT data 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+:

- Kneisha will show tolerance of range of motion activities by vocalizations and physical compliance during 80% of activities weekly.
 - Kneisha will show tolerance of range of motion activities by vocalizations and physical compliance during 85% of activities weekly.
 - Kneisha will show tolerance of range of motion activities by vocalizations and physical compliance during 90% of activities weekly.
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Goal Title: Fine Motor

Present Levels: Kneisha receives both OT and PT. In the past Kneisha was somewhat averse to hand over hand activities. This year she has made great progress and has allowed herself to participate in hand over hand activities 50% of the time. She has also increased her tolerance of range of motion activities from 60% to 80%. The PT feels that this is partially due to the fact that they let her choose what music she wants while they work.

Need: To maintain or increase her tolerance of hand over hand support

Goal Statement: When given a choice of a fine motor activity, Kneisha will allow hand over hand support for a minimum of 5 minutes on 70% of activities (7 out of 10).

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

Method/Instrumentation for Measuring Progress: Teacher observation, OT Data 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+:

- Kneisha will show tolerance of hand over hand activities for 5 minutes on 5 out of 10 opportunities..
- Kneisha will show tolerance of hand over hand activities for 5 minutes on 6 out of 10 opportunities
- Kneisha will show tolerance of hand over hand activities for 5 minutes on 7 out of 10 opportunities.

Services and Other Provisions

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)
Meet with local adult agencies	2 x per year	Mom, TOR	12-30-15	Employment, Independent Living, Education/Training
Narrative: Kneisha's mom, with support from the school will explore waiver service providers as well as long term adult service providers.				

Community Based Instruction	Monthly	TOR, Staff	12-30-15	Independent Living
Narrative: As Kneisha's health allows, she will participate in community based outings monthly, accessing assistive technology as appropriate (eye gaze board).				