

Student Name: Allison Sample

ID#: MARY2

Meeting Date:

## Transition Services (ages 16-21) or younger if appropriate

### T-1. Measurable Post Secondary Goals

**Education/Training:** Upon the completion of high school, I will enroll in a four year bachelors degree program at a University in North Dakota.

**Employment:** Upon the completion of high school, I will work a part time job that is safe and promotes my interests.

**Independent Living Skills:** Upon the completion of high school, I will live in the dorms on the campus of my four year university.

### D. Present Levels of Academic Achievement and Functional Performance for Students Ages 6-21

The present levels of academic achievement and functional performance (PLAAFP) is an integrated summary of data from all sources. The statement should include information about the student's specific strengths and weaknesses, unique patterns of functioning, and implications of the problem areas on the student's total functioning. The information should also include how the child's disability affects the child's involvement and progress in the general education curriculum. Performance areas to be considered are:

#### Cognitive Functioning (listening skills, listening comprehension, ability compared to same age peers)

When compared to her same age peers at Bismarck High, Abby preforms at the same level with problem solving. She often will search for the answer before she asks. For example, Mr. Bob reports that Abby will use context clues or bolded words in her text to help find answers to questions. These skills are usually only applicable if Abby is interested and engaged in a topic. Her focus and effort will decrease though if Abby's environment is distracting. For Abby to learn effectively, and she needs her own space that she can organize and have control over small things in the environment. Some small things that Abby can have control over in her environment are, her desk organization, amount of or shade of light in the room, and the type of seating in the classroom.

#### Memory:

In terms of memory, Abby's short term and long term memory skills are often below her same age peers. If she has something important to remember, she must write in down in at least two different places. Not remembering information is also a trigger for some of Abby's negative behaviors. She will often get verbally aggressive with the person who is accusing her of forgetting information. One strength that Abby does have though is staying organized once her information is written down. You will see a color coded and organized planner with her everywhere that she goes.

#### Listening/Comprehension:

When asked about her listening and comprehension skills, Abby states that if she takes notes by hand or writes down important parts of conversation, she will comprehend and listen better. If she does not have the ability to take notes, Abby says words just go in one ear and out the other. She has expressed interest in working on her listening skills so that she could one day not rely on her notebook/ planner so much.

#### Academic Performance (reading, math, learning styles, etc.)

Abby is a Junior at Bismarck High School. She has attended this school for the last three years, and her academic performance has decreased in the last year. There has not been a drop in intellectual ability, but her grades have gone down considerably. In the classroom, Abby does well when she has access to fidgets or manipulates and has control over some aspects of the environment. Abby will not do well in a classroom that is cluttered and disorganized because she will want to "clean" up the environment.

#### Math:

As long as she is in an effective environment, Abby will excel in math. She has an analytical mind that catches onto math concepts very quickly. However, Abby's attitude has gotten in the way this year because her has stopped completing her homework and does not put in the effort that she should. Behavior interventions are currently being looked at so that Abby can learn coping skills. She should be able to find ways to learn even in an unproductive environment.

#### Reading:

Abby has some discrepancies in reading ability as well. Her silent reading comprehension is above peers of her same age, but oral reading comprehension is lower. Abby has started to have some success with oral reading comprehension if she first silently reads a passage before reading it out loud. Again, her behaviors also become negative as she gets frustrated.

**Other subject areas:**

In elective courses, Abby excels when she has a high interest in a topic. When she is motivated, she is able to shut out some aspects of her environment. For example, if she is working on building a roller coaster out of KEX, she could work in a cluttered environment.

**Historical Assessments:**

On state and local assessments, Abby's scores are all over the place. For example, on the NWEA test, she scored in the 70th percentile for math and the 75th percentile for reading and science. On the North Dakota State Test, however, she scored in the 30th percentile in math and the 40th percentile in reading. These inconsistencies bring up questions of effort not ability in the student.

**Communicative Status (receptive and expressive language)**

**Receptive Language:**

Abby is able to understand social cues and body language from others well, but can sometimes get lost throughout a conversation. She says she is not comfortable taking notes during a conversation because she feels awkward, and so she struggles to maintain concentration.

**Expressive Language:**

Abby is really great at expressing her emotions. She does not have any issues communicating orally or verbally her thoughts or ideas.

**Physical Characteristics (medical, vision, hearing, motor)**

**Gross Motor Skills:**

Abby is athletic and has no gross motor issues.

**Fine Motor Skills:**

Abby's handwriting can be a challenge to read sometimes. She does not have any fine motor issues. The handwriting issues are a result of rushing and not any physical issues.

**Medical Diagnosis:**

Abby has been diagnosed with Obsessive Compulsive Disorder, ODD, and ADHD. She also is currently being evaluated for a learning disability in auditory understanding.

**Emotional/Social Development (social skills, leisure)**

**Medical Diagnosis:**

Abby's medical diagnosis of OCD, ODD, and ADHD has had a significant impact on her emotional and social development. Abby was diagnosed at the age of 16, and so the late diagnosis has put a lot of pressure on Abby.

**Social Skills:**

Abby does not like to be in large groups and has between two or three good friends at one time. This fact does not bother her because having more friends would lead to her having to explain her emotions and struggles. Recently, Abby has been talking to the school counselor because her close friends have been pulling away as her behaviors have increased.

**Personal and Emotional Functioning:**

Abby has a good understanding of her own emotions, but she cannot control them as they are happening. For example, when she has a blow up, Abby can sit down after she is calm and make connections to why she got so upset. Most of her anger does come from comparing herself to others. Abby has a hard time understanding other people's emotions at times, and she get impatient quickly if a person disagrees with her. Abby's parents say that they have seen a huge change in her self esteem over the last two years. In previous years, Abby was an individual who was confident, but now she does not see herself in a positive light at all. As her self esteem has decreased, her relationships have started to become negative. Some of her negative behaviors include: yelling at people, cussing, threatening self harm, and running away. Abby has started to see a therapist in the last three months.

**Timeline:**

Abby has had a quick temper for most of her life, but these behaviors have increased dramatically in the last year.

\*Add more for final draft.

**Adaptive Characteristics (including adaptive behavior, self care, independent living, self direction, health and safety, work)****Independent Living Skills:**

Right now, Abby has some independent living skills. She can cook a couple of meals on her own, and knows how to do her own laundry. Her parents have expressed interest in looking for group home settings after high school however if her mental health does not improve. Her low self esteem has started to impact her independent living skills because she has recently has began to lose weight from not eating as much as she should.

**Organization:**

Abby has two extremes when it comes to organization. She will either be extremely organized or not at all. For example, her planner is color coded and she carries it around with her everywhere, but her locker is not organized at all. She often will lose homework in her locker.

**Attendance:**

Attending school has been a recent issue. She has missed five days in the last month and a half of school. Two of those days, her parents thought she was at school. The school had a conversation with Abby about truancy after the second offense.

**Behavior Referrals:**

Abby has a total of five behavioral referrals from the start of this year in August. One was from the truancy explained above. Two referrals have come from teachers after Abby got verbally upset and did not show respect towards the teachers. The other two came from students reporting Abby as a bully in the school.

**Suspensions/Expulsions:**

Abby has had two days of in school suspension after disrespecting teachers, but has not been expelled. She is currently on tier two of a three tier system. If these behaviors continue, Abby may be moved to the third tier where expulsion could potentially be discussed.

**Ecological Factors (functional skills and community participation, home/family, neighborhood)****Family Life:**

Abby comes from a large family. She is the oldest of six siblings, and she has stated that the pressure from being the oldest is difficult at times. Abby lives with her siblings and her two parents. Her parents both have full time jobs. Her mom works at the school as a math and science teacher, and her father owns an operates a family beef cattle farm.

**Community Activities:**

Abby is involved in the community by playing volleyball, and participating in a local FFA chapter.

**Other**

**Address the present level of performance in each of the following domains with documentation of student needs, preferences and interests and identify by what method this information was obtained. )**

**Jobs and Job Training**

While completing the Transition Assessment survey, Abby indicated that she would like to attend a four year university after high school. She would want to pursue a degree where she could obtain a full time job that would provide benefits after college. When asked what kind of job Abby could see her self doing after high school and during college, Abby stated that she would like to have a part time job. Also on the transition assessment, Abby stated that she would benefit from college visits and job shadows in high school.

In a student interview to discuss interests, Abby stated that she loves helping Kids and would like to have a job as a babysitter or working at a daycare soon. She has started this process by taking a CPR class and has taken a SIDS course to help her understand how to help babies in a case of emergency. She still would like to take a childhood development or care taking course in high school soon. Abby has been talking to her school counselor, Ms. Adams about future courses she should be taking. Abby is attentive to details and is observant of other people's feelings and so she would fit in great at a daycare setting! Her mom did state that she would like Abby to start off slowly with a job so that she does not get overwhelmed with her extra curricular activities and school work.

Abby has started the process for looking for available jobs, but does not know how to go about asking for an application or the specific requirements she would need. To work at a licensed daycare, Abby would need a background check, and she said she is not aware of the process.

**By what method was this obtained:**

Indiana University: Transition Assessment Student Interview Form (2020)

Student interview (2020)

**Recreation and Leisure**

Abby results from the Adolescent Autonomy Checklist show that her highest areas of need are learning how to initiate personal relationships, planning events, and attending activities. Abby is involved in her school and community, but outside of her designated events, she does not attend events. Abby's mom has stated that Abby has made some progress with interacting with Peers, but is afraid to start any new relationships.

In a student interview, Abby stated that she gets anxious being at activities if she is not told to be there. She stated that she has had friendships end badly in the last, and so she likes to keep to herself because it is easier. Abby does like spending time with her Grandmother, her teachers, and children though. Her relationships with same age Peers is where progress can be made.

**By what method was this obtained:**

Adolescent Autonomy Checklist from Indiana University (2020)

Student Interview (2020)

**Home/Independent Living**

Abby's results from the Adolescence Autonomy Checklist indicates that her skills needed to live on her own are almost proficient. Her areas of strength are cooking, cleaning, organizing, and money awareness. Abby stated that she knows how to make six meals from memory and can follow a recipe most of the time. She knows how to sweep, mop, dust, and vacuum, but she could work on her skills for washing clothes and deep cleaning bathrooms. Abby stated that she does not always know what cleaning supplies are supposed to be used in situations. Abby is extremely organized and so she feels confident in her ability to organize her space in a way that works for her. When

it comes to money, Abby is almost too money conscious because she does not want to spend her money at all. This will be helpful when she lives on her own because she will not spend all of her money in one place. Making an effective budget will be an area that she can improve on so that she does spend enough on food each month to be healthy.

Abby is also a very respectful young woman. When asked she feels like she could live with one roommate well. Though she would prefer to live alone. When she purchases something with her own money, she makes sure to respect it so that the object will last a long time. She is the same way with things people give to her. Abby knows how to keep boundaries and how to respect others property effectively.

When it comes to banking and finding a place to stay though, Abby stated on her checklist that she is not confident. She knows where her bank is, but is not confident that she could walk into the bank and find what she needed. She also, does not have proficient knowledge on financial literacy and so skills like opening a checking account would be difficult. Abby has also stated that she does not know the process to find a place to stay or how to obtain a lease. These are all skills Abby would like to learn before she leaves high school.

**By what method was this obtained:**

Adolescent Autonomy Checklist from Indiana University (2020)  
Student Interview (2020)

**Community Participation**

According to the Adolescent Autonomy Checklist, Abby identifies that she needs assistance in obtaining a drivers license, and becoming involved in positive social environments. She feels like she wants to be involved in her community in more positive ways, but she does not know how. Also, Abby states that she wants to open her own bank account so that she can start accurately budgeting and keep track of her own money. She does not know how to go about opening her own bank account and so she would like assistance with this process.

**By what method was this obtained:**

Adolescent Autonomy Checklist from Indiana University  
Student Interview

**Post-Secondary Training and Learning Opportunities**

Abby has stated that she wants to attend a four year university. She is confident that she will be able to take the necessary course work to make this happen. Her results from the transition assessment indicated that she has interest in attending college visits and job shadows to further her understanding of the college application process. At this time though, Abby is not fully aware of everything that she must do to prepare for college. Two major concerns for her at this point is preparing for the ACT next year, and figuring out how to apply for scholarships during high school. She also, does not know where she would like to attend college, and so she will soon begin the process of looking at the differences between going to a school in state versus out of state. Abby has not considered if her needed services will be available at every school.

**By what method was this obtained:**

Adolescent Autonomy Checklist from Indiana University (2020)  
Student Interview (2020)  
Indiana University Transition Assessment (2020)

**Related Services**

No related services at this time

**By what method was this obtained:**

No method at this time

Student Name: Allison Sample

ID#: MARY2

Meeting Date:

## T-2. Course of Study

School Year	Grade Level	List Courses and Educational Experiences to be taken each year	Credits to be earned	Credits Earned	Total Credits Earned
2017-18	Ninth grade	English 9 (1) Algebra 1 (1) Physical Science (1) Global Studies or World History (1) Phy-Ed (1/2) Health (1/2) AVID (1)	6	6	6
2018-19	Tenth grade	English 10 (1) Informal Geometry (1) Biology (1) Personal Finance (1) Child Development (1/2) Phy-Ed (1/2) AVID (1)	6	6	12
2019-20	Eleventh grade	English 11(1) Geometry (1) Chemistry (1) US History (1) Fit Female (1/2) Child Related Careers (1) AVID (1)	6.5		
2020-21	Twelfth grade	English 12 (1) Algebra II (1) Integrated Science (1) Government & Economics (1) Strength and Conditioning (1) Independent Living (1) AVID (1)	7		
Ages 18-21					

**Total Number of credits required by this district for graduation:** 24

**Anticipated month and year of graduation:** May 2021

**Will this student exit secondary school with fewer credits than required of all students by the district?**

Yes  No

**If yes, identify the alternate document approved by the district that the student will receive.**

**Transfer of Rights:**

No later than one year before the age of majority (18) the student and family must be informed of the educational transfer of rights.

**Discussion of transfer of rights must be held and documentation here.**

Discussion of transfer of rights will happen at the IEP meeting this year.

Date of IEP Meeting when transfer of rights was discussed

**Procedural Safeguards:**

Upon turning 18, the student and parent must receive written notification that the educational rights of the student have transferred.

Date transfer of rights to students occurred and "Transfer of Rights to Student" form was signed, if applicable



Student Name: Allison Sample

ID#: MARY2

Meeting Date:

### T-3. Transition Services

## Strategies and Activities Needed to Assist the Student in Reaching Post-Secondary Goals

#### Education/Training:

Goal: Upon the completion of high school, I will enroll in a four year bachelors degree program at a University in North Dakota.

Activity	Person/Agency Responsible	Timeline	Instruction	Community Experiences	Employment	Related Service	Adult Living	Daily Living	Func Voc Assess
1. Apply for and take ACT testing with accommodations	1. Student, Parents, and school	1. February 2020-February 2021							
2. Participate in job shadowing	2. Student, special education teacher	2. February 2020-February 2021	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Take childcare classes	3. Student and school	3. Fall 2020							

#### Employment:

Goal: Upon the completion of high school, I will work a part time job that is safe and promotes my interests.

Activity	Person/Agency Responsible	Timeline	Instruction	Community Experiences	Employment	Related Service	Adult Living	Daily Living	Func Voc Assess
1. Obtain a paid job in an area of interest									
2. Develop an understanding of the relationship between specific jobs and the education required	1. Student and Parents	1. February 2020-February 2021							
	2. Student and Special Education personnel	2. February 2020-February 2021	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Learn how to interview, write resumes, cover letters, and do a job search	3. Student and Special Education Personnel	3. February 2020-February 2021							

(Optional)

#### Independent Living Skills:

Goal: Upon the completion of high school, I will live in the dorms on the campus of my four year university.

Activity	Person/Agency Responsible	Timeline	Instruction	Community Experiences	Employment	Related Service	Adult Living	Daily Living	Func Voc Assess
1. Develop a realistic	1. Student and Parents	1. February 2020-	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

plan for addressing post secondary housing needs and demonstrates the ability to secure housing (understands cost of different types of housing, housing contracts, process of relocating)  2. Practice banking, budgeting, and shopping skill	2. Student, school, and parents	February 2021  2. February 2020-February 2021								
--	---------------------------------	---	--	--	--	--	--	--	--	--

**Student Name:** Allison Sample

**ID#:** MARY2

**Meeting Date:**

**Annual Goal # 1 of 2 goals**

## F. Annual Goals, Short-Term Objectives, and Periodic review of services

### Annual Goal

**Intent/purpose:**

In order to improve her listening comprehension skills, and meet her post secondary goals,

**Behavior:**

Abby will accurately summarize or paraphrase information gathered throughout the day by checking in

**Ending Level:**

For four out of five consecutive school days. (Baseline 1 out of 5 consecutive days)

**Characteristics of services:**

specially designed instruction taught in a one to one setting.

**How and when periodic progress reports will be provided:**

Progress reports will be written quarterly

Will a graph be used to report progress toward the annual goal and associated objectives?  Yes  No

**Student Name:** Allison Sample

**ID#:** MARY2

**Meeting Date:**

**Annual Goal # 2 of 2 goals**

## F. Annual Goals, Short-Term Objectives, and Periodic review of services

### Annual Goal

**Intent/purpose:**

In order to help manage her anger and meet her post secondary goals,

**Behavior:**

Abby will use effective calm down strategies and reflect after a situation

**Ending Level:**

9 out of 10 times she gets frustrated during consecutive days. (Baseline 2 out of 10)

**Characteristics of services:**

Specialized instruction given in a one to one setting

**How and when periodic progress reports will be provided:**

Written report will be handed out quarterly

Will a graph be used to report progress toward the annual goal and associated objectives?  Yes  No