

Key Components in a Compliant Transition IEP

Student with an: Other Health Impairment

Age: 14

Grade: 8

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

Juan is very friendly and social. He does well with hands on activities. He is strong in Math. Juan really likes soccer and plays on the community team. He also likes to fish and often goes on the weekend with his family. Juan is very self-aware of what his needs are in the classroom.

Progress Monitoring Data:

Juan has missed 12 days of school this year due to health and other reasons

Juan has had 3 referrals to the office for ‘talking’ and ‘disruptive’ behaviors

Juan passed the Math portion on the ISTEP (550/537)

Juan did not pass the English portion of the ISTEP (425/508)

Juan did not meet his goal from last year of writing one paragraph on topic with verbal prompting. Teachers feel he may benefit from the use of a visual support strategy for writing.

Current Grades: Math (B), English (D), Science (C-), Computer Tech (B), PE (A), Language Exploration (D+)

Present levels of academic and functional performance:

Juan has been identified as a student with an Other Health Impairment due to his ADHD. He currently takes medication daily at home. When he runs out of his medicine, it is obvious to his teachers. Without his medicine he is overly talkative, agitated, and can be disruptive. Juan has had some health concerns this year and it has impacted his attendance.

Juan receives support from the resource room daily and has support in both Math and English. Juan passed the Math portion of the ISTEP this year and last. Math is a strength for him. Juan did not pass the English portion of the ISTEP. He struggles with writing conventions and writing complete thoughts within his sentences. He also drifts from topic to topic when he writes. Juan demonstrates grade level skills in reading decoding and comprehension when he slows down to read. He typically does not test well because he hurries through the reading and loses the meaning in passages. Juan gets an average of 50-60% of reading comprehension questions correct. However, when he is reminded to slow down or things are read to him, his comprehension increases significantly.

Teachers report that when Juan is having a good day or a good week, he is a pleasure to have in class. He works hard and shows that he wants to do well. However, when Juan is having a difficult day it is hard to redirect him and he can become loud and sometimes confrontational.

Juan has had multiple referrals to the office. Data shows that on each occasion, he had not taken his medication that day (or a day or two prior). Juan’s mom leaves early for work so Juan needs to be responsible for taking his medicine before he gets the bus. When Juan gets a referral, it has been for excessive talking or goofing around with others. While others stop when asked, Juan has difficulty doing

so. Juan’s medication needs have been discussed thoroughly with him mother. She is going to make sure that Juan does not run out of his medication at home.

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
4-30-16	Student Transition Planning Inventory (Employment, Independent Living)
5-5-16	Learner Profile (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 Student Transition Planning Inventory (completed on 4-30-16), Juan indicated that he has chores to do at home. He cleans his room and takes out the trash for his mom. He also helps take care of his mom’s car for her by putting gas in it and cleaning it out for her. Juan gets his own snacks when he gets home from school and uses the microwave. Juan and his mom both feel he has the skills to be independent as an adult.

Employment: On the Student Transition Planning Inventory (completed on 4-30-16), Juan indicated that he feels he will be a good employee because he is honest and dependable. He feels he will need to not be so talkative on a job. He would like to have a job where he works for other people. He doesn’t mind getting dirty. Juan knows that you have to fill out job applications and look for jobs online. His dream job would be to work as conservation officer. In further discussion and on the previous ‘student dream sheet’ Juan has consistently shown an interest in law enforcement. He states that he likes the outdoors and likes the thought of working to help others.

Education/Training: On the Learner Profile (completed on 5-5-16), Juan rates himself low to medium on the skills of managing his time, taking notes, and using a planner. He learns best by doing things hands on or being shown how to do something. He is comfortable asking questions in class and thinks he participates in class discussion. On the Student Transition Planning Inventory Juan indicated that he doesn’t know what all he needs to do to be a conservation officer. He thinks he probably needs to go to college.

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 Student Transition Planning Inventory given to Juan on 4-30-16, along with information from he and his mom, the CCC determined that Juan has age appropriate Independent Living Skills at this time. Juan takes care of all of his age appropriate needs and has a good understanding of what he needs to do to gain employment.

Regarding Employment after high school, I will: work full time as a conservation officer.

Regarding Education and Training after High School, I will: go to college to become a conservation officer.

Goals

Goal Title: Written Language

Present Levels: Juan did not pass the English portion of the ISTEP. He struggles with writing conventions and writing complete thoughts within his sentences. He also drifts from topic to topic when he writes.

Specially Designed Instruction: Juan will be instructed on how to use (and provided with) a proofreading guide. He will spend time weekly in the resource room, practicing using it.

Goal Statement: Given a proofreading guide (topic sentences, # of supporting sentences in a paragraph, one topic per paragraph) Juan will self-correct 3 out of every 4 papers written in English class.

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

Method/Instrumentation for Measuring Progress: Teacher Observation, Self-monitoring, grades on papers

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:

Goal: Reading Comprehension

Present Levels: Juan demonstrates grade level skills in reading decoding and comprehension when he slows down to read. He typically does not test well because he hurries through the reading and loses the meaning in passages. Juan gets an average of 50-60% of reading comprehension questions correct. However, when he is reminded to slow down or things are read to him, his comprehension increases significantly.

Specially Designed Instruction: Juan will be taught to use a highlight strip as he reads which will help him slow down to gain more information from what he reads.

Goal Statement: Given a reading passage and a highlight strip, Juan will read a passage and answer 5 comprehension questions with 80% accuracy on 4 out of 5 trials.

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

Method/Instrumentation for Measuring Progress: Independent Reading assignments, Reading comprehension assessments

Progress Monitoring Design:

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

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

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)
Self - Monitoring Medication	daily	Juan, mom, TOR	5-15-17	Employment, Education/Training
Narrative: Juan needs to develop personal responsibility in taking his medication. Juan will learn to monitor when he is getting low on his medication and make sure his mom calls for a refill.				

Explore job interests	2 x per semester	Juan, TOR	5-15-17	Employment, Education/Training
Narrative: Juan will research online careers in the area of conservation and wildlife. He will complete an inventory of what he finds to help him determine if this continues to be an area of interest.				