

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

T-1. Measurable Post Secondary Goals

Education/Training: After graduation, I will receive on the job training at a local landscaping business.

Employment: After graduation from high school, I will work full time for a local landscaping business.

Independent Living Skills:

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)

Student is a 16 year old, 10th grade student. A summary of student psychological test scores obtained during her three year reevaluation indicated cognitive functioning in the average range with processing speed lower in the low average range. Formal assessment procedures along with classroom observations indicated specific learning disabilities in the areas of reading comprehension and written expression.

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

Student is currently a sophomore at Brader High School. She is enrolled in the following classes: Horticulture/Biology, English/Lang Arts II, Algebra, PE 10, Word Processing, Art I & II and World History. The PE teacher reports that Student is a great student. She works hard in class, dresses every day, and is beginning to interact more with peers. In English class, her test scores have been quite low, and it is recommended that Student come out of the class to complete tests. Student seems to be having more trouble understanding the assignments the past few weeks that have concentrated on grammar and writing. Student has had a few assignments turned in incomplete or late, but overall hasn't been much of a problem. Her attendance is good. Teacher would like to see Student ask for more assistance. The Horticulture/Biology and Resource Room teachers report Student does well in class. She is very polite and is respectful to staff and peers in the room. Student likes to share personal stories with staff and has a good relationship with staff. Student is always willing to work on assignments from other classes when she has free time. Student has been doing independent reading related to class assignments outside of class. It may be beneficial for Student to listen to text recordings. She works hard when in class. She continues to struggle with comprehension and vocabulary. Progress reports from Algebra indicate Student is pleasant and respectful in class. Student has been utilizing the Resource room on a more regular basis for tests and to learn strategies that assist with reading comprehension.

Student's grades are better this year than they have been in the past. Student is trying to take some responsibility for her work; however this continues to be a struggle for her. She is very dependent on the resource staff to help her remember her assignments and in providing assistance in completing her assignments. She rarely does homework at home and work completion as well as organizational strategies have always been extremely difficult for her. She is beginning to gain an understanding of accommodations that assist her in finding success with different classes.

Communicative Status (receptive and expressive language)

Student likes to visit with peers and adults. She prefers communicating in small groups or one on one with peers. She is usually shy and quiet in class but will answer a question when called upon. She does not volunteer freely in class but does volunteer and talk freely in the resource room. Language testing indicates significant deficits in auditory processing in both receptive and expressive language. The student benefits by having time to think about and process what she would like to say instead of being required to answer immediately. Student's reading fluency is close to grade level, however her comprehension is significantly lower. Weak areas include summarizing, finding the main idea, higher level vocabulary, and making inferences. Writing responses to essay questions and rephrasing information continues to be difficult.

Physical Characteristics (medical, vision, hearing, motor)

There are no concerns with Student's fine and gross motor skills, Student wears glasses. Student's Mother reports hearing is normal.

Emotional/Social Development (social skills, leisure)

Student is a very respectful young lady. She has a limited amount of friends and does not participate in school activities. Student has a difficult time remembering assignments and unless reminded to complete them she does not do them. She doesn't always appear to be motivated to complete the work; however does not get defiant or argumentative when work is presented to her or reminders are given. Student knows her disability and views it as a challenge. She realized that her organizational skills could be a barrier to achieving her goals.

Student is friendly and pleasant to peers and staff. Her choice of topics for conversation can be seen as immature at times. Student's attendance has improved from last year.

Adaptive Characteristics (including adaptive behavior, self care, independent living, self direction, health and safety, work)

Student's behaviors both in school and out in the community are appropriate.

Ecological Factors (functional skills and community participation, home/family, neighborhood)

Student resides at home with mother. Student enjoys doing yard work, planting flowers and trees in the summer. Student assists with snow removal work in the winter. She enjoys decorating the house with holiday lights and decorations.

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 Student Transition Inventory, Student indicated that she enjoys doing yard work and had earned money doing yard work for neighbors. She especially enjoys planting and weeding flowers. Student has trimmed branches from trees and enjoys doing that also. Student has great interest in landscaping and is hoping to find summer employment in this area. Student's mother indicates that Student has always had an interest in yard work and takes pride in the work she does.

Student completed the TPI and indicated that she knows how to look for a job, but has concerns with her ability to fill out an application. She indicated that it would be important for her to stay focused on good work habits and to be willing to take advice and ask questions from those she is working with in order to stay employed once she has a job.

On the ESTRS, Student scored herself proficient (36 out of 62) in the area of employment. Areas of significant need include: understanding factors which influence job retention, dismissal and promotion, demonstrating skills necessary to perform successfully in a job interview, understanding information on a paycheck and accurately completing a job application.

By what method was this obtained:

High school Student Transition Interview (Completed by Teacher and Student) 2018
Enderle Severson Transition Rating Scale (ESTRS) (Completed by Student, Parent, and Teacher) 2019
Transition planning Inventory (TPI) (Completed by Student and Teacher) 2018
ACT PLAN 2019

Recreation and Leisure

According to information obtained from the ESTR areas of significant need in the recreation/leisure area are: initiating interactions with peers, attending activities outside the home by initiating involvement in rec/leisure activities. Mother indicates that she has seen improvement in Student's interactions with friends. Student does invite some of her neighbors over to play games and watch tv but they are not peers her age.

While completing the Student Transition Interview, Student stated that she does not participate in many recreation activities with friends, but does like to attend functions with her relatives. She has attended various church activities, county fairs, horse shows, and parades. Student enjoys communicating with adults more than her peers. She adds they seem more accepting of her. She is able to find her way around town and act appropriate in public situations.

By what method was this obtained:

High School Student Transition Interview (Completed by Student and Teacher) 2018
Enderle Severson Transition Rating Scale. (ESTR) (Completed by student and Teacher) 2019

Home/Independent Living

According to the Transition Planning Inventory (TPI) , teacher, and parent observations, Student demonstrates appropriate hygiene, dresses appropriately according to the weather, and wears appropriate clothing to school. Student indicated that it would be difficult for her to find a place to live, but felt she could do it. She has moved a couple of times, so noted she would be able to pack, move, and set up a place. She enjoys doing household tasks and likes a clean home. Student does not have a driver's license but hopes to get it this year. Student would like to learn to use an Uber or a taxi as another mode of transportation.

On the ESTR, areas of significant need identified were performing written correspondence, demonstrating necessary skills to manage a checking account, understanding basic parenting skills and demonstrating skills to plan a simple budget. These need areas are quite typical for a student at Student's grade level.

Information from the High School Student Transition Interview and the School and Community Social Skills Rating Checklist indicated that student usually has good manners and respects materials and belongings in her home and community. She accepts consequences for wrong doing and responds to authorities. She knows how to treat minor illnesses but isn't always sure when medical care is needed. Student consistently noted that she lacks understanding of checking accounts, paying bills and learning to budget.

By what method was this obtained:

High School Student Transition Inventory (Completed by Student and Teacher) 2018

Parent Observation

Enderle Severson Transition Rating Scale (ESTR) (Completed by Student and Teacher) 2019

Transition Planning Interview (TPI) (Completed by Student and Teacher) 2018

School and Community Social Skills Rating Checklist 2019

Community Participation

According to the ESTRS, Student identified the following areas of need: obtaining a drivers license, identifying agencies that can provide support and assistance, understanding charge accounts and loans, and practicing comparative shopping.

These are all areas that will be

addressed while student is in high school and are areas of need for many students at this grade level.

Through completion of the Student Transition Interview, the School and Community Social Skills Rating Checklist and the TPI, it was evident that Student has a clear understanding of where things are in her community, knows how to stay clear of strangers, exhibits good audience behaviors, knows how to respond to emergency situations. Student and parent reported that Student needs assistance in asking for directions in public.

By what method was this obtained:

Enderle Severson Transition Rating Scale (ESTRS) (Completed by Parent, Student, and Teacher) 2019

Transition Planning Inventory (TPI) (Completed by Student and Teacher) 2018

School and Community Social Skills Rating Checklist 2019

High School Student Transition Inventory (Completed by Student and Teacher) 2018

Post-Secondary Training and Learning Opportunities

Student's rating on the ESTRS in the area of Post Secondary Education was quite low. This is not concerning at this point however as Student is only a Sophomore and many of the items on this rating scale do not pertain to her. This is because Student does not plan to go on to college or trade school. Student clearly understands what her interest area is. Student has visited and will continue to visit with the school counselor to establish courses and experiences that will enable her to be career ready upon graduation.

By what method was this obtained:

Informal student interview 2019

Enderle Severson Transition Rating Scale (Completed by Student and Teacher) 2019

Related Services

No related services at this time.

By what method was this obtained:

None at this time.

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	Physical Science (1) General Math (1) English I (1) Global Studies (1) Keyboarding (1) Foods (1/2) PE 9 (1/2)	6	6	6
2018-19	Tenth grade	English II (1) World History (1) Horticulture/Biology (1) Algebra (1) Word Processing (1/2) Art I (1/2) Art II (1/2) PE 10 (1/2)	6		
2019-20	Eleventh grade	Advanced Biology (1) US History (1) Work Experience (1) PE 11 (1/2) Driver's Ed (1/2) Geometry (1) English III (1)	6		
2020-21	Twelfth grade	Government/Civics (1) English IV (1) Food of the World (1/2) Health (1/2) Career & Tech (1) Work Experience (1)	5		
Ages 18-21					

Total Number of credits required by this district for graduation: 22

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.

Transfer of rights were discussed at IEP meeting held 12/4/17.

Date of IEP Meeting when transfer of rights was discussed 07/09/2018

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

T-3. Transition Services

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

Education/Training:

Goal: After graduation, I will receive on the job training at a local landscaping business.

Activity	Person/Agency Responsible	Timeline	Instruction	Community Experiences	Employment	Related Service	Adult Living	Daily Living	Func Voc Assess
Participate in group with social worker to develop strategies for developing friendships and self-awareness.	School social worker and Student	August 2020 to December 2020	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitor work completion	Case Manger and Student	January 2019 to January 2020	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Employment:

Goal: After graduation from high school, I will work full time for a local landscaping business.

Activity	Person/Agency Responsible	Timeline	Instruction	Community Experiences	Employment	Related Service	Adult Living	Daily Living	Func Voc Assess
Job shadow 2 landscaping businesses	Student, Case Manager and School Counselor	January 2019 to January 2020	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Complete 3 different job applications	Student, Case Manager	January 2019 to June 2019	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Annual Goal # 1 of 2 goals

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

Reference From North Dakota English Language Arts Content Stds 2017

Grade/Subject Standard 2: Students engage in the reading process.

Strand: 10.2.1 INFORMATIONAL GENRES: Summarize information from nonfiction genres.

Annual Goal

Intent/purpose:

Student will become successful in her education/training

Behavior:

Student will improve her reading comprehension abilities

Ending Level:

by learning reading comprehension strategies, such as the scanning, skimming and summarizing strategy, to increase comprehension skills from a level of 3 correct out of 10 to a level 7 correct out of 10 over 3 consecutive collection points

Characteristics of services:

Specially designed instruction taught in a small group setting

How and when periodic progress reports will be provided:

Written progress will be reported quarterly

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

Annual Goal # 2 of 2 goals

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

Annual Goal

Intent/purpose:

To prepare for the transition out of high school and into a career related to landscaping

Behavior:

Student will research landscaping careers

Ending Level:

and identify five potential types of jobs that require landscaping skills and interests.

Characteristics of services:

Specialized instruction provided by the school counselor and Case Manager. Completed career and job reports will be placed by Student in her transition portfolio.

How and when periodic progress reports will be provided:

Progress will be reported quarterly

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