

Transition Example Guidebook

[Present Levels of Academic and Functional Performance \(PLAAPF\) Slide 7-10](#)

[Impact Statement:](#)

Impact Statement: How the child's disability affects his/her involvement and progress in the general education curriculum; or for preschool children, participation in age-appropriate activities. (For students with transition plans, consider how the child's disability will affect the child's ability to reach his/her post-secondary goals (what the child will do after high school).)

Scout:

Scout's autism will affect his ability to reach his postsecondary goals in the following ways: education-Scout has expressed an interest in hospitality and tourism and would like to work in a restaurant.

Scout's autism impacts his ability to master grade-level academic standards. Scout will require disability support services while attending post-secondary education or will need to have training materials presented in a manner other than text materials (e.g. visual, auditory) and on-the-job training will be necessary.

Scout's autism impacts his interpersonal skills, Scout will need support gaining and maintaining employment. Due to deficits with personal management, Scout will need support with organizing bills and tracking his finances.

Travis:

Academic Performance: Travis's identification of Intellectual Disability affects his progress and involvement in the general education curriculum as he functions below grade level in the areas of basic reading, reading comprehension, written expression, mathematic calculation, math problem solving, life skills (social studies and science), and functional skills.

Functional Performance: Travis experiences difficulty in his functional performance in the following areas: organization, problem solving and general ability, communication, social skills, independent living, vocational and employment skills, and self-advocacy. **Academic Performance:** Travis's identification of Intellectual Disability affects his progress and involvement in the general education curriculum as he functions below grade level in the areas of basic reading, reading comprehension, written expression, mathematic calculation, math problem solving, life skills (social studies and science), and functional skills.

Functional Daily Living Skills: Travis cooks and follows written and verbal directions. He has difficulty with fractions and doubling recipes. Travis is slowly making improvement on his map skills. He knows the four cardinal directions.

Transition: Travis's identification as a student with Intellectual Disability will affect post-secondary goals of living on his own working in the automotive field. Travis will have difficulty solving math equations and reading material over a 3rd grade level. He will also have difficulty following verbal directions that involve more than one step. Travis also has difficulty standing up for himself and could be easily taken advantage of.

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[Strengths of the Child:](#)

The strengths of the child: For students with transition plans, consider how the strengths of the child relate to the child's post-secondary goal.

Scout:

Scout has developed relationships with the peers and adults in his life. He is helpful and kind, volunteering to help when someone is struggling. Scout is very persistent and is able to ask for help to understand or complete a task that is difficult. Scout also maintains a routine throughout his day, making sure that he gets up for school, takes care of his hygiene needs and arrives on time every day. **These strengths will allow him to maintain employment in customer service and live independently with supports.**

Travis:

Travis is a polite, pleasant, courteous young man with classmates and adults. He has a great sense of humor and enjoys joking with others. He goes out of his way to help others and is often the first volunteer when something is needed in class, such as cleaning up after cooking. He does his chores without complaining. Travis is aware of his appearance and likes to dress up, even wearing a tie-on occasion. Travis takes his time and does well in his work. He is a hands-on learner and does best with concrete, real world situations and activities.

Transition: Travis's strengths of getting along well with others, sense of humor, courteousness and respectfulness, and being a hard worker will help him reach his goal to work in the automotive field as he will do well interacting with both colleagues and the community. He is a hard worker and will be a conscientious employee.

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[Concerns of the Parent:](#)

Concerns of the parent/guardian for enhancing the education of the child: For students with transition plans, consider the parent/guardian's expectations for the child after the child leaves high school.

Scout:

Scout's mother, Jennifer, has concerns with his ability to live independently unless he has staff who help maintain his living space and safety. **Scout takes medication each day that enables**

him to manage his anxiety and Jennifer feels he will need a person, or a device (if they can find one that is appropriate) to help him remember to take his medication. She also has concerns with how he will get to work each day.

Travis:

Mrs. Brown is concerned Travis has unrealistic expectations for himself regarding post high school work and living situations. He believes he can live on his own and hold a competitive job, while she believes supported employment and supervised living arrangements are the more accurate choices for him at this time. His vocational training instructor believes Travis can learn to do one automotive job, but will need employment supervision. Mrs. Brown is concerned someone is telling Travis he does not need help after graduation because he was excited about supported employment and supervised living at one time. Also, he believes he can get a driver's license; however, he has fairly frequent panic attacks. If he had a panic attack while driving it would be unsafe.

Transition: Mrs. Brown would like to see Travis in his own supervised living arrangement at some point. She expects that he will continue to live at home after graduation. Mrs Brown is excited about Travis seeking employment in the automotive field. It has been an interest of his for several years.

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[Changes in Current Functioning:](#)

Changes in current functioning of the child since the initial or prior IEP: For students with transition plans, consider how changes in the child's current functioning will impact the child's ability to reach his/her post-secondary goal.

Travis:

Basic Reading: Previously, Travis read at the 3.5 grade level with 80% accuracy. He also read over 150 high frequency words consistently, although longer words slowed down his fluency. Now, Travis reads at 4th grade material with 80% accuracy. Passages with names, longer words or technical material still slow him down; he reads below 100 wpm at this level.

Reading Comprehension: When reading third grade material, he identifies the main idea and can find facts in literary or informational text with 75% accuracy. Last year he was at 60% with the same goal.

Written Expression: Travis can write five complete sentences about one topic or idea with 75% accuracy, but it takes him a great deal of effort to do so. He continues to improve and works at doing well. His spelling has improved beyond CVC words to 75% accuracy. He spells most phonetic words at 80% accuracy if they are not more than two syllables. He still struggles with non-phonetic words. Previously, he wrote about one topic with 60% accuracy.

Math Calculation: Previously, when using a calculator, Travis calculated the balance of a checking account register with 50% accuracy. He prepared and maintained a personal budget

with 55% accuracy. Currently, he calculates the balance of his checkbook with 60%-70% accuracy.

Math Problem Solving: Previously, he solved multiple step problems involving money (with and without calculator) with 45-50% accuracy. Currently, he needs only occasional verbal reminders while using counting up strategy and he is between 85-90% accuracy with making change up to \$50.00. Also, he solves word problems but varies in accuracy from 45%-75%. He solves problems using data presented in graphs, tables, and charts with 70% accuracy. Travis has a strength running a cash register.

Functional Daily Living Skills: Travis cooks and follows written and verbal directions with 60% accuracy. He has difficulty with fractions and doubling recipes. He cooks in a group with 65% accuracy. Previously, he could prepare a dish from a variety of different cultures using a specific recipe with 50% accuracy.

Functional Daily Living Skills: Travis is slowly making improvement on his map skills. He knows his cardinal directions with 85% accuracy. Travis can chart location on a simple coordinate plane with 55% accuracy and 0% accuracy when using latitude and longitude. Previously, he could chart a location when given coordinates and compare regions with 28% accuracy.

Transition: Improvements in Travis's goals will help him reach his ambition to work in the automotive field as he will be better able to read and understand instructions and communicate with others, as well as have improved abilities to work with money and numbers.

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[Formal and Informal Age Appropriate Assessments:](#)

A summary of formal and/or informal age appropriate transition assessments should be based on the student's needs, preferences and interests (must be included no later than the first IEP to be in effect when the student turns age 16)

Travis:

On 10/10/19, Travis was informally interviewed on his career interests after high school. He has a strong interest in auto mechanics and is currently attending Lex La-Ray Technical Center for the Auto Tech program. Travis enjoys taking things apart and putting them back together, especially mechanical items.

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Next, Travis completed the Interest profilers that will help him to identify his interests and match them with a wide variety of careers. He chose the response for each activity to indicate that he likes, is unsure of, or dislikes the activity. There were 180 activities to rate. His top interest area was Artistic. It indicates that Travis likes work activities that deal with the artistic side of things, such as forms, designs and patterns. He may like self-expression in his work and to work without following a clear set of rules. His second interest area was Social. People with social interests like work activities that assist others and promote learning and personal development. They prefer communication more than working with objects, machines or data. They like to teach, give advice, to help or otherwise be of service to people.

[Post-Secondary Goals- Slides 19-25:](#)

Three primary components to writing good postsecondary goals: (1) ensure they are measurable; (2) set in the future; (3) and from the student's perspective.

Example 1:

16-year-old male student with a disability of autism:

Employment: I will be employed as a math or science college professor.

Education: I will enroll in a public college and major in Math or Science.

Independent Living: I will live in a dorm by myself or with one roommate.

Example 2:

18-year-old female with significant learning disabilities in math & reading:

Employment: I will work part-time producing Native American artwork.

Education: I will take drawing and budgeting classes through the Independent Living Center.

Independent Living: I will live with family.

Example 3:

17-year-old female with emotional disturbance

Employment: I will serve in the Navy

Education/Training: I will complete Basic Training and complete computer training program.

Independent Living: N/A

Example 4:

15-year-old female with specific learning disabilities in written expression

Employment: I will be a registered nurse and work in a hospital.

Education/Training: I will complete a 4-year nursing program at a university .

Independent Living: N/A