Transition Standards and the Individualized Education Program

Alabama Transition Conference
March 8-9, 2010
Transition & IEP Updates
Learner’s Objectives

• Identify updates to the IEP for transition.

• Define the 4 domains for transition.

• Define the 4 strands for transition standards and indicators.

• Describe the relationship between transition domains and Alabama’s transition standards and indicators.

• Write standards-based IEPs for transition.
If the IEP has decided to address transition and invite other agency representatives, permission from the student and or the parent must be obtained.
SPECIAL INSTRUCTIONAL FACTORS

Items checked “YES” will be addressed in this IEP:

- Does the student have behavior which impedes his/her learning or the learning of others? [ ] YES [ ] NO
- Does the student have limited English proficiency? [ ] YES [ ] NO
- Does the student need instruction in Braille and the use of Braille? [ ] YES [ ] NO
- Does the student have communication needs (deaf or hearing impaired only)? [ ] YES [ ] NO
- Does the student need assistive technology devices and/or services? [ ] YES [ ] NO
- Does the student require specially designed P.E.? [ ] YES [ ] NO
- Is the student working toward alternate achievement standards and participating in the Alabama Alternate Assessment? [ ] YES [ ] NO
- Are transition services addressed in this IEP with an annual goal(s)? [ ] YES [ ] NO

NONACADEMIC and EXTRACURRICULAR ACTIVITIES

Will the student have the opportunity to participate in nonacademic/extracurricular activities with his/her nondisabled peers?

[ ] YES
[ ] YES, with supports. Describe:

[ ] NO. Explanation must be provided:

METHOD/FREQUENCY FOR REPORTING PROGRESS OF ATTAINING GOALS TO PARENTS

Annual Goal Progress reports will be sent to parents each time report cards are issued (every _____ weeks).
Documentation that student was invited to the IEP meeting

If consent was given from the parent or student, documentation that other agencies were invited

Exit Options

Anticipated date of Exit

Course of Study

Assessment

Transition Goals

Transition Services

Annual goals related to transition service needs

### Individualized Education Program

#### Student’s Name:

- Yes [ ] No [ ] This student was invited to the IEP Team meeting.
- Yes [ ] No [ ] After prior consent of the parent or student (Age 19) was obtained, other agency representatives were invited to the IEP Team meeting.
- [ ] This student is in a middle school course of study that will help prepare him/her for transition.

#### Exit Options (Complete for students in grades 9-12)

- Alabama High School Diploma [ ] Graduation Certificate
- Alabama Occupational Diploma [ ] Other ________

#### Anticipated Date of Exit:

Month ________ Year ________

#### Program Credit to Be Earned (Complete for students in grades 9-12)

<table>
<thead>
<tr>
<th>Course Taken</th>
<th>English</th>
<th>Math</th>
<th>Science</th>
<th>Social Studies</th>
</tr>
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<tbody>
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### Transition

(Starting not later than the first IEP to be in effect when the student is 16, or earlier if appropriate, and updated annually thereafter)

#### Transition Assessments (Check the assessment(s) used to determine the student’s measurable transition goals):

- Transition Planning Assessments [ ] Interest Inventory [ ] Other ________

#### Transition Goals:

- Postsecondary Education/Employment Goal

- If Other is selected, specify

- Community/Independent Living Goal

- If Other is selected, specify

#### Transition Services: (Based on this student’s strengths, preferences, and interests, the following coordinated transition services will reasonably enable the student to meet the postsecondary goals.)

- [ ] Vocational Evaluation (VE)
- [ ] Employment Development (ED)
- [ ] Postsecondary Education (PE)
- [ ] Financial Management (FM)
- [ ] Personal Management (PM)
- [ ] Transportation (T)
- [ ] Living Arrangements (LA)
- [ ] Advocacy/Guardianship (AG)
- [ ] Community Experiences (CE)
- [ ] Medical (M)
- [ ] Linkages to Agencies (L)
- [ ] Other ________

### Transfer of Rights

(Beginning not later than the IEP that will be in effect when the student reaches 18 years of age.)

Date student was informed that the rights under the IDEA will transfer to him/her at the age of 19 ________
INDIVIDUALIZED EDUCATION PROGRAM

STUDENT’S NAME: ________________________________

AREA: _________________________________________

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:

[ ] This goal is related to the student’s transition services needs.

MEASURABLE ANNUAL GOAL related to meeting the student’s needs:

TYPE(S) OF EVALUATION FOR ANNUAL GOAL:

[ ] Curriculum Based Assessment  [ ] Teacher/Text Test  [ ] Teacher Observation  [ ] Grades
[ ] Data Collection  [ ] State Assessment(s)  [ ] Work Samples
[ ] Other: ____________________________
[ ] Other: ____________________________

DATE OF MASTERY: ________________________

BENCHMARKS:
1. ……………………………………………… Date of Mastery: ________________________
2. ……………………………………………… Date of Mastery: ________________________
3. ……………………………………………… Date of Mastery: ________________________
4. ……………………………………………… Date of Mastery: ________________________

SPECIAL EDUCATION AND RELATED SERVICE(S): (Special Education, Supplementary Aids and Services, Program Modifications, Accommodations Needed for Assessments, Related Services, Assistive Technology, and Support for Personnel.)

<table>
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<th>Type of Service(s)</th>
<th>Anticipated Frequency of Service(s)</th>
<th>Amount of time</th>
<th>Beginning/Ending Date</th>
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[ ] Yes [ ] No After prior consent of the parent or student (Age 19) was obtained, other agency representatives were invited to the IEP Team meeting.

<table>
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<tr>
<th>PROGRAM CREDIT TO BE EARNED (Complete for students in grades 9-12)</th>
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</thead>
<tbody>
<tr>
<td>For each course taken, indicate program credit to be earned.</td>
</tr>
<tr>
<td>ENGLISH</td>
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<td>Graduation Certificate</td>
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**TRANSITION**

(Beginning not later than the first IEP to be in effect when the student is 16, or earlier if appropriate, and updated annually thereafter)

**Transition Assessments** (Check the assessment(s) used to determine the student’s measurable transition goals):

[ ] Transition Planning Assessments [ ] Interest Inventory [ ] Other

**Transition Goals:**

Postsecondary Education/Employment Goal

If Other is selected, specify

Community/Independent Living Goal

If Other is selected, specify

**Transition Services:** (Based on this student’s strengths, preferences, and interests, the following coordinated transition services will reasonably enable the student to meet the postsecondary goals.)

[ ] Vocational Evaluation (VE) [ ] Personal Management (PM) [ ] Community Experiences (CE)
[ ] Employment Development (ED) [ ] Transportation (T) [ ] Medical (M)
[ ] Postsecondary Education (PE) [ ] Living Arrangements (LA) [ ] Linkages to Agencies (L)
[ ] Financial Management (FM) [ ] Advocacy/Guardianship (AG) [ ] Other

**TRANSFER OF RIGHTS**

(Beginning not later than the IEP that will be in effect when the student reaches 18 years of age.)

Date student was informed that the rights under the IDEA will transfer to him/her at the age of 19

Page 2 of 2
STUDENT'S NAME: ____________________________________________________________

[ ] Yes  [ ] No  This student was invited to the IEP Team meeting.

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This student is in a middle school course of study that will help prepare him/her for transition.

<table>
<thead>
<tr>
<th>Course of Study</th>
<th>ENGLISH</th>
<th>MATH</th>
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Transition IEP for Students that will be in grades 9-12.

**Anticipated Date of Exit:**

**Program Credit to Be Earned** (Complete for students in grades 9-12)

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<tr>
<th>For each course taken, indicate program credit to be earned.</th>
<th>ENGLISH</th>
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Page of ______

SDE Approved 09/18/99
Assessment to Goals

ACADEMIC & FUNCTIONAL ACHIEVEMENT

- Academics
- Occupations/Careers
- Daily Living
- Personal/Social

POST-SECONDARY TRANSITION GOALS

Current & Future Environments

Strengths, Needs, Interests, Preferences
Transition Assessment

• Transition assessment required by IDEA 2004

• Postsecondary goals must be “based upon age-appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills” (P.L. 108-446, Section 614, IDEA, 2004)
INDIVIDUALIZED EDUCATION PROGRAM

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EXIT OPTIONS (Complete for students in grades 9-12)

[ ] Alabama High School Diploma  [ ] Graduation Certificate  Anticipated Date of Exit:
[ ] Alabama Occupational Diploma  [ ] Other ____________________________  Month  Year

PROGRAM CREDIT TO BE EARNED (Complete for students in grades 9-12)

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[ ] Alabama Occupational Diploma [ ] Other __________________________

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Postsecondary Education/Employment Goal

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Community/Independent Living Goal

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Page 1 of 1

SDE Approved 09/18/09
POSTSECONDARY EDUCATION/EMPLOYMENT GOAL (Choose one of the following):

• Student will be prepared to participate in postsecondary education/training based on completion of graduation requirements and submission of application for enrollment.

• Student will be prepared to participate in competitive employment with no need for support based on successful completion of career exploration, community-based work, and/or cooperative education experience.

• Student will be prepared to participate in competitive employment with time-limited support based on successful completion of career exploration, community-based work experiences, and/or cooperative education experience.

• Student will be prepared to participate in supported employment based on successful completion of school-based work experiences, community-based career exploration, and application for supported employment services.

• Student will be prepared to participate in day/activity training program based on successful completion of school–based career exploration experiences and application for adult services.

• If Other is selected please specify in the space provided.
COMMUNITY/INDEPENDENT LIVING GOAL (Choose one of the following):

• Student will be prepared to participate in community activities and live **independently** based on independent living skill level achieved and identification of community/living options.

• Student **with time-limited support** will be prepared to participate in both community activities and live **independently** based on independent living skill level achieved and identification of community/living options and support options.

• Student will be prepared to participate in community activities and live **semi-independently** with **ongoing, infrequent support** based on independent living skill level achieved, identification of options, and/or application for adult services.

• Student will be prepared to live in a **group home or other supported environment with full-time support** based on independent living skill level achieved and application for adult services.

• Student will be prepared to live with **parents, guardian, or relatives** based on parental preference and independent living skill level achieved.

• If **Other** is selected please specify in the space provided.
Goals to Services

ACADEMIC & FUNCTIONAL ACHIEVEMENT

Academics  Occupations/Careers  Daily Living  Personal & Social

POSTSECONDARY TRANSITION GOALS

Postsecondary Education/Employment  Community/Independent Living

Transition Services: (Based on this student’s strengths, preferences, and interests, the following coordinated transition services will reasonably enable the student to meet the postsecondary goals.)

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INDIVIDUALIZED EDUCATION PROGRAM

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EXIT OPTIONS (Complete for students in grades 9-12)

[ ] Alabama High School Diploma [ ] Graduation Certificate Anticipated Date of Exit: ________________________________

[ ] Alabama Occupational Diploma [ ] Other ________________________________ Month Year

PROGRAM CREDIT TO BE EARNED (Complete for students in grades 9-12)

For each course taken, indicate program credit to be earned.

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Transition Standards & the IEP
Transition Standards

Transition Standards have been developed to provide a common and shared framework to help school systems and communities identify what youth need in order to achieve successful participation in postsecondary education and training, community involvement, meaningful employment, and adult life.
The **Personal/Social** strand addresses the personal management and social interaction skills students need to become integrated community members. The focus of this strand is for students to learn to develop appropriate personal and social skills so they may assertively state their needs, wants, and desires and enact upon them for the attainment of personal goals that impact their future.
Transition Standard Strand: Daily Living

Standards within the **Daily Living** strand will enable students to acquire the skills needed for an integrated postsecondary community life. The standards within this strand address the skills necessary for students to successfully engage in daily living activities within the home, the workplace, and the general community.
Transition Standard Strand: Career Development

The standards in the **Career Development** strand will outline a career planning process, identify the benefits of employment, and develop career related skills that facilitate each individual’s potential for economic, social, and personal post-school fulfillment. This instructional component provides the student with the opportunity to apply knowledge of career-related skills in work-based learning experiences.
The standards in the Postsecondary Education and/or Training strand will provide a framework for preparing students to enter, progress, and complete postsecondary education or training. Focus is given to the process needed to identify and enter postsecondary education or training programs, as well as the supports that might be needed for successful completion.
Services to Standard Strands

ACADEMIC & FUNCTIONAL ACHIEVEMENT

- Academics
- Occupations/Careers
- Daily Living
- Personal & Social

POSTSECONDARY TRANSITION GOALS

- Postsecondary Education/Employment
- Community/Independent Living

TRANSITION SERVICES

TRANSITION STANDARDS STRANDS

- Postsecondary Education/Training
- Career Development
- Daily Living
- Personal/Social
<table>
<thead>
<tr>
<th>TRANSITION SERVICES</th>
<th>TRANSITION DOMAINS</th>
<th>TRANSITION STANDARDS STRANDS</th>
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Strands to Annual Goals

ACADEMIC & FUNCTIONAL ACHIEVEMENT
- Academics
- Occupations/Careers
- Daily Living
- Personal / Social

POSTSECONDARY TRANSITION GOALS
- Postsecondary Education/Employment
- Community/Independent Living

TRANSITION SERVICES

TRANSITION STANDARDS STRANDS
- Postsecondary Education/Training
- Career Development
- Daily Living
- Personal/Social

TRANSITION ANNUAL GOALS
STUDENT’S NAME: 

AREA: 

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:

[ ] This goal is related to the student’s transition services needs.

MEASURABLE ANNUAL GOAL related to meeting the student’s needs:

TYPE(S) OF EVALUATION FOR ANNUAL GOAL:

[ ] Curriculum Based Assessment  [ ] Teacher/Text Test  [ ] Teacher Observation  [ ] Grades
[ ] Data Collection  [ ] State Assessment(s)  [ ] Work Samples
[ ] Other: 
[ ] Other: 

DATE OF MASTERY: 

BENCHMARKS:

1. 
2. 
3. 
4. 

SPECIAL EDUCATION AND RELATED SERVICE(S): (Special Education, Supplementary Aids and Services, Program Modifications, Accommodations Needed for Assessments, Related Services, Assistive Technology, and Support for Personnel.)

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Page ___ of ___  

SDE Approved 09/18/99
Using Transition Standards to Write IEPs

A Case Study
Trent Rogers, 15 year old, 10th grade high school student with a learning disability
Introduction: Trent is a 15-year-old male student attending Pleasant Grove High School. He is in his sophomore year and is pursuing the Alabama High School Diploma. He currently receives instruction in all general education curriculum classes with support of special education in an inclusive setting in his Geometry (Part 1) class. Due to Trent’s disability he has experienced difficulties with math since an early age and continues to need support in his math coursework.
Parental concerns: Mrs. Rogers, Trent’s mother, expressed concerns about his inclusive Geometry class. Trent and his mother feel that his needs are not being met in this classroom. Mrs. Rogers stated that Trent needs to take all of his tests in a resource room (small group setting). His mother is very involved with his educational progress and shows much concern. Ms. Rogers has asked for several conferences regarding Trent's motivation and lack of concern for his grades. The conferences have proved to be helpful in motivating Trent.
Academics: Trent's Math teacher, Mr. Jones, indicated that his class work has shown improvement since the beginning of the semester. His homework assignments average a "C" and his test grades average a "D". The teacher also indicated that Trent can be talkative in class, and he needs to show improvement with study habits and class participation. Mr. Jones stated that Trent has poor organizational skills and his assignment completion needs improvement. Trent's history teacher indicated good progress in all areas. He currently has an "A" average in History and a “B” in English. According to the results of Trent’s personal interest inventory he has expressed a desire to attend college, but he doesn’t know what major to pursue.
STUDENT PROFILE (CONTINUED)

Occupation/Careers: Trent has expressed an interest in working outside. He earned money this past summer cutting grass and washing cars.

Daily Living: He would like to live in an apartment with a roommate during college. Results of the Transition Planning Assessment indicate that Trent does not need assistance with his daily living skills.

Personal/Social: Trent plays school sports and gets along well with his teachers and peers.
**Strengths:** Reading comprehension, vocabulary development, and maturity.

**Needs:** Trent’s current needs include instruction in math concepts and study habits/organizational skills. Results of teacher input and grades show that Trent's difficulties with learning math concepts and his difficulties with study skills are affecting his progress in reaching his goals for graduation requirements. He also needs to identify his personal strengths, preferences, and interests in relation to his postsecondary goals.
**Interests:** Trent enjoys wrestling on the school team. He also enjoys outdoor sports such as hunting, fishing, and camping. He also spends quiet time in front of the T.V. watching the military channel.

**Medical concerns:** None reported at this time.
Transition Assessment for Trent

Performance in Current and Future Environments

Personal/Social

Academics

Daily Living

Occupations/Careers
INDIVIDUALIZED EDUCATION PROGRAM

STUDENT’S NAME: TRENT ROGERS

[X] Yes [ ] No This student was invited to the IEP Team meeting.

[X] Yes [ ] No After prior consent of the parent or student (Age 19) was obtained, other agency representatives were invited to the IEP Team meeting.

[ ] This student is in a middle school course of study that will help prepare him/her for transition.

EXIT OPTIONS (Complete for students in grades 9-12)


[ ] Alabama Occupational Diploma [ ] Other __________

Anticipated Date of Exit:

Month ______ Year ______

PROGRAM CREDIT TO BE EARNED (Complete for students in grades 9-12)

<table>
<thead>
<tr>
<th>For each course taken, indicate program credit to be earned.</th>
<th>ENGLISH</th>
<th>MATH</th>
<th>SCIENCE</th>
<th>SOCIAL STUDIES</th>
<th>Trans. Elective</th>
<th>Driver’s Ed.</th>
<th>Health</th>
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<td>1</td>
<td>5</td>
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<tr>
<td>Alabama Occupational Diploma</td>
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<tr>
<td>Graduation Certificate</td>
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TRANSITION

(Beginning not later than the first IEP to be in effect when the student is 16, or earlier if appropriate, and updated annually thereafter)

Transition Assessments (Check the assessment(s) used to determine the student’s measurable transition goals):

[X] Transition Planning Assessments [X] Interest Inventory [X] Other  Teacher Input & Grades

Transition Goals:

Postsecondary Education/Employment Goal
Student will be prepared to participate in postsecondary education/training based on completion of graduation requirements and submission of application for enrollment.

If Other is selected, specify

Community/Independent Living Goal
Student will be prepared to participate in community activities and live independently based on independent living skill level achieved and identification of community living options.

If Other is selected, specify

Transition Services: (Based on this student’s strengths, preferences, and interests, the following coordinated transition services will reasonably enable the student to meet the postsecondary goals.)

[X] Vocational Evaluation (VE) [X] Personal Management (PM) [ ] Community Experiences (CE)

[X] Employment Development (ED) [ ] Transportation (T) [ ] Medical (M)

[X] Postsecondary Education (PE) [ ] Living Arrangements (LA) [ ] Linkages to Agencies (L)

[ ] Financial Management (FM) [ ] Advocacy/Guardianship (AG) [ ] Other

TRANSFER OF RIGHTS

(Beginning not later than the IEP that will be in effect when the student reaches 18 years of age.)

Date student was informed that the rights under the IDEA will transfer to him/her at the age of 19

Page 1 of 1

SDE Approved 09/18/09
**TRANSITION SERVICES**

**Vocational Evaluation**

**TRANSITION STANDARDS STRANDS**

- Personal/Social
- Daily Living
- Career Development
- Postsecondary Education/Training

**TS.13:** Identify career interests and aptitudes to achieve Postsecondary Education/Employment and Community Independent Living goals.

**TRANSITION ANNUAL GOALS**
STUDENT’S NAME:  TRENT ROGERS

AREA:  Vocational Evaluation

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:
Trent has expressed a desire to attend college; however, he has not identified his personal strengths, preferences, or interests in relation to achieving his postsecondary goals. Trent's lack of knowledge of his strengths, preferences, and interests, as well as his lack of understanding of skills needed to be successful in postsecondary education environments negatively affects his ability to obtain his postsecondary goals.

[X]  This goal is related to the student’s transition services needs.

MEASURABLE ANNUAL GOAL related to meeting the student’s needs:
By the end of 18 weeks, Trent will identify his personal strengths, needs, and interests required to identify his career choices and develop a plan to identify and achieve his career goals. (TS.13)

TYPE(S) OF EVALUATION FOR ANNUAL GOAL:

[ ] Curriculum Based Assessment  [ ] Teacher Test  [ ] Teacher Observation  [ ] Grades
[ ] Data Collection  [ ] State Assessment(s)  [ ] Work Samples
[X] Other:  Career interest inventories, transition planning assessments, and ADVRS vocational evaluation

[ ] Other: 

DATE OF MASTERY:  

BENCHMARKS:
1.  
2.  
3.  
4.  

SPECIAL EDUCATION AND RELATED SERVICE(S): (Special Education, Supplementary Aids and Services, Program Modifications, Accommodations Needed for Assessments, Related Services, Assistive Technology, and Support for Personnel.)

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<tbody>
<tr>
<td>Special Education</td>
<td>Special Education Teacher will administer transition assessments and discuss results of these and ADVRS assessments to assist student in postsecondary education planning.</td>
<td>1 day a week 30 minutes</td>
<td>08/09/2010 to 12/30/2010</td>
<td>Resource room</td>
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<tr>
<td>Supplementary Aids and Services</td>
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<td>Program Modifications</td>
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<tr>
<td>Accommodations Needed for Assessments</td>
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<tr>
<td>Related Services</td>
<td>Special education will work with ADVRS to conduct a vocational evaluation. Refer ADVRS and schedule evaluation.</td>
<td>2 days 840 minutes (2 days)</td>
<td>09/30/2010 to 12/30/2010</td>
<td>School</td>
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<tr>
<td>Assistive Technology</td>
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<td>Support for Personnel</td>
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</table>
TS13: Compare career interests and aptitudes to community career experiences.
INDIVIDUALIZED EDUCATION PROGRAM

STUDENT’S NAME: TRENT ROGERS

AREA: Employment Development

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:
Trent has expressed an interest in working outside. He earned money this past summer cutting grass and washing cars. Trent has not identified his personal strengths, preferences, or interests in relation to achieving his career goal. Trent’s lack of knowledge of his strengths, preferences, and interests, as well as his lack of understanding of career options and specific job skills negatively affects his ability to identify a specific career goal.

MEASURABLE ANNUAL GOAL related to meeting the student’s needs:
[X] This goal is related to the student’s transition services needs.

By the end of 18 weeks, Trent will compare career interests to community career experiences and identify 3 specific occupational areas of interest. (TS13.3)

TYPE(S) OF EVALUATION FOR ANNUAL GOAL:
[ ] Curriculum Based Assessment [ ] Teacher/Text Test [ ] Teacher Observation [X] Grades
[X] Data Collection [ ] State Assessment(s) [ ] Work Samples
[X] Other: Community-based work evaluations and job shadowing evaluations
[ ] Other: ____________________________

DATE OF MASTERY: __________________________

BENCHMARKS:
1. Date of Mastery: __________________________
2. Date of Mastery: __________________________
3. Date of Mastery: __________________________
4. Date of Mastery: __________________________

SPECIAL EDUCATION AND RELATED SERVICE(S): (Special Education, Supplementary Aids and Services, Program Modifications, Accommodations Needed for Assessments, Related Services, Assistive Technology, and Support for Personnel.)

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<tbody>
<tr>
<td>Special Education</td>
<td>Special education teacher will develop and evaluate Trent’s community-based work/job shadowing experiences</td>
<td>1 day a week</td>
<td>01/02/2011 to 05/30/2011</td>
<td>Special education classroom/Community</td>
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<tr>
<td>Supplementary Aids and Services</td>
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<td>Program Modifications</td>
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SDE Approved 09/18/09
**TS.5:** Demonstrate leadership skills necessary for individual and group participation at home, school, work, and community.
INDIVIDUALIZED EDUCATION PROGRAM

STUDENT’S NAME:  TRENT ROGERS

AREA:  Personal Management/Math

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:
Trent receives math instruction in the general education setting. He has difficulty completing and turning in assignments in math (geometry, part 1) and has a “D” average. His inability to manage his time and materials, as well as his lack of study skills impedes his ability to meet requirements of his math class.

[X] This goal is related to the student’s transition services needs.

MEASURABLE ANNUAL GOAL related to meeting the student’s needs:
By the end of 36 weeks, Trent will implement study skills and organizational strategies to manage his time and complete and turn in 90% of his assignments. (TS.5)

TYPE(S) OF EVALUATION FOR ANNUAL GOAL:

[  ] Curriculum Based Assessment [  ] Teacher/Text Test [  ] Teacher Observation [X] Grades
[X] Data Collection [  ] State Assessment(s) [  ] Work Samples

[  ] Other: ...........................................................................................................................................

[  ] Other: ...........................................................................................................................................

DATE OF MASTERY: ______________

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<tbody>
<tr>
<td>Special Education</td>
<td>2 days a week</td>
<td>30 minutes</td>
<td>08/09/2010 to 05/30/2011</td>
<td>Resource room</td>
</tr>
<tr>
<td>Special education teacher will teach Trent time</td>
<td>1 day a week</td>
<td>15 minutes</td>
<td>08/09/2010 to 05/30/2011</td>
<td>General education classroom</td>
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<tr>
<td>management strategies and study skills</td>
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<td>Special education teacher will work with Trent and</td>
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<td>the classroom teacher(s) to monitor his assignment</td>
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<td>completions</td>
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TS.19.1: Address academic areas of need in order to meet high school exit requirements and postsecondary goals.
STUDENT’S NAME:  TRENT ROGERS

AREA:  Math/Postsecondary

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:
According to recent grade level curriculum based assessments, Trent is able to apply previously learned math concepts and skills. He is average on math assignments and below average on tests. He is able to demonstrate computational fluency with addition, subtraction, and multiplication of integers (M7.1), solve one and two-step equations (M7.6), and solve problems involving multistep linear equations, including equations requiring the use of the distributive property (Pre Alg 8.6). Trent has difficulty solving problems using the Pythagorean Theorem (Pre Alg 8.7). Trent has shown improvements in math within an inclusive setting, but requires assistance understanding and applying math concepts. Trent’s lack of mathematical comprehension of concepts, skills, and application adversely affects his participation in the general education classroom and his ability to make adequate progress in mathematics.

MEASURABLE ANNUAL GOAL related to meeting the student’s needs:
[X] This goal is related to the student’s transition services needs.

At the end of 36 weeks, Trent will be able to prove theorems related to pairs of angles, including vertical, adjacent, complementary, and supplementary, as well as those formed by parallel lines cut by a transversal and perpendicular lines with 90% accuracy on classroom assessments within the assigned curriculum. (G.2) (TS.19.1)

TYPE(S) OF EVALUATION FOR ANNUAL GOAL:

| [X] Curriculum Based Assessment | [X] Teacher/Text Test | [ ] Teacher Observation | [X] Grades |
| [ ] Data Collection | [ ] State Assessment(s) | [ ] Work Samples |
| [ ] Other: | [ ] Other: |

DATE OF MASTERY: ______________________

BENCHMARKS:
1. Date of Mastery: ______________________
2. Date of Mastery: ______________________
3. Date of Mastery: ______________________
4. Date of Mastery: ______________________

SPECIAL EDUCATION AND RELATED SERVICE(S): (Special Education, Supplementary Aids and Services, Program Modifications, Accommodations Needed for Assessments, Related Services, Assistive Technology, and Support for Personnel.)

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<th>Location of Service(s)</th>
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<tr>
<td>Special Education</td>
<td>Special education teacher will assist Trent in the general education math class.</td>
<td>3 days a week, 30 minutes</td>
<td>08/09/2010 to 05/30/2011</td>
<td>General education classroom</td>
</tr>
<tr>
<td>Special education personnel will pre-teach and review math concepts</td>
<td>1 day a week, 30 minutes</td>
<td>08/09/2010 to 05/30/2011</td>
<td>Resource room</td>
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<tr>
<td>Supplementary Aids and Services</td>
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<tr>
<td>Program Modifications</td>
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<tr>
<td>Accommodations Needed for Assessments</td>
<td>Trent will take math assessments in small group setting, in the resource room.</td>
<td>as assessments occur, 90 minutes</td>
<td>08/09/2010 to 05/30/2011</td>
<td>Resource room</td>
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TRANSITION SERVICES II
DRAFT

TRANSITION IN ALABAMA

Alabama Department of Education  •  Joseph B. Morton, State Superintendent of Education  •  March 2010