

*Best Practice***TRANSITION**

**Student Name:** Ima Learner (Ima is a student with a Moderate Intellectual Disability, anxiety and epilepsy)

34 CFR §300.320(b)(1): The IEP for each child with a disability, must, beginning not later than the first IEP to be in effect when the child turns 16, or younger if determined appropriate by the IEP Team, and updated annually thereafter, include (1) appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills; and (2) the transition services (including courses of study) needed to assist the child in reaching those goals.

**AGE-APPROPRIATE TRANSITION ASSESSMENTS**

**Employment:** AzCIS occupational video, CareerOne Stop job search/video, Student input, Teacher Report, TSW teacher report, ECAP, Parent input, OT input

**Training/Education:** TSW teacher report, Art teacher report, Parent input, Transition Planning Interview (TPI), Environmental Job Assessment Measure (E-JAM), PPI, Personal Preference Indicator

**Independent Living Skills:** (If “yes,” list assessment(s) used that support the decision to include independent living.) Needed:  yes  no  
School Nurse input, teacher input, SLP input, OT Canadian Occupational Performance Measure (COPM), VR Counselor

**SUMMARY OF STUDENT INTERESTS, PREFERENCES, AND STRENGTHS FROM ASSESSMENTS****Employment (Interest, Preference, Strengths)**

*Ima has watched the shipping and receiving clerk video on AZCIS. She looked up the word “grocery” on CareerOne Stop and found the job title “stock clerk-sales floor” and watched the video and liked it better. She looked up “stock clerk-stockroom, warehouse, storage yard,” but there was no video. She looked at a related video “shipping, receiving, and traffic clerk.” She did not like the idea of working at night or lifting the very large boxes. She looked up and watched the video on “order filler,” and did not like it because of the reading, math requirements.*

*Her teacher reports that Ima smiles when she helps to clean the classroom. She is often found helping her teacher organize shelves, cleaning her desk and picking up trash around her. She is visibly at ease and comfortable when her seat area is clean. Ima has completed several TSW work modules and experiences around the campus, including recycling, cleaning the cafeteria after lunch, cleaning the teacher workroom. The school counselor and her teacher worked with her to complete her ECAP, which has her courses for graduation picked out. Ima told the school counselor that she wants to work in a grocery store.*

*Ima’s mother reported that Ima does chores at home to help her family. She independently puts away the dishes, cleans her room and takes out the trash. She helps tidy up the living room. Ima enjoys going to the grocery store and helps with filling the cart. She likes to pick out her own favorite items and can find them independently when she is in the right aisle in the store. She remembers her favorite items by the picture in the front of the package. When the packaging changes, she requires support to find them. She always returns the cart for her mom and returns two or three other carts as well.*

*Ima’s school OT reported that Ima is hypersensitive to loud and unexpected noises, which negatively affects her concentration and performance in certain loud working environments.*

### Education/Training (Interest, Preference, Strengths)

The **TSW teacher** reports that she is starting to be able to complete the assigned job tasks faster and more independently. She still requires support to get started, transfer between two unrelated tasks and to be able to tell her supervisor when she is unclear with directions. They will be collecting data this year to see how many directions she can follow independently as well as determine the best way to give her directions with pictures or with written directions on her reading level.

Ima's favorite class is art and she is doing well in all her classwork. Her **art teacher** reports that when she doesn't know what to do next, she sometimes raises her voice and gets frustrated with her peers and teachers. She is friendly and likes to get her work done in class. She is rarely absent from school but sometimes requires support to remember to turn in her homework.

Ima's **mom** reports that she uses a picture chore chart at home to know what to complete next. She likes to help her mom cook. Ima is learning to follow directions for cooking, but at this time does not do it on her own. When given sequential multi-step picture directions for cooking with a microwave, she can complete the tasks on a recipe independently after some initial support to familiarize her with the new procedure.

Ima has taken the **TPI** (Transition Planning Inventory) and has indicated that she wants to work, be more independent in cooking, buying items at the store with her money and be able to tell people when she is having a seizure. When her TSW teacher gave her the **E-JAM**, it indicated that Ima is on-time, is organized, follows two-step sequential directions, but needs support with multiple unrelated directions. She does not change jobs without direct support and needs support with safety regulations in a new situation. She is able to follow safety regulations as a routine activity, she has difficulty with prioritization, has good vision and hand-eye coordination, likes to work inside, but can go outside for short periods of time (15-20 minutes). On the **PPI**, Ima reported that she likes structured time, being with people, going to the store, being inside (outside sometimes), likes to try new foods, talk about movies, and work on art projects.

### Independent Living (Interest, Preference, Strengths)

The school **nurse** reports that Ima has most of her seizures at night but is having some trouble letting someone know when she has them. She doesn't have them very often, one or two times a month.

Ima's **Teacher** reports that Ima has been using the augmentative communication devices since pre-school and can greet peers, ask for wants, needs, and preferences at school. She is often found 'speaking' to her non-disabled peers using her device at lunch, talking about what movies they have seen lately. She wants to have more items included on her device, so she can ask more questions and have comments for the ones who drop by to say, "Hi" to her during lunch period. Her teacher reports that with strangers, she is sometimes anxious and will not interact.

Ima's **speech provider** reports that Ima consistently uses her AAC iPad app independently to respond to greetings, questions and comments from peers and adults. She uses her device to talk with peers in the classroom and at lunch time about a variety of topics. Ima's goals include using her device to initiate communication, socially and in a classroom/work setting. Ima needs prompting to use nonverbal communication and her AAC app to request assistance and ask questions when she doesn't know what the next step is in a project or needs clarification. Ima uses symbols as well as spelling with word prediction to compose her messages. Ima has expressed frustration when she wants to say something quickly on her device but cannot find the words. Ima is working on using more core vocabulary as well as "quick chat" sentence and phrase banks so she can better keep

up with the rapid pace of conversations. The volume of the iPad is limited, and it can be difficult to hear and understand the device in noisy situations. Ima's iPad does not have external speakers or any kind of carrying case or strap, which limits her ability to use the device in all environments.

Ima's VR Counselor indicated that Ima and the family are in the process of trying out some AT options in the work environment. They started with the trial use of noise cancelling headphones or noise reducing earmuffs for Ima to try to use when Ima in the work setting when noise levels are uncomfortably loud for. VR purchase a carrying case with built in speakers so that she can use her device hands-free while working and have it be loud enough to be heard in the workplace setting.

**POSTSECONDARY GOALS**

**Employment:** After exiting school, Ima will work as a courtesy clerk at the local grocery store.

**Training/Education:** After exiting high school, Ima will receive on the job training with an employment support aid, to be a courtesy clerk.

**Independent Living (if needed):** Upon exiting high school, Ima will independently use her assistive technology device to communicate with necessary individuals in a variety of settings, including employment and social settings.

**Statement of Transfer of Rights at the Age of Majority §300.520**

Beginning not later than one year before the child reaches the age of majority (age 18 in Arizona), the child and his/her parents were informed of the transfer of rights under Part B of IDEA (except for a child with a disability whose rights remain with a court-appointed guardian).

Notification Date: March 18, 20 (to completed before the 17<sup>th</sup> Birthday)

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**Transition Services**

Measurable Postsecondary Goal Area	Transition Activity	Individual or Agency to Assist Student If Needed	Anticipated Start Date	Projected Completion Date
Employment	Volunteer in her uncle's grocery store	Ima	Dec 2018	Jan 2019
Employment	Meet with DDD/VR/OT/Speech Therapist to evaluate the need to upgrade/update the device for the work environment	DDD Support Coordinator, VR, OT, SLP Parent, Ima	March 2019	April 2019
Employment	Participate in work-based learning opportunities on campus and in the community, to gain employment skills related to being a courtesy clerk. (grocery store simulation training)	TSW School staff, Ima	Aug 2018	May 2019
Employment	Work with the DDD Support Coordinator to participate in work exploration and job shadowing experiences during school breaks	DDD Support Coordinator, Parent, Ima	Nov 2018	Aug 2019
Employment	Learn to utilize compensatory strategies for loud working environment: personal strategies and adaptive equipment.	Occupational Therapist, parent, Ima	Aug 2018	May 2019

<b>Education/ Training</b>	<i>Meet with the DDD Support Coordinator to participate in Transition To Employment(TTE), focusing on developing greater independence when learning to complete a new task.</i>	<i>DDD Support Coordinator, Ima, Parent</i>	<i>Oct 2018</i>	<i>May 2019</i>
<b>Education/ Training &amp; Independent Living</b>	<i>Transferable skills and behaviors related to her employment goal will be practiced during hab hours when she independently learns to follow multi-step picture directions for cooking, shopping, using transportation options-dial a ride/Uber. She will practice appropriately communicating with her hab provider when she does not know what to do next with her tasks.</i>	<i>DDD Support Coordinator, Ima, Parent</i>	<i>Oct 2018</i>	<i>May 2019</i>
<b>Independent Living</b>	<i>Meet with OCSHCN in order to develop a transition health plan with a focus on self-advocacy in regard to her epilepsy and anxiety</i>	<i>OCSHCN, Ima, school</i>	<i>April 2019</i>	<i>April 2019</i>
<b>Independent Living</b>	<i>Practice using new workplace and new social vocabulary on her Augmentative Communication device around campus</i>	<i>Speech Therapist, parent, Ima</i>	<i>April 2019</i>	<i>May 2019</i>

**COURSES OF STUDY NEEDED TO ASSIST IN REACHING MEASURABLE POSTSECONDARY GOALS**

<b>Measurable Postsecondary Goal Area</b>	<b>School Year: ____</b>	<b>School Year: ____</b>	<b>School Year: ____</b>	<b>School Year: ____</b>
Employment	Eng	Eng	Eng	Eng
Education/Training & Employment	TSW	TSW	TSW	TSW
Independent Living	Art	Art	Art	Art

*Art: Ima will practice utilization of augmentative communication device in various settings with unfamiliar students and teachers as well as clarify her need to understand multi-step directions, task completion procedures, and notification of medical needs.*

*English: Increase ability to read, write so that she can follow procedures related to multi-step job related tasks, explore careers*

*TSW: Stock supplies or merchandise, clean facilities or equipment, deliver items, following procedures independently, work with a supervisor, understand job duties and behaviors related to work environment*

**MEASUREABLE ANNUAL GOALS**

**Measurable annual goals should ensure the student's access to the general curriculum. Include annual goals that meet other educational needs and support the student's measurable postsecondary goals.**

**\* Add benchmarks or short-term objectives for students who take alternate assessments**

Measurable Annual Goal: In order to work as a grocery courtesy clerk, Ima will increase her lexile from 450 to 600 as measured by her weekly reading program testing.

(Supports the Employment MPG)

Measurable Annual Goal: In order to work as a grocery courtesy clerk, Ima will demonstrate the capacity to participate in dynamic standing activities while performing lifting, pulling, or pushing 5 to 10 lb objects for 20 minutes without a rest break.

(Supports the Education/Training MPG)

Measurable Annual Goal: Speech goal: In order to work as a grocery store clerk, when she is unable to complete an assigned, structured task independently, Ima will use pre-stored messages in her AAC app in order to gain the attention of a supervisor ("Excuse me, I need you for a minute" "I need help, please" "Are you busy right now?")

given minimal prompting from her job coach 90% of opportunities (i.e when employment support aid or supervisor observes Ima is “stuck” and prompts her to ask for assistance)

In order to work as a grocery store clerk, Ima will use visual supports on her iPad, including video models and picture schedules, in order to complete job related non-sequential tasks and activities with up to five steps accurately and independently for 80% of tasks assigned during a work shift.

(Supports the Independent Living Skills MPG)