

Student Name: **Ryan Jones**
DOB:

School District Mytown
IEP Meeting Date:

Transition Student's Preferences, Needs and Interests

Did the student attend the IEP meeting?

STUDENT'S INTERESTS (Based on student's preferences, needs and interests)	PRESENT LEVELS OF PERFORMANCE
<p>1. POST-SECONDARY TRAINING AND LEARNING OPPORTUNITIES: (e.g. 2 or 4 year college, vocational education, continuing and adult education)</p> <p>I will attend the police academy.</p>	<p>CURRENT TRAINING AND LEARNING OPPORTUNITIES IN PREPARATION FOR POST-SECONDARY TRAINING:</p> <p>Ryan will exit his educational program at age 21. Ryan is very articulate and communicates his wants and needs well. Ryan needs to improve his social skills and learn how to interact more appropriately with others in social settings.</p>
<p>2. FUTURE EMPLOYMENT (INTEGRATED EMPLOYMENT OR AS APPROPRIATE SUPPORTED EMPLOYMENT):</p> <p>I will be a state trooper.</p>	<p>CURRENT JOB SKILLS:</p> <p>Ryan has a strong desire to become a state trooper. Ryan needs to learn more about the job and it's requirements. Ryan also needs to explore vocational opportunities that match his interest.</p>
<p>3. FUTURE HOME/INDEPENDENT LIVING:</p> <p>I will live independently after high school.</p>	<p>CURRENT HOME/INDEPENDENT LIVING SKILLS:</p> <p>Ryan has a strong desire for independence after high school. He currently lives at home and does do chores like his own laundry and helps prepare meals. Ryan needs to learn how to get around the community and other independent living skills.</p>
<p>4. FUTURE COMMUNITY PARTICIPATION:</p> <p>I will continue to be involved in the Police Athletic League. (PAL)</p>	<p>CURRENT COMMUNITY PARTICIPATION:</p> <p>Ryan has been involved in the PAL for the last 2 years. He really enjoys it and it has helped him to further his communication and social skills. He requires minimum support in participation and his family is working to develop natural supports to support his continued participation..</p>
<p>5. ADULT SERVICES:</p> <p>I will need support after high school to reach my goals.</p>	<p>CURRENT ADULT AND ADULT TYPE SERVICES:</p> <p>While able to ask for assistance, Ryan is not fully aware of the support needs he has for life after high school. Identifying needs and appropriate supports is a need for Ryan.</p>

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Transition Academic Transition Plan

(ages 16-21, or younger if appropriate)

Grade Level	Projected Courses to be taken each year
8th	
9th	Life Skills English, Life Skills Math, Introduction to Computers, Adapted Physical Education, Freshman Seminar, 2 Electives of Ryan's Choice
10th	US History, Introduction to Public Speaking, Foundations Science, Health, Sophomore Seminar, Foundations English 2, 1 elective of Ryan's choice
11th	Real World Math, Introduction to Careers, Art Elective, Healthy Living, Sociology, Crime and Justice in America, Portfolio Development, 1 elective of Ryan's choice
12th	Exploring the World of Work (Job Internship) , Introduction to Community Living, Real World Communication, Skills for Independent Living, 1 elective of Ryan's choice
Ages 18-21	Community job experience, life skills class, travel training, elective of Ryan's choice

Total number of credits required by this district for graduation: 20

It is anticipated that this student will: graduate with a certificate of attendance.

OR

Anticipated graduation date/completion of program: 2015

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Transition Area	Goal	Begin Date	Agency/Person Responsible
1. Instruction	-learn money management skills	So. – Sr.	- school, Ryan and family
	- learn self advocacy skills and strategies	Fr. – ongoing	- school
	- learn about disability and needed supports	Sr.	- school, Ryan and family
	- enroll in career exploration class at vocational center	Jr. – Sr.	- School
6. Community Experiences	- research transportation options in the community	Post grad	- school
	- contact adapted driving program for evaluation	Jr.	- Ryan and family
	- find social opportunities in the community that match interests	Fr – ongoing	- Ryan and family
3. Employment	- Participate in career exploration	Jr.	- School
	- develop work skills including following directions, task completion and work related social skills	Jr. – ongoing	- School
	- participate in community based work and training experiences	Post grad	- school
	- learn more about what is needed to be a state trooper	So.	- school
	- interview a state trooper	So.	- school
2. Related Services	- identify post school providers of occupational therapy	Jr. – Sr.	- Ryan and Family, school

	<ul style="list-style-type: none"> - apply for SSI - Contact VR - Connect with the area agency - Explore health insurance options and other benefits 	<p>Fr. Fr. Fr.</p> <p>So – Jr.</p>	<ul style="list-style-type: none"> - Ryan, family and Area Agency - school - Ryan and family - Ryan and family
4. Adult Living and Post-School Objectives	<ul style="list-style-type: none"> - register to vote and selective service - obtain information on adult services and connect to agencies - identify post school living options and needed supports - visit post school living options - guardianship - manage daily schedule - open a bank account 	<p>Sr.</p> <p>Fr.</p> <p>Sr – post grad</p> <p>Post grad</p> <p>So</p> <p>So</p> <p>Jr</p>	<ul style="list-style-type: none"> - Ryan and family - School, Ryan and family - Ryan, family and school - Ryan, family and school - Ryan, family and Area Agency - Ryan, family and school - Ryan and family
5. Daily Living (if appropriate)	<ul style="list-style-type: none"> - work on self care and hygiene skills - 	Fr – ongoing	- School, Ryan and family
7. Functional Vocational Assessment (if appropriate)	- participate in Vocational Evaluation	So	- School

Did the IEP Team determine that the student, if age 16 or older, may benefit from New Hampshire Vocational Rehabilitation services (NHVRS) assistance?

YES

NO

Date NHVRS notified _____

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Measurable Annual Goals and Benchmarks/Short-term Objectives/Progress Toward Meeting Annual Goal(s)

Area of Need: TRANSITION

Implementation Personnel/Position Responsible: Case Manager

Present Level of Academic Achievement:

Present Functional Performance:

Annual Measurable Goal: *Ryan will learn more about his post-secondary career goals.*

Projected Beginning Date:

Benchmarks/Short-Term Objectives or Progress toward meeting the annual goal	Beginning Date
- <i>Ryan will participate in a vocational evaluation</i>	
- <i>Ryan and his case manager will research the requirements for being a state trooper</i>	
- <i>Ryan will interview a state trooper</i>	

Measurable Method for Evaluation	Method of Reporting to Parent
Quarterly meetings with case manager	Quarterly Transition Progress Meetings