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VERMONT AGENCY OF EDUCATION CASE STUDY LEARNING PROJECT - JAMARREO

Welcome to the Vermont Agency of Education case study learning project. The goal of these case studies is to provide exemplars of the inter-relationship between a student's personalized learning plan (PLP), IEP transition plan and the student's pathway to meeting proficiency based graduation requirements (PBGRs). We are fortunate to have had these developed by Lee Ann Jung, a nationally recognized expert on personalization, disability and proficiency based learning. Through these case studies you will see some examples of how our fictional Happy Valley High School executed the requirements of Act 77, the VT Education Quality Standards, and IDEA. These case scenarios provide potential models that can and should be adapted to fit each school's particular context. These models are not new requirements but rather tangible exemplars of how these plans might be developed to support rather than duplicate each other. Additionally this resource showcases a strategy for making adaptations to the PBGR performance indicators where necessary. Schools can pick and choose any or all of the strategies they feel will fit into the model they have created at their school. Please also see the [crosswalk of plans](#) developed by the Agency for further context.

This resource builds off the original case studies created by the National Technical Assistance Center on Transition. Lee Ann Jung's website is www.LeadInclusion.org and she can be reached at jung@leadinclusion.org.

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Jamarreo

By Lee Ann Jung and Nicole DeZarn

Background

Jamarreo is an easily motivated, detail-oriented 17-year-old student who has Autism. He is currently receiving education services in classroom and community settings to improve his vocational, academic, and social skills. Jamarreo currently participates in community-based training at an office setting where he is working on tasks such as data entry and spreadsheet design. He is described as diligent and methodical at his job.

Academically, Jamarreo is able to read grade level text independently but struggles with comprehension and oral expression. Although he maintained a B average in both elementary and middle school general math curriculum, he opted to take two years of Tech Math in high school, opting out of Algebra I, II, and Geometry.

After school, Jamarreo maintains a part-time job at a local office supply store where he enters numerical data to track stock and services rendered by store employees. Jamarreo says that he enjoys working and likes to spend his paychecks on videos and fast food. Jamarreo's work behavior is appropriate; he is punctual and willing to stay late when needed. Jamarreo's production is not quite as high as his peers' because he has a tendency to check each row of numbers multiple times. Jamarreo's boss values him as an employee and has expressed interest in hiring him for more hours after his graduation.

Jamarreo's mother indicates that she will support Jamarreo in working past high school. She recognizes that he will need support at work as well, especially when new tasks or changes in procedures occur. At this time, Jamarreo receives no services from the local vocation and rehabilitation center and relies on his school-based job coach for assistance.

Jamarreo is an only child and lives with his mother within walking distance of his current job. His mother says that Jamarreo helps to take care of the house and yard and they both state clearly that they intend for Jamarreo to continue living there after graduation.

Highlighting Inclusive Practices

One imperative factor in developing a Personalized Graduation Plan for Jamarreo is addressing his deficits in oral communication. In order to have a clear view of what is important to Jamarreo, the team used several different discussions and interviews with both Jamarreo and his mother in addition to written inventories and journaling where it is simpler for Jamarreo to express what he wants to say about his future.

Having gathered this information prior to the meeting reduces the likelihood that Jamarreo will be intimidated to share his thoughts because he can't always make himself understood or become overwhelmed by the amount of people and language being used. Additionally, prior to each planning meeting, Jamarreo was provided a written agenda about what they would discuss and in what order. Thus, the team has done their best to ensure Jamarreo's fullest possible participation in his planning.

Developing the Personalized Learning Plan

After reading the interviews and journaling that Jamarreo had done regarding his goals for the future, Jamarreo sat down with his general education English teacher, Gina, to develop his Personalized Learning Plan.

Gina starts out the discussion, “Jamarreo, as you know, we’re here to work on your Personal Learning Plan for your last year of school. We will look at your growth from last year, your goals, and how we are going to make sure that you graduate with all that you need to meet your goals. That means we have to be sure that your work at school matches your goals and that you meet all of the Proficiency Based Graduation Requirements you need to get your diploma.”

“Okay,” Jamarreo replied.

“Your plan from last year says that you wanted to work on getting an after school job in addition to your school day experience. Did you meet that goal?”

“Yes!” Jamarreo replied enthusiastically, “Five days a week at Office Stop. I work 15 hours.”

“That’s fantastic, Jamarreo! According to your other teachers, grades and assessments, you’ve met your goals for community use and academics as well. Way to go! We can get on with your new plan,” Gina said. “First, we need to think about what you’re good at doing and what is great about you. I think you are always prepared and polite; those are important qualities. What do you think you’re good at, Jamarreo?”

“I type fast and am good at entering data. I know how to get to work and school and be on time. I keep my room, house, and yard very clean. I can mow and everything.”

“Those are great ideas. Now, we need to list what is really important to you. What things mean the most to you?”

“I want my space clean and how I expect it. I want to do a good job and never get fired. I want my mom to be happy and to help her.”

“How do you like to spend your time?” asked Gina.

“I like my job. I like working in my yard so it looks nice. I like to watch movies and I like to go out to eat.”

Jamarreo was getting squirmy. Gina encouraged him to use a fidget or get up and walk if he needed to do so. This was a lot of talking for Jamarreo to do at one time. When he seemed more settled, Gina continued, “Okay, now we need to talk about your goals. Let’s talk about long-term goals, Jamarreo. What would you like to do years from now? Do you want your own house? Where do you want to work? That kind of thing.”

“I want to live in my house now, with Mom. I like my job at Office Stop but I need to work 40 hours; 40 hours just like Mom works. I want to drive my own car so that I don’t have to walk all the time.”

“Okay, Jamarreo, so what short term goals do we need to make for right after graduation to help all of that happen?”

"I need to make more money to buy a car so I need to work more. I need 40 hours for insurance."

Gina continued, "So do you think there is any education or schooling that would help you get a full time job and make enough money to buy your own car, Jamarreo?"

"Maybe, I would like to learn more about using computers for work."

"That's a great idea, Jamarreo. You know you could take some courses in business technology. You know, some students who have graduated here have taken a Work Keys Test Preparation course to help them get their Career Readiness Certificate, which really helps them get good jobs in the community. Would you be interested in that?"

"If I can still work, I would," answered Jamarreo.

"You could just take a class or two a semester and still have time to work more hours. Maybe not 40 until you are done but more than 15. What do you think?"

Jamarreo nodded in agreement. Then, Gina asked, "What about at home, Jamarreo? Are there any things that you need help with now that you need to be able to do all on your own?"

"My checks," Jamarreo answered, "Mom, puts my checks in the bank and tells me how much I can spend. I want to take care of my own money."

"Okay, Jamarreo, those sound like some really solid short term and long time goals." Gina smiled, "What kind of help or support will you need to get that accomplished?"

"I have to have a way to get to college and money to pay. I need someone to teach me how to do all the banking stuff."

"You've done a great job thinking about all of this, Jamarreo. I think we're ready to fill out your personalized learning plan with your answers here. Next, we need to create goal attainment scales so you and you our team can keep track of your progress."

For each short-term goal they had selected, Jamarreo and Gina created a goal attainment scale. The goal attainment scale is a 9-level scale that outlines increments of progress from present level to the goal. To begin, Gina and Jamarreo describe what Jamarreo is able to do right now with regards to each target skill and put this description on the scale next to the zero. Next, they describe what they want Jamarreo's performance to be at the end of the year and placed this description next to the 4. Finally, they selected three incremental steps between Jamarreo's current skill level and the final goal as benchmarks of progress and placed these descriptions on the scale next to the 1, 2, and 3. (For more information on Goal Attainment Scaling, see [this article](#).)

Jamarreo's Personalized Learning Plan follows:

Highlighting Inclusive Practices

Jamarreo's choices for his future reflect his own perception of independence. Where most people might consider living outside one's parent's home necessary for independence, Jamarreo did not choose that. In fact, he very clearly takes pride in his family home and needs the comfort of his own space. Gina was right to respect this along with his desire for his own car, which some people may have considered unimportant or impossible for Jamarreo.

Why then, did Gina press the issue of the courses at the local community college program? While the Personalized Learning Plan requires an education and training component, college courses are not the only way to meet that requirement. However, given Jamarreo's gifts and interest in computer work, having a broader knowledge of useful programs and software rounds out his offerings as an employee increasing the likelihood that he'll achieve fulltime employment in his desired field at a competitive salary. In short, introducing the program to Jamarreo and giving him the choice about whether or not to pursue it as a goal both respects his autonomy *and* increases the likelihood that he will meet his personal goals.

Personalized Learning Plan

Happy Valley High is dedicated to ensuring that we personalize learning for every student by ensuring that all students attain the skills, knowledge, and dispositions needed for long-term success. This form is a place to document a student's plan and should be seen as a living document that can be updated at any time.

Plan Information

| | |
|--|---------------------------|
| Student's Name: | Alex |
| Student's ID: | Jamarreo |
| Student's School: | 5223500 |
| Student's Grade: | Happy Valley High and CTE |
| Student's Graduation Date: | 12 |
| Date of Initial Plan: | 5/30/2019 |
| Dates of Previous Plan Revisions: | 9/24/17 |
| Today's Date: | 12/5/17 |

Team Members Present

| Name | Role |
|----------|-----------------|
| Jamarreo | Student |
| Gina | English Teacher |

Interests and Strengths

Summary of my skills, strengths, and abilities:

What am I great at doing? What are my best qualities?

I am good at data entry. I am prepared and on time. I have good manners. I can take care of myself and my house with everything neat and clean.

My core values:

What do I value? What do I feel strongly about and support? What inspires me? What's important to me? Who influences me?

I want my mom to be happy and to help her. I want to do a good job at work. I like my space tidy and neat.

My Interests:

How do I enjoy spending my time? What can I do for hours and hours and still enjoy?

I like my job. I like watching movies, going out to eat, and working in my yard.

Assessments of my skills:

What assessments have informed my thoughts about what I want to accomplish after graduation? What have I learned from these assessments?

I have used skills and interest inventories and tried several different jobs in community based vocational skills to find the one that I like. I also take tests to see how fast I can go and enter data. I am working on getting faster by checking once and moving on.

Post-Secondary Goals

Long-term goals for after graduation:

This is what I want to happen in my life years from now.

1. Within 10 years of graduation, work full time and drive my own car.

Short-term goals for after graduation:

This is what I want to happen right after graduation. These should relate to the long-term goals if possible.

1. After graduating from school, I will work at least 30 hours per week at Office Stop.
2. Immediately after graduation, I will take a course at the community college and obtain my Work Keys Certificate.
3. After obtaining my Work Keys Certificate, I will complete a business technology course to broaden my computer skills for employment.
4. Beginning right after graduation, I will begin taking over my own finances be able to do all of my own banking within 2 years.

**Successful employment is defined as: Employment that is mutually beneficial to the employer and employee. The employee fulfills expected duties proficiently, within acceptable safety and behavioral standards, and receives competitive pay for his work.*

Supports I need:

What supports do I need to have in place to ensure my success with each of these goals?

I need transportation to college and financial aid to pay for it. I need help learning to manage all of my finances.

Personalized Learning Plan: Employment

(For more information on Goal Attainment Scaling, see [this article](#).)

Action Plan for Secondary Goals

Goal 1: Employment

By the end of his senior year, Jamarreo will complete driver's education and obtain his driver's license from the state of Vermont.

Goal Attainment Scale

| Scale | Goal |
|-------|--|
| 9 | I passed the driver's test and got my license. |
| 8 | |
| 7 | I am working with my driver's education teacher to learn how to drive and park safely. |
| 6 | |
| 5 | I obtain my permit. |
| 4 | |
| 3 | I have the information and am studying for the written portion of the test. |
| 2 | |
| 1 | I am gathering information and planning time to study for the written portion of the test. |

Strategies for Success

I will read and study for the examination.

I will use the simulator and a closed course before driving on the road.

I will ask my instructors and examiner to speak slowly giving my instructions and to give them a bit early.

I will practice the test route before the test.

I will visit the DMV prior to each test and see what I will do.

I will use my noise canceling headphones during the written portion of the test

Data Map

| Date | Settings | |
|------|--------------------|---------------|
| | Driver's Education | Home Practice |
| | | |

Action Plan for Secondary Goals

Goal 2: Employment

When given a task at work, Jamarreo will increase his productivity by checking his work only once and moving on to the next task so that he is able to complete tasks in a time period comparable to colleagues for 10 tasks in a row.

Goal Attainment Scale

| Scale | Goal |
|-------|---|
| 9 | With no reminders or timer, I checked my work only one time before moving to the next task and completed it as quickly as my peers. |
| 8 | |
| 7 | With a visual timer to help with my efficiency, I checked my work only one time before moving to the next task. |
| 6 | |
| 5 | With a visual reminder and visual timer to help with my efficiency, I checked my work only one time before moving to the next task. |
| 4 | |
| 3 | With a verbal reminder, visual reminder, and visual timer to help with my efficiency, I checked my work two times before moving on to the next task. |
| 2 | |
| 1 | With a verbal reminder, visual reminder, and visual timer to help with my efficiency, I checked my work four or more times before moving on to the next task. |

Strategies for Success

I will use a visual timer to help me move more quickly until I am able to check once and move on without it.

I will have a visual reminder to check once and move on until I am able to check once and move on without it.

If I begin to check my work more than once, I will have a verbal reminder to move on since I have already checked my work.

Data Map

| Date | Settings | |
|------|--------------------|---------------|
| | Driver's Education | Home Practice |
| | | |

Action Plan for Secondary Goals

Goal 3: Employment

At his job or in community-based work experience, when he has a question or concern at work, Jamarreo will discuss the issue with his boss in person or in writing without any involvement of his job coach three times in a row.

Goal Attainment Scale

| Scale | Goal |
|-------|--|
| 9 | I discussed my concerns or questions with my boss without any involvement of my job coach. |
| 8 | |
| 7 | I led the discussion of my concerns or questions with my boss. I suggested going to my boss, and my job coach helped me express my thoughts. |
| 6 | |
| 5 | I led the discussion of my concerns or questions with my boss after being guided to do so by my job coach. My job coach helped me express my thoughts. |
| 4 | |
| 3 | I went to my job coach with concerns or questions and role played how I would talk to my boss about a concern. |
| 2 | |
| 1 | I went to my job coach with concerns or questions. |

Strategies for Success

I will practice with my teachers.

I will remind myself that my boss does not want to fire me and wants to help me if I need it.

I will use my social story about how to handle problems in the workplace.

I will use email if I am having trouble speaking up.

My job coach will remind me to go to my boss with concerns and questions and help me with ideas for how to word my concerns and questions. My job coach will only provide me with a reminder or guidance if I don't initiate it.

Data Map

| Date | Settings | |
|------|---------------------------------|------------------------------------|
| | Community-based Work Experience | Office Stop Job (After School Job) |
| | | |

Action Plan for Secondary Goals

Goal 4: Independent Living

In a consumer mathematics course and in community based educational experience, Jamarreo will create and maintain a monthly budget independently for two months by the end of his senior year.

Goal Attainment Scale

| Scale | Goal |
|-------|---|
| 9 | Given a set pay amount, I was able to create a budget that allowed me to pay all of my bills, groceries, leave some for savings, and have some for recreation for an entire month. |
| 8 | |
| 7 | Given a set pay amount, I figured how to divide my money to pay all bills and leave some money for other purchases for the entire pay period independently in classroom simulation. |
| 6 | |
| 5 | I anticipated sales tax and identified best buys to purchase all needed items on a list within a set amount of money to make a purchase independently in the community. |
| 4 | |
| 3 | I anticipated sales tax and identified best buys to extend my money when using a shopping list in classroom or supported practice in the community. |
| 2 | |
| 1 | I do not manage my own money other than making simple purchases. |

| Strategies for Success |
|---|
| I will use a budgeting checklist to help me make good consumer choices. |
| I will use a budgeting spreadsheet program to help me remember all of the things for which I need to put money aside. |
| I will ask my teachers or a paraprofessional if I need help. |
| I will practice in the classroom, in the community, and at home with my mom and our household budget. |

Data Map

| Date | Settings | |
|------|---------------------------------|------------------------------------|
| | Community-based Work Experience | Office Stop Job (After School Job) |
| | | |

Personalized Learning Plan

Connections to Performance-based Graduation Requirements

******For the purposes of this resource and to ensure it is a manageable length, the transferable skills were selected for inclusion. However, the VT AOE suggests that all relevant content areas can be included in a student's PLP and aligned to their short-term and long-term goals.******

With the action plans in place, it was time to connect the plans to proficiency-based graduation requirements. This step allows the plans to have meaning within the graduation framework and allows all of the student's work toward their personalized goals to support their body of evidence for graduation.

After outlining each of the short-term secondary goals and action plans, Gina and Jamarreo reviewed each of the performance indicators from the PBGRs for Transferable Skills to see which ones could connect to the short-term learning goals. For each goal, they connected multiple performance indicators from the PBGRs. Then, Jamarreo recorded how he intended to evidence progress in the PBGRs through his Personalized Learning Plan. This work is in the tables, labeled "Connections to PBGRs."

Goal 1: Education and Training

By the end of his senior year, Jamarreo will complete driver's education and obtain his driver's license from the state of Vermont.

Communication

| Performance Indicators | How will I meet this indicator with my plan |
|--|--|
| (a) Demonstrate organized and purposeful communication. | I will talk clearly to my driving instructor. I will try to make eye contact at the beginning and end of what I say. |
| (b) Use evidence and logic appropriately in communication. | I will show that I am logical by being a good driver and by asking questions and following directions so they know I am listening. |
| (c) Adjust communication based on the audience, context, and purpose. | I will say "Yes sir or ma'am" at the driver's tests. I will be very nice. |
| (d) Demonstrate effective, expressive, and receptive communication, including oral, written, multi-media, and performance. | I listen to directions. I will talk. I will take my tests on computers and I will use the classroom driving simulator. |
| (e) Use technology to further enhance and disseminate communication. | Same as above. |

Communication

| Performance Indicators | How will I meet this indicator with my plan |
|---|--|
| (a) Identify opportunities for collaboration. | I will ride with people that understand how I talk in driver's ed class. I will ask them to be quiet nicely while I am learning to drive. |
| (b) Collaborate effectively and respectfully. | I will try to make eye contact while we talk. I will use my manners. If I need someone to be quiet or if they don't understand me, I will take a deep breath and ask politely. |
| (c) Collaborate as needed to advance learning. | I can work with others to get jobs done at work and at school. |
| (d) Participate in and contribute to the enhancement of community life. | When I can drive, I will be able to go more places in the community. I can help my mom and run errands. |

Creativity

| Performance Indicators | How will I meet this indicator with my plan |
|--|--|
| (a) Demonstrate initiative and responsibility for learning. | I will ask for help if I need it and try to learn new things by practicing for my written test and driving at home with Mom. |
| (b) Demonstrate flexibility, including the ability to learn, unlearn, and relearn. | Change is hard for me but I am learning to handle it with the help of my teachers and job coaches. |

Innovation

| Performance Indicators | How will I meet this indicator with my plan |
|--|---|
| (a) Apply knowledge in familiar and new contexts. | I will use what I learn from the driver's manual and simulator to be a good driver on the road. |
| (b) Integrate information gathered from active speaking and listening. | I will use information that I learn from my friends and the things I see them do during driver's education. |

Inquiry

| Performance Indicators | How will I meet this indicator with my plan |
|--|--|
| (a) Observe and evaluate situations in order to define problems. | I will watch out for unsafe driving conditions and I will try to figure out how to avoid them. |
| (b) Persevere in challenging situations. | Learning to drive will not be easy but I am excited to do it. |

Problem Solving

| Performance Indicators | How will I meet this indicator with my plan |
|--|---|
| (a) Frame questions, make predictions, and design data collection and analysis strategies. | I will anticipate things on the road and things that will make me a better driver. I will avoid hazards and slow down if I see kids or animals in the road. |
| (b) Persist in solving challenging problems and learn from failure. | I can't give up; I will take a breath, count to 10, and try again if I mess up. |
| (c) Apply knowledge from various disciplines and context to real life situations. | I will use what I learn from the driver's manual and simulator to be a good driver on the road. |

Use of Technology

| Performance Indicators | How will I meet this indicator with my plan |
|--|--|
| (a) Practice responsible digital citizenship. | I will only use technology responsibly. |
| (b) Use technology to support and enhance the critical thinking process. | The driving simulator will help me be a critical thinker while driving by practicing inside. |
| (c) Use technology and digital media strategically and capably. | I will use the computer to take tests and use the simulator to pass this class and get my license. |

Goal 2: Employment

When given a task at work, Jamarreo will increase his productivity by checking his work only once and moving on to the next task so that he is able to complete tasks in a time period comparable to colleagues for 10 days in a row.

Communication

| Performance Indicators | How will I meet this indicator with my plan |
|--|--|
| (a) Demonstrate organized and purposeful communication. | I will only talk at work when I need help or someone needs my help. No chitchat. |
| (b) Adjust communication based on the audience, context, and purpose. | You have to talk differently to the boss than your friends. |
| (c) Demonstrate effective, expressive, and receptive communication, including oral, written, multi-media, and performance. | I will listen and talk at work when I need to. I will make charts, graphs, and spreadsheets. |

Collaboration

| Performance Indicators | How will I meet this indicator with my plan |
|---|--|
| (a) Identify opportunities for collaboration. | I may have to ask co-workers for help or help them if they need help. |
| (b) Collaborate effectively and respectfully. | I will be respectful. |
| (c) Collaborate as needed to advance learning. | I have to be able to listen to people and watch them to learn how to do new tasks at my job. |
| (d) Participate in and contribute to the enhancement of community life. | My job is in the community and it lets me use restaurants and buy movies in the community with my check. |
| (e) Demonstrate commitment to personal and community health and wellness. | I keep things tidy and safe. I walk every day to work and it is good exercise. |

Creativity

| Performance Indicators | How will I meet this indicator with my plan |
|---|--|
| (a) Identify, manage, and assess new opportunities related to learning goals. | I will practice working with new programs at home to see if it will help me at work. |

Innovation

| Performance Indicators | How will I meet this indicator with my plan |
|--|---|
| (a) Identify opportunities for innovation. | I can try to help solve problems at work. |

Inquiry

| Performance Indicators | How will I meet this indicator with my plan |
|--|--|
| (a) Observe and evaluate situations in order to define problems. | I will check my work once, and then move on to get faster. |

Goal 3: Employment

At his job or in simulated practice, when he has a problem at work, and unprompted, Jamarreo will discuss the issue with his boss in person or in writing three times in a row (without using the job coach as an intermediary.)

Communication

| Performance Indicators | How will I meet this indicator with my plan |
|--|--|
| (a) Demonstrate organized and purposeful communication. | I will talk with my boss face to face or with email. |
| (b) Use evidence and logic appropriately in communication. | I will try to talk slow, loud enough to hear, and make eye contact so that he can understand me. |
| (c) Adjust communication based on the audience, context, and purpose. | I will say sir, mind my manners, and be respectful to my boss. |
| (d) Demonstrate effective, expressive, and receptive communication, including oral, written, multi-media, and performance. | I will listen to his directions. I will send emails and create charts, graphs and spreadsheets with my data entry tools. |
| (e) Use technology to further enhance and disseminate communication. | Same as above. |

Collaboration

| Performance Indicators | How will I meet this indicator with my plan |
|--|---|
| (a) Identify opportunities for collaboration. | It's okay to ask my boss for help. |
| (b) Collaborate effectively and respectfully. | I will be respectful and nice to my boss. |
| (c) Collaborate as needed to advance learning. | I can work with my boss to get things done. |

Creativity

| Performance Indicators | How will I meet this indicator with my plan |
|--|---|
| (a) Identify, manage, and assess new opportunities related to learning goals. | If I think of a new or better way to do something, I can share it with my boss in an email. |
| (b) Apply knowledge in familiar and new contexts. | I will use what I learn practicing in class and at my school job to help me talk to my boss better. |
| (c) Demonstrate initiative and responsibility for learning. | I will learn to work with my boss better so that he will want to hire me for 40 hours a week. |
| (d) Demonstrate flexibility, including the ability to learn, unlearn, and relearn. | I won't get mad if the boss says I did something wrong. I will try to do it again. Everyone makes mistakes. |

Inquiry

| Performance Indicators | How will I meet this indicator with my plan |
|--|--|
| (a) Observe and evaluate situations in order to define problems. | When I observe problems, I will take them to my boss. |
| (b) Persevere in challenging situations. | I will not get mad. I will count to ten and try again. |

Problem Solving

| Performance Indicators | How will I meet this indicator with my plan |
|--|---|
| (a) Frame questions, make predictions, and design data collection and analysis strategies. | I will have to think about things that might happen and why. |
| (b) Persist in solving challenging problems and learn from failure. | I will not blow up at work. I can take a walk, use my fidget, count to 10 and take deep breaths to stay calm. Then, I will go back and solve the problem or get someone to help me. |
| (c) Apply knowledge from various disciplines and context to real life situations. | I use my anger management, calming strategies from class to stay calm when there is a problem at work. |

Use of Technology

| Performance Indicators | How will I meet this indicator with my plan |
|--|--|
| (a) Practice responsible digital citizenship. | I will only use technology responsibly. |
| (b) Use technology to support and enhance the critical thinking process. | I use technology all day at my job and I can use it to email my boss with small to medium problems that don't have to be solved right now. |

Goal 4: Independent Living

In a consumer mathematics course and in community based educational experience, Jamarreo will practice skills necessary to create and maintain a monthly budget independently for two months by the end of his senior year.

Communication

| Performance Indicators | How will I meet this indicator with my plan |
|--|--|
| (a) Demonstrate organized and purposeful communication. | I will be organized with my lists and money. I will communicate my wants and needs. |
| (b) Use evidence and logic appropriately in communication. | I will have to use logic and common sense to make and keep a good budget. |
| (c) Adjust communication based on the audience, context, and purpose. | I need to be able to talk to people at banks, stores, restaurants, and all of the places I need to use my money. |
| (d) Demonstrate effective, expressive, and receptive communication, including oral, written, multi-media, and performance. | I will have to listen to my options so I know what I want to choose. |
| (e) Use technology to further enhance and disseminate communication. | I can use a calculator and my text to talk on my ipad if I get stuck communicating in the community. |

Collaboration

| Performance Indicators | How will I meet this indicator with my plan |
|---|---|
| (a) Identify opportunities for collaboration. | I can ask for help from people in stores and restaurants. I can also ask people I trust to go with me and help until I am comfortable doing all of my shopping on my own. |
| (b) Collaborate effectively and respectfully. | I will be polite and make eye contact. |
| (c) Collaborate as needed to advance learning. | I will ask people I trust to help me until I can do all of my budgeting and such on my own. |
| (d) Participate in and contribute to the enhancement of community life. | By working and spending money in the community, I am helping the community. I can also help my mom by helping pay for our bills. |

Creativity

| Performance Indicators | How will I meet this indicator with my plan |
|--|---|
| (a) Demonstrate flexibility, including the ability to learn, unlearn, and relearn. | I may have to choose things I need over things I want or pick a different brand of something to be able to afford more. |

Inquiry

| Performance Indicators | How will I meet this indicator with my plan |
|--|--|
| (a) Observe and evaluate situations in order to define problems. | If I am running out of money, I will have to look at where I am spending my money and what I need to do to fix it. |
| (b) Persevere in challenging situations. | Sometimes, I may be mad that I have to save money or spend it on stuff I don't want to but I will stay calm. |

Innovation

| Performance Indicators | How will I meet this indicator with my plan |
|---|---|
| (a) I can think of new ways to save money or make more money. | I can think of new ways to save money or make more money. |

Problem Solving

| Performance Indicators | How will I meet this indicator with my plan |
|--|---|
| (a) Frame questions, make predictions, and design data collection and analysis strategies. | Gina says that I can use spreadsheets and tables to help student what I spend money on and how much I can spend on each thing. That will help me make good decisions. |
| (b) Persist in solving challenging problems and learn from failure. | I have to keep trying if budgeting is hard at first. |
| (c) Apply knowledge from various disciplines and context to real life situations. | I can use what I already know about spreadsheets and charts to help me plan how to use my money. |

Use of Technology

| Performance Indicators | How will I meet this indicator with my plan |
|--|---|
| (a) Practice responsible digital citizenship. | I will only use technology responsibly. |
| (b) Use technology to support and enhance the critical thinking process. | I use technology to communicate what I learn. |
| (c) Use a range of tools, including technology, to solve problems. | I can use charts, spreadsheets, calculator, iPad and phone to work on budgeting. |
| (d) Use technology and digital media strategically and capably. | I will show proficiency with technology by using these tools to make good decisions in the community with my money. |

Reflections

In their next meeting, Jamarreo and Gina reflected on progress toward the goals and determined if any revisions to the plan were needed.

| |
|--|
| <p>Student Reflection</p> <p><i>Why and how did I complete my action steps and/or meet my goals? What were obstacles or barriers to completing my action steps or meeting my goals?</i></p> <p>Last year, my big goal was to get a job in the community. Now, I have that job and I like it a lot. My plan is going to help me get even better at my job and, hopefully, I will get 40 hours after I am done with my college classes.</p> |
| <p>Family Reflection</p> <p>Jamarreo is so proud of his plans for the future. I guess that, somewhere along the line, I gave up on things like Jamarreo driving and going to college. It just seemed out of reach. Now, I believe that he will do all of it and I am going to work hard to be sure he has the best chance. I am so proud of all that he's doing.</p> |
| <p>Faculty Reflection</p> <p>Jamarreo continues to make steady progress toward his goals. Jamarreo is very bright, he just needs a little support learning new tasks and to build confidence in his communication. Beyond that, there is no limit to his potential. The faculty feels that he has a good support team in place to secure his progress through senior year and into the future.</p> |

Highlighting Inclusive Practices

One of the greatest strengths and challenges of inclusive practice is increased expectation. Jamarreo is a student who happens to have autism but he's also gifted with computers. Once he has learned to do a task, he is actually more apt to catch errors and every bit as capable as his colleagues without disabilities. The focus of his senior personalized learning plan (PLP) is just building the confidence and communication skills that will help him advocate for himself and use his skills to his greatest potential.

Likewise, Jamarreo's mother expressed that his plan included things that she had given up on because of his diagnosis. Inclusivity means allowing students the same right to dream and shoot for the stars as their peers. Might Jamarreo struggle in his college course? Perhaps he will, but many freshmen struggle and his mother can help him get a tutor if he does. Similarly, Jamarreo can walk independently in the community, he is prepared and cautious, and he has no behavioral concerns, thus, there is no reason for him not to try to get his driver's license. Having access to consistent transportation is a key to both employability and general access to the community. What a wonderful service his team is doing for Jamarreo by helping him reach to achieve this goal.

The IEP Transition Planning Meeting

As the leader of his transition planning team, Jamarreo chose which teachers to invite to his meeting with the help of the special education meeting facilitator, Lily. Jamarreo chose to invite Tina, the special educator who attends his community-based instruction with him, Gina, his general education English teacher, and his mother, Evelyn. They also invited Adam Foster from community Vocational Rehabilitation.

After reviewing their rights with Jamarreo and Evelyn, Lily briefly reviewed the agenda and the group began going over Jamarreo's progress in school. Gina began, "As you know, Jamarreo is attending my junior English course. He reads very well and he understands basic facts but struggles to understand abstract concepts like symbolism and parallels. I am able to help him frequently just by giving him a visual organizer that helps makes the abstract concepts more concrete for him, so he's improving on that goal for using organizers to understand text. We also utilize one of our special educators who team-teaches with me to support him as needed.

Jamarreo does quite a nice job of expressing himself in writing when he is given time to think and type. He always has extended time for this. He struggles talking to the whole group. I think he gets nervous about his ability to be understood. He sometimes struggles one on one with oral expression but not as much. I'd like to suggest the team write a goal for speaking to answer and ask questions. I think it would serve him well in school and at work.

Jamarreo always comes to class and behaves perfectly. He is always prepared and works very hard. He is really one of my best students in that regard."

Evelyn smiled, "Oh yes, that's my Jamarreo. He's very particular; every supply ready and neat, and always five minutes early."

Tina joined in, "Those are great skills for employment! Jamarreo is a real leader in the community-based placement course for that very reason. He is not only an example but he helps others gather their things as well."

Lily smiled, "Yes, Tina, how is community-based instruction going?"

“Great! Jamarreo likes the office work. As you know, he loves working with the computers for data entry and spreadsheets, so he’s definitely met those goals from last year. It’s very similar to what he does in his after school job and he’s quite good at it. Truly, the only issue he has is his need to check and recheck his work over and over which slows him down. He’s so afraid of making a mistake that it sometimes keeps him from getting everything done. We’re working on checking once and moving on, right Jamarreo?”
Jamarreo nodded, “Check once and move on!”

Tina continued, “I should add that the school-based job coach has brought up something we can use your insight on, Evelyn. It seems that Jamarreo is not able or willing to speak to his boss, Mr. Winkler, at work. Jamarreo is really worried because he remembers a class discussion where we talked about the fact that bosses can fire you and that makes him afraid to speak to his boss even if he has a question or problem and he’s waiting to tell the job coach. However, he only has one more year with the job coach and, at this point, they are not there every day because he is doing so well in there. Mr. Winkler really values Jamarreo and has expressed serious interest in employing him for more hours after graduation.”
Evelyn shook her head, “Sometimes he does seem to get stuck like that. Sometimes, I encourage him to write what he wants to say, could he do that at work?”

Tina shook her head, “I bet if we explained things to Mr. Winkler that would work. We will also work on some social stories and some direct instruction to try to help some as well.”

Evelyn spoke again, “I am concerned about him not having a job coach after graduation though. I really think that he needs someone to just check in from time to time and when there are new tasks or changes, he will need extra help with that.”

Adam spoke up then, “Actually, that is one of the services that community Vocation and Rehabilitation is happy to provide for Jamarreo. As you know, we’ve already done some inventories with him and have worked with the school’s work program for some pre-employment transition services or Pre-ETS. Toward the end of his senior year, if you choose to have services, Jamarreo, we would come in to your job some just like your school job coaches so that we’re familiar with you and your boss and ready to ensure there is no gap in your services. Would you like that, Jamarreo?”

Jamarreo nodded yes.

“Wonderful,” said Evelyn, “I was so worried about that. You know, Jamarreo doesn’t need help all of the time but when he needs it, he needs it. Thank you, Mr. Foster.”

Lily continued, “I have notes from Jamarreo’s other special and regular educators as well as his boss.” She shared the information from formal evaluations, tests, classroom performance, etc. By all accounts, Jamarreo is a model student who works hard and is polite and well behaved. His biggest challenges lie in his reluctance with oral speech, adjusting to change and transitioning which he does more slowly than peers but without outbursts.

“So, let’s talk about home life and self-care,” Lily said.

Evelyn spoke up, “Jamarreo does all of his bathing, shaving, dressing, etc. himself. He’s a clean freak; he even cleans up after me! He says he wants to live with me when he graduates and

that's what I prefer too. Honestly, our house is paid for and he can live in it as long as he lives. He's very particular and he would hate moving. Really, he's just going to need some guidance with money, so that he doesn't spend it all on movies and McDonald's. He may need reminders to go to doctor's appointments and someone to take him if I can't some time in the future. He's very self-sufficient."

Tina responded, "That's pretty much what he's told us in all of our inventories and interviews as well. Well, he doesn't think his spending at McDonald's is an issue."

Lily added, "It sounds like we need a secondary goal for working on budgeting skills and also that we need one for self-advocacy in the work place." The group agreed.

"As for getting to appointments," said Gina, "Jamarreo really wants to get his driver's license as you know from his Personalized Learning Plan. I'm pretty sure that, if he puts appointments in his iPad, he'll be better than most of us at getting there so long as he knows the way."

"You know, you're right," answered Evelyn, "I guess I still haven't wrapped my mind around that because it's something I never really thought would happen. However, if you all believe he can do it and he wants it, I am thrilled to let him try."

"So Jamarreo," Lily asked, "Now, we need to talk about what you want to do after graduation?"

"I like Office Stop. I like working there on the computers. I can walk there from home."

Evelyn added, "I'd love it if he could stay there too. However, my biggest concern is that he be employed somewhere full time by the time he has to come off my insurance so that he has health insurance. He takes medication and I don't want him to go without."

Tina spoke up, "Office Stop does pay full time employees benefits and I know that Mr. Winkler would like to keep him on."

"Since Jamarreo already has a Post-Secondary Goal for attending a business technology course at the local community college, they do Quick Books and Excel in those courses too which might really boost his skills to encourage them to hire him full time. Also, I would recommend adult education to take the Work Keys Test, which would help him earn his Work Readiness Certificate. Do you two think that sounds appropriate for Jamarreo?" Lily asked.

"I think we should add a secondary goal about Consumer Math for budgeting types of skills. I also think we should make a referral for you all to the Office of Disability Advocacy. They can help you with things like setting up accounts and trusts, and possibly a Medicaid waiver that would supplement Jamarreo's work insurance or bridge any gaps that might occur. Would that be helpful, Evelyn?"

"Oh yes, that would be wonderful. All of that is so overwhelming." Evelyn replied. With that, the group reviewed the transition plan.

Post-Secondary Goals:

1. **Employment:** Full-time employment with benefits at a competitive wage at Office Stop.
2. **Education/Training:** Attend Work Keys Test Preparation and Business Technology courses at the Local Community College

3. **Independent Living:** Maintaining a personal budget paying bills, purchasing necessities, etc. in addition to spending for enjoyment.

Secondary Employment:

1. Will increase work productivity by checking his work only once and moving to the next task.
2. Will identify times when it may be necessary to speak with his boss immediately and when an email is sufficient and practice in classroom and community-based environments.

Secondary Independent Living:

1. Demonstrate budgeting skills by creating and maintaining a budget for use of his paycheck.

Transition Services:

1. Community Experience
 - Community practice for consumer math and budgeting
 - Continued Community-based job instruction
2. Employment
 - Continued job-coaching support
 - Referral to Community Office for Disability Advocacy
3. Instruction
 - Participation general education English with support
 - Participation in specialized curriculum with direct and small group instruction in Consumer Mathematics (aligned with state standards) as well as community based instruction with special education staff
4. Course of study:
 - English IV
 - Business Technology
 - Consumer Mathematics (Classroom and Community Based)
 - Community Based Vocational Instruction

Other:

- Continued collaboration with the Community Office for Vocation and Rehabilitation
- Referral to the Office of Disability Advocacy

The entire team is pleased with Jamarreo's plan and believes that it is adequate to help Jamarreo meet his hopes for the future.

Jamarreo's Transition plan follows:

Highlighting Inclusive Practices

Ample planning and preparation prior to the meeting reduced the amount of talking required of Jamarreo to complete a plan based on the wants and needs of his family. Additionally, the group focused on Jamarreo's considerable strengths and how to capitalize upon them to decrease their impact of his disability by doing things such as talking to his boss about his concerns with communication and helping him use email as a communication buffer while they work to decrease his anxiety.

Additionally, working to expand upon an existing community connection Jamarreo already has at Office Stop which is within walking distance of his home increases the likelihood that Jamarreo will be able to maintain a long term working relationship there after graduation.

Individualized Education Program - Post-Secondary Transition Plan

Student Name: Jamarreo

IEP Meeting Date: 5/10/2018

Current Grade Level: 11th

Expected Date of Graduation: 5/30/2019

Evidence of involving student and related agencies:

Jamarreo, his mother, and a representative from the Office of Vocational Rehabilitation were all in attendance.

Age Appropriate Transition Assessments Performed *(State the assessment and date, then identify the student's preferences, interests, strengths and needs, then link that information to post-secondary goals):*

Summary evaluations of service providers including vocational and daily living scales, the WAIS, interest inventories, person centered futures planning interview, parent and student personal transition surveys, and the Supports Intensity Scale.

The results of these assessments show that Jamarreo is capable of meeting the goals and benchmarks outlined in this plan. He will need some assistance with finances and consultant or intermittent job coach services but, overall, Jamarreo is highly capable and independent.

Definitions:

Measurable Post-Secondary Goals - *A post-secondary goal is a statement of the desired outcome for the student after leaving high school.*

Measurable Annual Transition Goals - *Goals that address the skills that the student will be focusing on during the life of the annual IEP in order for the student to reach his/her post-secondary goals.*

Education and Training (Required)

Post-Secondary Goal(s) for Education and Training (Required):

Immediately after graduation, I will complete and pass courses in Work Keys Certificate preparation and Business Technology within two semesters.

Progress Review Dates

| | 2 /15/2019 | 4 /15/2019 | 8 /15/2019 | 10 /15/2019 |
|--|------------|------------|------------|-------------|
| Annual Transition Goal(s) for Education and Training (Required): By the end of his senior year, Jamarreo will complete driver's education and obtain his driver's license from the state of Vermont. | | | | |

List Transition Services related to Education and Training:

Jamarreo may need simplified language, noise canceling headphones, social stories or videos to provide visual information in addition to written or spoken word. Jamarreo will need to visit the DMV prior to both tests to acclimate to the environment before taking the test.

Individualized Education Program - Post-Secondary Transition Plan

Employment (Required)

Post-Secondary Goal(s) for Employment (Required):

1. After graduating, Jamarreo will maintain successful, part time employment at least 15-20 hours per week at Jerry's welding shop to continue until he receives his welding certification and can seek fulltime employment.
2. Within five years of graduation, Jamarreo will open an independent auto body shop that is capable of making a profit.

Progress Review Dates

| | 2 /15/2019 | 4 /15/2019 | 8 /15/2019 | 10 /15/2019 |
|--|------------|------------|------------|-------------|
| <p>Annual Transition Goal(s) Employment (Required):</p> <ol style="list-style-type: none"> 1. At his job or in community-based work experience, when he has a question or concern at work, Jamarreo will discuss the issue with his boss in person or in writing without any involvement of his job coach three times in a row. 2. When given a task at work, Jamarreo will increase his productivity by checking his work only once and moving on to the next task so that he is able to complete tasks in a time period comparable to colleagues for 10 tasks in a row. | | | | |

List Transition Services related to Employment:

Jamarreo will continue to have school-based job coaching to be overlapped and then assumed by The Office of Vocational Rehabilitation through collaborative transition measures by the end of Jamarreo's senior year.

Independent Living (as appropriate):

After graduation, Jamarreo will create and maintain a budget for use of his paycheck that meets all of his needs independently.

| | 2 /15/2019 | 4 /15/2019 | 8 /15/2019 | 10 /15/2019 |
|--|------------|------------|------------|-------------|
| Annual Transition Goal(s) for Independent Living (Required): 1. In classroom simulation and community-based instruction, Alex will identify best buys using consumer mathematics skills at least 4 of 5 scenarios. 2. In classroom simulation and community-based instruction, Alex will independently use multiplication to anticipate the maximum amount of possible sales tax from a set sum of money in order to budget for a multi-item purchase in at least 8 of 10 tries. 3. In a consumer mathematics course and in community based educational experience, Alex will create and maintain a monthly budget independently for two months by the end of his senior year. | | | | |

List Transition Services related to Employment:

System of least prompts, direct instruction, checklists, community-based instruction.

Course(s) of Study:

A description of coursework to achieve the student's desired post-school goals, from the student's current to anticipated exit year, to include the IEP-PLP connection.

1. Senior English with Collaborative support
2. Consumer Mathematics
3. Digital Technology
4. Community-Based Vocational Experience
5. Community-Based Instruction

Describe the Coordinated Interagency Linkages and Responsibilities (services provided or paid for from another agency and a timeline for completion):

Voc. Rehab will develop an individual rehab plan (IRP) and assume job coaching responsibility after a transition period by graduation in May 2019.

Adaptations to Graduation Requirements

Happy Valley High uses the Vermont Agency of Education Graduation Proficiencies, EQS Transferable Skills, and Recommended Performance Indicators. After outlining each of the short-term secondary goals, the team reviewed each of the performance indicators from the EQS Transferable Skills and Content Graduation Proficiencies to determine which ones needed any type of adaptation. For each, the team determined if an accommodation, modification, or no short-term secondary goals, the team reviewed each of the performance indicators from the EQS Transferable Skills and Content Graduation Proficiencies to determine which ones needed any type of adaptation. For each, the team determined if an accommodation, modification, or no adaptation was needed and gave a general description of any adaptation needed for the student to meet the performance indicator. Jamarreo requires accommodation or modification on some of the performance indicators. Within each of his courses, if he meets the performance indicator with the accommodation or modification, he will have met the PBGR within that course. Although Happy Valley High uses all of the Agency of Education Content Graduation Proficiencies, this document focuses on only Language Arts and Mathematics with Transferrable Skills on the transition plan for brevity while providing benchmark examples for Vermont students and faculty.

Adaptations to Proficiency-based Graduation Requirements for Transferrable Skills

The following section outlines the adaptations needed for the student to meet PBGRs. Student will have met the PBGRs if they accomplish each with the listed adaptations.

Communication

| Performance Indicator | Adaptation Needed |
|---|---|
| (a) Demonstrate organized and purposeful communication. | <input checked="" type="checkbox"/> Accommodation <input type="checkbox"/> Modification <input type="checkbox"/> None |
| (b) Use evidence and logic appropriately in communication. | <input type="checkbox"/> Accommodation <input type="checkbox"/> Modification <input checked="" type="checkbox"/> None |
| (c) Adjust communication based on the audience, context, and purpose. | <input type="checkbox"/> Accommodation |

| | |
|--|---|
| | <input type="checkbox"/> Modification <input checked="" type="checkbox"/> None |
| (d) Demonstrate effective, expressive, and receptive communication, including oral, written, multi-media, and performance. | <input type="checkbox"/> Accommodation <input checked="" type="checkbox"/> Modification <input type="checkbox"/> None |
| (e) Use technology to further enhance and disseminate communication. | <input type="checkbox"/> Accommodation <input type="checkbox"/> Modification <input checked="" type="checkbox"/> None |

| | |
|--------------------------------------|---|
| Description of Accommodations | Jamarreo may need additional time for forming answers, the ability to answer in writing, and visual aides, cues, or examples to fully understand text and words. Jamarreo needs concrete language attached to real things or specific organizers to make abstract concepts more concrete for him. |
| Description of Modifications | Jamarreo requires simplified wording and text with fewer words. |

Collaboration

| Performance Indicator | Adaptation Needed |
|---|---|
| (a) Identify opportunities for collaboration. | <input type="checkbox"/> Accommodation <input type="checkbox"/> Modification <input checked="" type="checkbox"/> None |
| (b) Collaborate effectively and respectfully. | <input type="checkbox"/> Accommodation <input type="checkbox"/> Modification <input checked="" type="checkbox"/> None |
| (c) Collaborate as needed to advance learning. | <input type="checkbox"/> Accommodation <input type="checkbox"/> Modification <input checked="" type="checkbox"/> None |
| (d) Participate in and contribute to the enhancement of community life. | <input checked="" type="checkbox"/> Accommodation <input type="checkbox"/> Modification <input type="checkbox"/> None |
| (e) Demonstrate commitment to personal and community health and wellness. | <input type="checkbox"/> Accommodation <input checked="" type="checkbox"/> Modification <input type="checkbox"/> None |

| | |
|--------------------------------------|--|
| Description of Accommodations | Jamarreo should receive encouragement to speak and engage with others to increase his confidence with communication. |
| Description of Modifications | Jamarreo may need reminders about eating healthy foods as he can be over focused on fast foods. |

Adaptations to Proficiency-based Graduation Proficiencies for Content Areas

The following section outlines the adaptations needed for the student to meet PBGRs. Student will have met the PBGRs if they accomplish each with the listed adaptations.

Language Arts

| Graduation Proficiency | Adaptation Needed |
|---|---|
| 1. READING Comprehend, interpret, analyze, and evaluate a wide range and level of complex literary and informational texts. | <input checked="" type="checkbox"/> Accommodation <input type="checkbox"/> Modification <input type="checkbox"/> None |
| 2. WRITING Produce clear and coherent writing for a range of tasks, purposes, and audiences. | <input type="checkbox"/> Accommodation <input type="checkbox"/> Modification <input checked="" type="checkbox"/> None |

| | |
|--|---|
| 3. WRITING Conduct short and sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. | <input checked="" type="checkbox"/> Accommodation <input type="checkbox"/> Modification <input type="checkbox"/> None |
| 4. SPEAKING AND LISTENING Initiate and participate effectively in a range of discussions, responding thoughtfully to diverse perspectives and expressing ideas clearly and persuasively. | <input checked="" type="checkbox"/> Accommodation <input type="checkbox"/> Modification <input type="checkbox"/> None |
| 5. SPEAKING AND LISTENING Present information, findings and supporting evidence conveying a clear and distinct perspective. | <input checked="" type="checkbox"/> Accommodation <input type="checkbox"/> Modification <input type="checkbox"/> None |
| 6. LANGUAGE Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | <input type="checkbox"/> Accommodation <input type="checkbox"/> Modification <input checked="" type="checkbox"/> None |

| | |
|--------------------------------------|--|
| Description of Accommodations | Jamarreo may require visual cues and graphic organizers to help him understand and interact with non-literal text such as literature. Additionally, while he should be encouraged to practice speaking for self-advocacy and social competence, in order to assess his understanding Jamarreo should be permitted to express what he knows in writing, power points, video-taped presentations, etc. |
| Description of Modifications | None |

Highlighting Inclusive Practices

As you can see, Jamarreo’s transition plan echoes his Personalized Learning Plan in many ways. This only makes sense, as any IEP should reflect the priorities of the student and their families. However, note that the PLP is broader in scope and more focused on the long-term goal. Benchmarks for its goals are far closer to what we would accept as adequate in adult life. On the other hand, some of the transition plan goals allow for more errors or break down the steps of the ultimate goals more as part of the skill acquisition process. Likewise, the IEP transition plan focuses on supports and instructional strategies where the PLP at high school level gives equal or more focus to natural supports like Jamarreo’s boss and his mother for home practice. Thus, both documents are complimentary in their focus on helping Jamarreo reach his long-term goals while serving the purpose of focusing the efforts of Jamarreo and the team on their respective roles within the framework of the PGBRs.