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VERMONT AGENCY OF EDUCATION CASE STUDY LEARNING PROJECT - KEVIN

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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Kevin

By Lee Ann Jung and Nicole DeZarn

Background

Kevin is a friendly, outgoing, 18-year-old young man who loves to be around others. He is eager to please and enjoys learning new skills. By all accounts, he happily works hard to do whatever is asked of him and pleasing those around him motivates him highly. Kevin is progressing through Vermont's Extended Content Standards, which are aligned with the standard course of study. He has also performed several school-based jobs in an occupational course of study that leads to a diploma.

Kevin qualifies for special education because he has physical and intellectual disabilities. These conditions carry implications for post-secondary life. Kevin has quadriplegic cerebral palsy with spasticity, utilizes ankle and foot orthoses (AFOs) during stander use, and a left hand-elbow immobilizer. Kevin can use his left hand to stabilize objects and his right can manipulate larger objects (at least 4-5 inches in diameter.) He currently uses a manual wheelchair with modified trunk support and subbasis bar to maintain proper positioning despite his high muscle tone. Previously, funds for a motorized wheelchair were unavailable but Kevin has recently qualified for a Medicaid waiver, which will allow the purchase of a motorized wheelchair with a toggle control to give Kevin independence in his mobility. The family already has an accessible van so this will not reduce his ability to access the community.

Kevin experiences generalized tonic-clonic seizures, which are well, but not completely, controlled with a combination of medications (Tegretol and Myosiline.) Kevin is primarily fed via gastrostomy tube because of aspiration risk. However, he can feed himself pureed foods using a cerebral palsy feeder for special treats if he is closely monitored and reminded to go slowly. A functional vision assessment revealed that Kevin has 20/80 acuity at close distances and 20/100 at far distances with corrective lenses and his best visual field is slightly below eye level. Kevin will usually comply with requests to use his glasses even though he doesn't like them. He can stabilize his head and maintain gaze. Kevin's hearing is good. Kevin currently receives physical therapy for 30 minutes per week and occupational therapy on a consult basis.

Kevin can verbally express yes/no and one-word utterances are intelligible to familiar audiences. He has used a GoTalk 2 successfully in the classroom and a picture communication system travels with him between school and home. Kevin is also attempting to use a GoTalk20+ at school. Additionally, Kevin successfully uses switches to operate adapted devices. Kevin receives speech therapy bi-weekly for 30 minutes per session.

Highlighting Inclusive Practices

Because of Kevin's limited communication, it was paramount to consider how he could adequately participate and make choices in his graduation and transition planning. Because Kevin's needs are complex and his communication can take time, diligence in gathering information prior to the PLP and transition planning meetings was vital. In addition to tools used to evaluate people who are non-verbal, Kevin was asked yes/no questions and provided picture choices to allow input into his planning process. This included answering yes/no questions about who was invited to his transition planning since he is 18 and his parents have not yet attained guardianship.

During this process, the team realized how severely limited Kevin's ability is to express his wants and desires relative to his ability to understand and make decisions. Based on these concerns, the team called an IEP meeting to take steps to amend this situation. A brief portion of the discussion in that IEP meeting follows.

Discussion of Technology at Kevin's IEP Meeting

In attendance at the meeting were Kevin; his parents, Mr. and Mrs. Jones; his special education teacher, Haley; his general educator (Digital Communications,) Donald; his speech therapist, Tina; his occupational therapist, Donna; and Phyllis, the facilitator.

After a discussion of educational rights and introductions, the team discussed Kevin's progress on his IEP goals. There was a lot of discussion around his communication goals and the technology needed to support his goals. The speech therapist pulled out a number of brochures on assistive technology options and passed them out to the team.

"After completing the SETT process for determining the most appropriate assistive technology for students, the tool that the occupational therapist (OT) and I believe will be the best choice for Kevin is the Tobii Indi with Snap and Core First from Dynavox. This is a brochure explaining its features."

Kevin's mother spoke up, "This isn't the tool that we talked about recently, the Go Talk. The GoTalk looks much less expensive and complicated."

The speech therapist answered, "Actually, the Indi is simpler to program than the GoTalk. However, there are more reasons that we think it's such a good fit for Kevin. First, the GoTalk 2 that Kevin uses in the classroom just isn't sophisticated enough; he has a lot more to say than 2 words. The GoTalk 20, which we tried in the room, requires finger isolation to hit the small squares and the pictures are very small. The Indi allows us to put many, many more than 20 words into it but we can make the pictures whatever size we like. We can organize the pictures into boards so he might have a board for home, one for work, one for each class, one for movie theaters, etc. Plus, with the Snap and Core first features, Kevin can load and play his music, activate adaptive environmental devices like special lights you could put in his room, and even use social media and Skype or Facetime to talk to his friends and family. He can do all of this using a head mouse because he has excellent head control even when he's struggling with spasms in his limbs. Having a bad muscle day won't render him speechless. I believe that Medicaid will pay for it and we can even practice the mousing with the picture communication board he already uses and a laser pointer right now. Best news? Once we get insurance approval, the device arrives within 2 weeks."

“Wow! That’s amazing. Are you in, Kev?” Kevin’s father asked. Kevin responded with a big smile and a high-five.

“I’d be more than happy to work with Kevin and the assistant who accompanies him on learning to use some of the media platforms like Skype in our Digital Media class. It’s a great integration of our content. He can also work on finding board images and making boards. All of those activities fall under the digital media umbrella.” Said Donald.

With the group in agreement, the team decided to order the device and to allow Kevin to begin working on using the eye gaze tool using a laser pointer headband and his paper picture communication board to participate in planning meetings and classroom work. The team continued with the remainder of the IEP meeting.

Developing the Personalized Learning Plan

Two months after Kevin’s IEP meeting, Donald, Kevin’s digital technology teacher and Kevin sat down to develop his Personalized Learning Plan during morning advisory time. Tina, the speech therapist, joined them to help facilitate the discussion using picture symbols and photographs whenever needed. This time, Kevin was wearing a headband with a laser pointer. He used this to speak with his picture communication board until his new device was approved and arrived.

“Okay, Kevin,” Donald started, “first, we need to talk about what you are really good at.” Donald spoke up first, “Kevin you are such a hard worker. You are always willing to do what we ask and he works very hard to do a good job.”

Tina added, “Kevin is great with people too, he makes everyone around him feel good.”

Donald said, “Haley also talked about how you could do filing, scanning, shredding and how you could work a pretty long time without anybody making sure you are on task. All of that is great! Is it okay if we record that in your plan for you, Kevin?”

Kevin indicated “yes.” He shined the light at “no” when asked if he wanted to add anything.

Donald moved on, “The next question on the plan is about what really matters to you, what is most important? Kevin, what is most important to you?”

Using his communication device, Kevin indicated his family, friends, school, and plants.

“Okay, now we need to write down your interests. What do you like to do best?” Donald continued.

Kevin highlighted family, friends, movies, plants, and video games with his laser pointer.

“Video games?” Donald’s interest was peaked as he recognized the potential for a new way to connect with Kevin. “What games do you like to play?”

Kevin highlighted the verb “Watch” and his sister’s picture.

“You like to watch the games but you don’t play?” Donald asked. Kevin nodded yes.

If the OT and I could come up with a control that you could use, would you like to join my technology club and learn some games that you could play along with, Kevin”

Kevin’s eyes lit up and he said “Yes” clearly.

“The next question is about what you want to do after graduation, Kevin. What things do you really want to do?”

Kevin highlighted friends and house.

“You want to live in a house with some of your pals?” Questioned Donald.

Kevin shrugged a bit and then highlighted a picture of one particular friend who had graduated the previous year.

“That is Kevin’s best friend. He moved into a group home last year. Kevin has been there to visit with the class. Are you saying you want to live in the group home with your friends?” Tina asked. “Yes,” Kevin answered verbally and with an emphatic nod.

“Okay, what else?” Donald asked. Kevin highlighted work.

Tina followed up, “What kind of job do you think you’d like to do after graduation, Kevin? I know some of your friends work down at the community rec center, would you like to do something like that, Kevin?”

“No.” Kevin’s response was verbal and clear. He used his laser pointer to point to the school bus on his communication board.

“We’re talking about after graduation, Kevin, not school,” Donald said.

Again Kevin said no and highlighted the bus. Now, Tina caught on, “That bus is the picture for community based instruction. Kevin, are you saying that you want a job out in the community?”

Kevin smiled and highlighted a picture of people.

Donald clarified, “You want a job in the community working with people?”

Kevin nodded yes emphatically and his choice was noted.

“What about college, Kevin?” Donald questioned. “Yes!” again Kevin’s answer was emphatic. He added plants with the pointer.

“I remember that you visited the nursery at the college last year and how much you liked that, Kevin. Would you like to take some classes about plants?”

Again, Kevin replied with an enthusiastic “yes.”

“Okay, Kevin,” Donald said, “we know that you want to live with your friends, work in the community, and take some horticulture classes at the college right after you graduate. What about after that? Anything else?”

Kevin highlighted a picture of a female on his board. “What girl, Kevin?” Tina probed.

Kevin shook his head “no.” He shined his pointer on girl again and then house.

Donald caught on first. “Do you want to get married, Kevin?” Kevin answered “yes.”

“Okay,” Donald replied, “I can write that as a long term goal. You have to get some of this other stuff done first, right?”

Kevin smiled and gave the thumbs up sign.

“Any other long term or short term goals?” Kevin shook his head “no.”

“Well, in order for you to live in a group home and have a job in the community. I think it would really help you to learn to use your new wheelchair really well, get really good with that communication device and to do as much as you possibly can do for yourself all the time. Right?” Tina asked. Tina had already been talking to Kevin and his family as part of his upcoming transition meeting planning.

Kevin and Donald both agreed that this was important.

With that, the group worked together to write the plan. They asked Kevin’s input on creating attainment scales for each short-term goal and they developed picture checklists as they did it so that Kevin could evaluate his own progress with a bingo stamper on a regular basis to help monitor his own growth. The goal attainment scale is a 9-level scale that outlines increments of progress from present level to the goal. To begin, Kevin and Donald describe what Kevin 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 Kevin’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 Kevin’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](#).)

Kevin’s school has adopted the example PGBRs from the Vermont Agency of Education. The group discussed each PGBR and noted how Kevin would demonstrate that skill in his remaining years in high school. Those were noted in the plan on a table using first person language after giving Kevin each statement and asking for his approval. Additionally, they asked Kevin to help provide input as to the kinds of supports and even the kinds of reinforcements that he thought might help him meet his goals. These notes were sent to the entire transition planning team so that they could use them to support Kevin’s progress.

Kevin’s Personalized Learning Plan follows:

Highlighting Inclusive Practices

Despite Kevin's limited communication skills, he obviously has strong feelings about his future. Kevin deserves to have this kind of input in his plan and, if no one asked him or if the team had not created a communication board that helped him express himself, he would have had very little recourse for self-advocacy. Note, even when a goal was unexpected, like marriage, it was Kevin's goal. The school certainly can't guarantee that Kevin will find a wife but it can't guarantee the life goals of any other senior either. Kevin's goals are his and the team was right to include them.

Personalized Learning Plan

Happy Valley High is dedicated to ensuring that we personalized 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: | Kevin |
| Student's ID: | Kevin |
| Student's School: | 8575309 |
| Student's Grade: | Happy Valley High |
| Student's Graduation Date: | 12 |
| Date of Initial Plan: | 5/30/2021 |
| Dates of Previous Plan Revisions: | 12/6/14 |
| Today's Date: | 5/15/17 |

Team Members Present

| Name | Role |
|--------|-----------------------------|
| Kevin | Student |
| Donald | Digital Media Teacher |
| Tina | Speech Language Pathologist |

Interests and Strengths

Summary of my skills, strengths, and abilities:

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

I am a hard worker who really enjoys working hard. People really like me and I love to be around and helping people.

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 love my family and friends. I really like to work with plants.

My Interests:

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

I like to be with friends and family. I like to garden, listen to music, play video games and go to the movies.

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 can use switches to operate lots of different equipment. I can do clerical jobs like filing and shredding. I also know how to use a scanner. I can work for a pretty long time without reminders to keep going.

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, I would like to get married.

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 high school, I will maintain successful employment* for at least 15 hours per week in the community until I am able to work longer and have completed all the college courses I want to take.
2. Immediately after graduation, I will take courses at the community college in the horticulture department and I will complete projects related to horticulture.
3. Beginning right after graduation, I will live at least part time in a group home with my friends.
4. After graduating, I will use my communication device to communicate with my friends and family and to advocate for myself.

**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 will need someone to help me with my money and health appointments. I will need to maintain my Medicaid waiver for supplemental insurance even if I have other insurance because of my health needs. I will need transportation and help with daily living skills that I can't do on my own.

Personalized Learning Plan: Employment

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

Action Plan for Secondary Goals

Goal 1: Employment

I will successfully complete a habilitative and functional skills course through Community Access Programing (CAP) at Vermont Community College (VCC).

Goal Attainment Scale

| Scale | Goal |
|-------|--|
| 9 | I attended class, participated by initiating conversation and answering questions with my communication device when needed and completed my assignment/class requirement successfully. |
| 8 | |
| 7 | I attended class and participated by initiating conversation and answering questions with my communication device. |
| 6 | |
| 5 | I attended class and participated by answering questions with my communication device. |
| 4 | |
| 3 | I attended CAP class at school and did not participate with my communication device. |
| 2 | |
| 1 | I did not attend the CAP courses. |

Strategies for Success

I will use my communication board to participate in this course with specific boards my teachers make for the class.

I will ask my teachers or a paraprofessional if I need help until I can use my new technology all by myself.

I will ask a teacher or paraprofessional to help me with any personal care needs that I might have while at this class.

Data Map

| | Settings |
|------|-------------------|
| Date | CAP Course at VCC |
| | |

Personalized Learning Plan: Independent Living

Action Plan for Secondary Goals

Goal 2: Employment

I will successfully perform skills learned in school-based vocational settings in a community-based internship with minimal assistance as reported in my task analysis by his supervisor or job coach.

Goal Attainment Scale

| Scale | Goal |
|-------|--|
| 9 | I completed tasks at the movie theater with minimal help. |
| 8 | |
| 7 | I worked at the movie theater with prompting on how to complete about half of my tasks. |
| 6 | |
| 5 | I worked at the movie theater with little physical assistance. I required intense prompting for all of my tasks. |
| 4 | |
| 3 | I worked in school settings completing tasks with minimal help. |
| 2 | |
| 1 | I worked in school settings completing tasks with prompting for at least half of tasks. |

Strategies for Success

I will use my communication board to ask for help with any personal care needs or any parts of my job that I can't do on my own.

I will use my people skills and what I know about using scanners to scan tickets and work with customers nicely.

Data Map

| | Settings |
|------|----------------------------|
| Date | Work (Community or School) |
| | |

Action Plan for Secondary Goals

Goal 2: Employment

I will utilize my communication device to greet co-workers and customers and to initiate and perform tasks at work independently in at least 8 of 10 opportunities for two weeks.

Goal Attainment Scale

| Scale | Goal |
|-------|--|
| 9 | I greeted coworkers and customers independently and initiated and performed work tasks without assistance. I completed tasks at the movie theater with minimal help. |
| 8 | |
| 7 | I greeted coworkers and customers independently, initiated my work tasks independently, and performed my work tasks with assistance. |
| 6 | |
| 5 | I greeted coworkers and customers and performed my work tasks with no assistance. |
| 4 | |
| 3 | I greeted coworkers, customers independently and performed my work tasks with some assistance. |
| 2 | |
| 1 | I needed prompting and assistance to greet coworkers, customers, and complete tasks every time. |

Strategies for Success

I will learn to scan through my boards quickly on my communication device so that I can talk to my co-workers and then to customers.

My teachers and I will work to make boards with all of the things I need to say to do my new job and make new friends at work.

Data Map

| Date | Settings | |
|------|---------------|-------------------|
| | Community Job | CAP Course at VCC |
| | | |

Goal 4: Independent Living

At work and at school, I will use my communication device to maintain my daily schedule and express choices about my day independently in at least 5 of 6 opportunities for three weeks.

Goal Attainment Scale

| Scale | Row |
|-------|--|
| 9 | I maintained my daily schedule and expressed choices about activities independently. |
| 8 | |
| 7 | I needed partial assistance to make my schedule and made choices about activities independently. |
| 6 | |
| 5 | I needed full assistance to create my schedule but made choices about activities when given options from which to choose. |
| 4 | |
| 3 | I needed full assistance to create my schedule but made choices about activities when given a choice between two. |
| 2 | |
| 1 | I needed full physical assistance to create and use my schedule on my communication device and made few or no choices about my activities. |

Strategies for Success

I will ask for assistance until I am used to using my new device until I learn how to use it well.

I will help my teachers and job coach come up with communication boards that let me say everything I need to say.

Data Map

| Date | Settings | |
|------|----------|------|
| | School | Work |
| | | |

Goal 5: Independent Living

In digital media class or in technology club, Kevin will utilize assistive technology to participate in games and social media independently for five attempts in a row.

Goal Attainment Scale

| Scale | Goal |
|-------|---|
| 9 | I play video games online, post on Facebook, access music and a variety of digital media, and make Facebook messenger or Skype and Facetime calls using assistive technology. |
| 8 | |
| 7 | I play video games with my sister, post on Facebook, access music, and make Facebook messenger or Skype calls using assistive technology independently. |
| 6 | |
| 5 | I play video games with my sister, like posts on Facebook, and access music using assistive technology independently. |
| 4 | |
| 3 | I play video games with my sister; have created a Facebook profile, and access music using assistive technology independently. |
| 2 | |
| 1 | I watched my sister play video games and answered questions to access social media through others. |

Strategies for Success

My OT is making me a modified controller to play games and my new device will have big pictures for social media so that I can see and use them.

My OT, my teacher, and my technology club friends will help me get good enough at the games to beat my sister and learn to use social media to chat with my friends and family.

Data Map

| Date | Settings | |
|------|---------------------|-----------------|
| | Digital Media Class | Technology Club |
| | | |

Goal 6: Independent Living

Throughout school and community settings, I will use my motorized wheelchair to safely move myself around without assistance in at least 3 of 4 opportunities for 10 days in a row.

Goal Attainment Scale

| Scale | Goal |
|-------|---|
| 9 | I independently use my chair safely in community settings. |
| 8 | |
| 7 | I drive my chair on ramps and around corners in the school independently. |
| 6 | |
| 5 | I drive my chair independently in straight stretches like school hallways. |
| 4 | |
| 3 | I drive my chair in straight stretches like school hallways with a little help. |
| 2 | |
| 1 | I drive my chair by being directed by someone else. |

Strategies for Success

My new chair will have a toggle switch control that I can use by myself.

I can leave for my next class five minutes early so that I am not in the crowded hallways until I get good with my chair.

My therapists, teachers, and paraprofessionals will help me learn to use my chair so I don't get stuck or hurt.

Data Map

| Date | Settings | | |
|------|----------|-----|------|
| | School | VCC | Work |
| | | | |

Goal 7: Independent Living

Throughout my day, I will assist with all of my activities of daily living (feeding, transfers, self-care) to the degree I am physically able without prompting for 5 consecutive days.

Goal Attainment Scale

| Scale | Goal |
|-------|--|
| 9 | I initiate my own assistance with activities of daily living. |
| 8 | |
| 7 | I assist with activities of daily living with a one-word hint. |
| 6 | |
| 5 | I assist with activities of daily living with a question, "How can you help?". |
| 4 | |
| 3 | I assist with activities of daily living with a direction of exactly how I need to help. |
| 2 | |
| 1 | I did not assist with activities of daily living this time. |

Strategies for Success

I will remember that I need to help with all of my daily care.

I will help at home with everything that I already help with at school.

My OT and PT will help me and my family figure out how I can help with home care and with getting anything I need to be able to do more myself.

I will bring my checklist to school from home so my teachers can see my progress from there.

Data Map

| Date | Settings | | | |
|------|----------|-----|------|------|
| | School | VCC | Work | Home |
| | | | | |

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, Donald, Kevin and Tina 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, using yes/no questions, Kevin indicated how he thought he could meet the standards and Donald recorded the answers in sentences. This work is in the tables, labeled "Connections to PBGRs."

| Goal 1: Education and Training | |
|--|--|
| I will successfully complete a habilitative and functional skills course through CAP at VCC. | |

Communication

| | |
|--|--|
| (a) Demonstrate organized and purposeful communication. | I will use my communication device to participate in course discussion and assessment. |
| (b) Use evidence and logic appropriately in communication. | I will have to think and show what I understand using my augmentative communication device. |
| (c) Adjust communication based on the audience, context, and purpose. | I will need to scan between my social boards and the ones for class content so that I can talk about what I need to with friends and in class. |
| (d) Demonstrate effective, expressive, and receptive communication, including oral, written, multi-media, and performance. | I can show what I understand by answering questions with my augmentative device. |
| (e) Use technology to further enhance and disseminate communication. | I use technology to talk. I can also use my communication device to make media presentations. |

Collaboration

| | |
|---|--|
| (a) Identify opportunities for collaboration. | I can ask my friends to help me and ask for help from assistants or the professor of my class. |
| (b) Collaborate effectively and respectfully. | I will be very nice. I like people. |
| (c) Collaborate as needed to advance learning. | I can work with others in my class to get things done. |
| (d) Participate in and contribute to the enhancement of community life. | This class will help me be a more independent member of my community. |

Creativity

| | |
|--|---|
| (a) Demonstrate initiative and responsibility for learning. | I have to work hard if I am going to pass this class. I will have to really try to use my new communication device. |
| (b) Demonstrate flexibility, including the ability to learn, unlearn, and relearn. | If I am struggling in class, I might have to learn new ways to do things. I have to learn to do more things for myself instead of just asking someone to do it. |

Innovation

| | |
|--|--|
| (a) Apply knowledge in familiar and new contexts. | When I learn things in class, I have to go home and try to practice them at home and in the community. |
| (b) Integrate information gathered from active speaking and listening. | I will learn from listening to my professor and participating in class. |

Inquiry

| | |
|--|---|
| (a) Observe and evaluate situations in order to define problems. | I will have to figure out how to use what I learn in class at home. |
| (b) Analyze the accuracy, bias, and usefulness of information. | This class will help me learn ways not to get tricked and cheated. |
| (c) Persevere in challenging situations. | This class and using my new device may be challenging but I will have to stick with it. |

Problem Solving

| | |
|--|--|
| (a) Frame questions, make predictions, and design data collection and analysis strategies. | I will have to think about things that might happen and why. I will also be evaluating my own progress in this course. |
| (b) Persist in solving challenging problems and learn from failure. | To pass this class, I can't give up. |
| (c) Apply knowledge from various disciplines and context to real life situations. | I will be using math, technology, literacy and speaking skills in this class. |

Use of Technology

| | |
|--|---|
| (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 technology and digital media strategically and capably. | I will show proficiency with technology by communicating effectively and making media projects when assigned. |

Goal 2: Employment

I will successfully perform skills learned in school-based vocational settings in an internship at the community movie theater with minimal assistance as reported in his task analysis by his supervisor or job coach.

Communication

| | |
|--|--|
| (a) Demonstrate organized and purposeful communication | I will have to communicate with my boss, fellow employees and customers. |
| (b) Adjust communication based on the audience, context, and purpose. | You have to talk differently to customers than your friends. |
| (c) Demonstrate effective, expressive, and receptive communication, including oral, written, multi-media, and performance. | I need to listen to people so I can help them. |

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 from time to time. |
| (b) Collaborate effectively and respectfully. | I am always 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 all of the tasks at my new job. |
| (d) Participate in and contribute to the enhancement of community life. | This is my first job in the community. |
| (e) Demonstrate commitment to personal and community health and wellness. | I have to help with all of my personal care and be careful to spot dangerous things at work like wet floors. |

Creativity

| Performance Indicators | How will I meet this indicator with my plan |
|---|--|
| (a) Identify, manage, and assess new opportunities related to learning goals. | I can always be on the lookout for things that I can do to help 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 can watch for problems and try to help solve them. |
| (b) Analyze the accuracy, bias, and usefulness of information. | I have to be careful who I listen to at work and watch for customers who might be dishonest. |

Goal 2: Employment

When offended or frustrated in school, at home, or at work, I will respond calmly in a way that be considered professional in a work setting on every opportunity for 4 weeks.

Communication

| Performance Indicators | How will I meet this indicator with my plan |
|--|---|
| (a) Demonstrate organized and purposeful communication. | I will use my communication device to communicate with customers and co-workers. |
| (b) Use evidence and logic appropriately in communication. | I will have to be careful to be clear with my communication device. |
| (c) Adjust communication based on the audience, context, and purpose. | You talk differently to co-workers and customers. |
| (d) Demonstrate effective, expressive, and receptive communication, including oral, written, multi-media, and performance. | I will have to use my device to tell people where to go to watch their movies. |
| (e) Use technology to further enhance and disseminate communication. | I use technology to talk. I can also use my communication device to make media presentations. |

Collaboration

| Performance Indicators | How will I meet this indicator with my plan |
|---|---|
| (a) Identify opportunities for collaboration. | I can ask my friends to help me. |
| (b) Collaborate effectively and respectfully. | I will be very nice. I like people. |
| (c) Collaborate as needed to advance learning. | I can work with others to get things done. |
| (d) Participate in and contribute to the enhancement of community life. | I will be working in the community. |

Creativity

| Performance Indicators | How will I meet this indicator with my plan |
|--|--|
| (a) Identify, manage, and assess new opportunities related to learning goals. | I can help decide new things to add to my boards so that I am ready to communicate well. |
| (b) Apply knowledge in familiar and new contexts. | I will have to use my new board in a new place. |
| (c) Demonstrate initiative and responsibility for learning. | I have to work really hard so I get hired after graduation. |
| (d) Demonstrate flexibility, including the ability to learn, unlearn, and relearn. | I have to do things over and over until I get them right. |

Inquiry

| Performance Indicators | How will I meet this indicator with my plan |
|--|---|
| (a) Observe and evaluate situations in order to define problems. | I will have to figure out how to use what I learn in class at home. |
| (b) Analyze the accuracy, bias, and usefulness of information. | This class will help me learn ways not to get tricked and cheated. |
| (c) (d) Persevere in challenging situations. | This class and using my new device may be challenging but I will have to stick with 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 have to think about things that might happen and why. |
| (b) Persist in solving challenging problems and learn from failure. | I can't give up, I want to work here. |
| (c) Apply knowledge from various disciplines and context to real life situations. | I will be using math, technology, literacy and speaking skills at my job. |

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. |

Goal 4: Independent Living

At home and at school, I will use my communication device to maintain daily schedule and express choices about my day independently in at least 5 of 6 opportunities for three weeks.

Communication

| Performance Indicators | How will I meet this indicator with my plan |
|--|---|
| (a) Demonstrate organized and purposeful communication. | I will use my communication device to make my schedule and make people aware of my choices. |
| (b) Use evidence and logic appropriately in communication. | In order to get what I want to do, my choices have to be reasonable and make sense. |
| (c) Adjust communication based on the audience, context, and purpose. | I have to be polite and respectful to people helping me. Still, I talk differently to my family than my teachers and paraprofessionals. So, I'll have to choose the right boards. |
| (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 use technology to talk and express choices in my schedule. |

Collaboration

| Performance Indicators | How will I meet this indicator with my plan |
|---|---|
| (a) Identify opportunities for collaboration. | Part of my schedule is knowing who and when to ask for help. |
| (b) Collaborate effectively and respectfully. | I will be very nice. I like people. |
| (c) Collaborate as needed to advance learning. | I need to ask and listen to find out ways to help the people who care for me with my daily living skills. |
| (d) Participate in and contribute to the enhancement of community life. | Being able to maintain a schedule is important if I want to live with my friends in the group home. |

Creativity

| Performance Indicators | How will I meet this indicator with my plan |
|--|---|
| (a) Demonstrate flexibility, including the ability to learn, unlearn, and relearn. | I have to handle routine changes like an adult and not get upset. |

Innovation

| Performance Indicators | How will I meet this indicator with my plan |
|--|--|
| (a) Identify opportunities for innovation. | I can think of new free time activities to add to my boards. |

Inquiry

| Performance Indicators | How will I meet this indicator with my plan |
|--|---|
| (a) Observe and evaluate situations in order to define problems. | I have to point out problems if they occur in my schedule. |
| (b) Persevere in challenging situations. | I have to stay calm as I am trying to learn to use my new device and also if I have to do things that I don't like in my day. |

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. | Having a schedule makes it easier for me to anticipate and prepare for what is coming next. |
| (b) Persist in solving challenging problems and learn from failure. | I have to keep trying if learning the new technology is hard at first. |
| (c) Apply knowledge from various disciplines and context to real life situations. | This activity is a real life activity. I have to do it all day long |

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 use technology to communicate what I learn. |
| (d) Use technology and digital media strategically and capably. | I will show proficiency with technology by communicating effectively and maintaining my schedule independently. |

Goal 5: Independent Living

When offended or frustrated in school, at home, or at work, I will respond calmly in a way that be considered professional in a work setting on every opportunity for 4 weeks.

Communication

| Performance Indicators | How will I meet this indicator with my plan |
|--|--|
| (a) Demonstrate organized and purposeful communication. | I will use my communication device to participate. |
| (b) Use evidence and logic appropriately in communication. | I will have to think and show what I understand using my augmentative communication device. |
| (c) Adjust communication based on the audience, context, and purpose. | I will need to scan between my social boards to talk with my friends. |
| (d) Demonstrate effective, expressive, and receptive communication, including oral, written, multi-media, and performance. | In order to learn to play these games and use my devices, I have to listen and ask questions. |
| (e) Use technology to further enhance and disseminate communication. | I use technology to talk. I can also use my communication device to access all types of digital media. |

Collaboration

| Performance Indicators | How will I meet this indicator with my plan |
|---|--|
| (a) Identify opportunities for collaboration. | I can ask my friends to help me. |
| (b) Collaborate effectively and respectfully. | I will be very nice. I like people. |
| (c) Collaborate as needed to advance learning. | I can work with others in my class to get things done. |
| (d) Participate in and contribute to the enhancement of community life. | This will help me keep in touch with my family when I move. It will also let me play more with my little sister. |

Creativity

| Performance Indicators | How will I meet this indicator with my plan |
|--|--|
| (a) Identify, manage, and assess new opportunities related to learning goals. | Once I learn how to use the adaptive controls, I can probably figure out how to play new games on my own. |
| (b) Demonstrate initiative and responsibility for learning. | My friends can show me how to play the games but I have to practice to get good at it. |
| (c) Demonstrate flexibility, including the ability to learn, unlearn, and relearn. | Sometimes, games have twists and challenges that require flexibility. Also, updates and things can change social and digital media platforms and you have to relearn them. |

Inquiry

| Performance Indicators | How will I meet this indicator with my plan |
|--|--|
| (a) Observe and evaluate situations in order to define problems. | Games require problem solving. |
| (b) Analyze the accuracy, bias, and usefulness of information. | I will have to think hard about what to believe on social media. |
| (c) Persevere in challenging situations. | New device are challenging but I will have to stick with it. |

Innovation

| Performance Indicators | How will I meet this indicator with my plan |
|--|--|
| (a) Identify opportunities for innovation. | Using media for other classwork, learning to play new games with my adaptive controls. |
| (b) Apply knowledge in familiar and new contexts. | Same as above. |
| (c) Integrate information gathered from active speaking and listening. | I'll be learning from my friends in technology in addition to digital media class. |

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. | Games are challenging so I can't give up. |

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 technology and digital media strategically and capably. | I will show proficiency with technology by communicating effectively and using media effectively. |
| (d) Practice responsible digital citizenship. | I will only use technology responsibly. |

Goal 6: Independent Living

When offended or frustrated in school, at home, or at work, I will respond calmly in a way that be considered professional in a work setting on every opportunity for 4 weeks.

Communication

| Performance Indicators | How will I meet this indicator with my plan |
|--|--|
| (a) Demonstrate organized and purposeful communication. | I will listen and use my communication device to ask questions |
| (b) Demonstrate effective, expressive, and receptive communication, including oral, written, multi-media, and performance. | I can show what I understand by answering questions with my augmentative device. |
| (c) Use technology to further enhance and disseminate communication. | I use technology to talk. |
| (d) Demonstrate organized and purposeful communication. | I will listen and use my communication device to ask questions. |
| (e) Demonstrate effective, expressive, and receptive communication, including oral, written, multi-media, and performance. | I can show what I understand by answering questions with my augmentative device. |

Collaboration

| Performance Indicators | How will I meet this indicator with my plan |
|---|--|
| (a) Collaborate effectively and respectfully. | I have to work with people and see their side without getting mad. |
| (b) Collaborate as needed to advance learning. | I have to be able to listen to people and learn from criticism without getting mad to learn how to do things better. |
| (c) Participate in and contribute to the enhancement of community life. | By communicating without getting upset, I can keep my job and my customers and that will enhance my community life. |

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 be able to try new things now that I can move myself. |
| (b) Apply knowledge in familiar and new contexts. | I will have opportunities to use things I already know in new ways in this class. |
| (c) Demonstrate initiative and responsibility for learning. | I really want to use this chair so I will have to work hard and practice |
| (d) Demonstrate flexibility, including the ability to learn, unlearn, and relearn. | If I am struggling with my new chair, I might have to learn new ways to do things. I have to learn to do more things for myself instead of just asking someone to do it. |

Innovation

| Performance Indicators | How will I meet this indicator with my plan |
|---|--|
| (a) Identify opportunities for innovation. | I may have to think of ways to practice what I learn at school with Brian after school and on weekends in the community. |
| (b) Apply knowledge in familiar and new contexts. | I'll use my chair in many settings. |

Inquiry

| Performance Indicators | How will I meet this indicator with my plan |
|--|---|
| (a) Observe and evaluate situations in order to define problems. | I'll have to figure out how to maneuver around obstacles. |
| (b) Persevere in challenging situations. | Using my new chair may be challenging but I will have to stick with 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 have to think about things that might happen and why. I will also be evaluating my own progress. |
| (b) Persist in solving challenging problems and learn from failure. | I can't give up if I want to move around by myself. |

Goal 7: Independent Living

Throughout his day, Kevin will assist with all of his activities of daily living (feeding, transfers, self-care) to the degree he is physically able without prompting for 5 consecutive days.

Communication

| Performance Indicators | How will I meet this indicator with my plan |
|--|--|
| (a) Adjust communication based on the audience, context, and purpose. | I will need to scan between my social boards so that I can talk to my family and my teachers appropriately |
| (b) Demonstrate effective, expressive, and receptive communication, including oral, written, multi-media, and performance. | I can show what I understand by answering questions with my augmentative device. |
| (c) Use technology to further enhance and disseminate communication. | I use technology to talk. I can also use my communication device to make media presentations. |

Collaboration

| Performance Indicators | How will I meet this indicator with my plan |
|---|--|
| (a) Identify opportunities for collaboration. | I need to ask for help and help those who help me. |
| (b) Collaborate effectively and respectfully. | I will be very nice. I like people. |
| (c) Participate in and contribute to the enhancement of community life. | If I want to live in a group home, I have to do as much for myself as I can. |

Inquiry

| Performance Indicators | How will I meet this indicator with my plan |
|--|--|
| (a) Observe and evaluate situations in order to define problems. | I will have to think about new ways to help people who are helping with my ADLs. |
| (b) Persevere in challenging situations. | I will have to keep working even when it is hard. |

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 can't give up; I will finish my tasks. |

Reflections

In their next meeting, Donald and Kevin 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, I was just learning how do switches and scanners. I didn't use my picture board very much. Now, I am getting a fancy device and I am already good with the laser pointer. I am so excited to start working on my new plan</p> |
| <p>Family Reflection</p> <p>We feel really good about Kevin's plan. We realized that we don't offer him enough choice and we don't make him do all that he can. We had no idea that he actually wanted to go to college and live in a group home. I am so glad we are working toward Kevin's goals now.</p> |
| <p>Faculty Reflection</p> |

Kevin has made excellent progress with the technology to which he has access in order to perform a multitude of activities at school and in school-based enterprise. With the new technology, all of his dreams are within his grasp.

Highlighting Inclusive Practices

In order to gather information for his post-secondary transition, several assessments and inventories were completed with Kevin and his family. These assessments included the following: speech, occupational and physical therapy assessments focusing on vocational, home, and community involvement, parent transition surveys, Kevin answered a variety of questions about post-school domains using pictures and yes and no responses. Kevin also worked with his teacher to create a dream board. The dream board is a visual representation of things that are important to Kevin to have, do, and experience in his future. Kevin selected the pictures and helped to attach them to his board. Some of the pictures were selected as answers to questions he was asked such as, where would you like to work, who do you want to hang out with, and what do you like to do?

Finally, Kevin's teacher, Haley, also administered the Supports Intensity Scale to determine the frequency, amount, and type of support Kevin needs at home, in the community, learning, employment, health and safety, and social activities after graduation with his parents.

The IEP Transition Planning Meeting

For his meeting, Kevin included the members from his team that have been involved since he was 14. The team members include: Kevin, his parents, Mr. and Mrs. Jones his special education teacher, Haley, a representative from the Office of Vocation and Rehabilitation, Tamera, Kevin's one-one worker, Brian, Kevin's case manager, Phyllis, Kevin's Digital Communications teacher (general educator,) Donald, his speech therapist, Tina, his occupational therapist, Donna, his physical therapist, Chris, and his principal, Carmen.

Phyllis, Kevin's case manager, convened the meeting. Kevin chose to hold the meeting in the school library where he works. Phyllis explained that the purpose of the meeting was to discuss the information that had been gathered about the Kevin's dreams for his future and create a plan to help Kevin achieve those goals.

Phyllis asked Kevin's teacher, Haley, to share a little about Kevin's current progress at school.

"As you know, Kevin has been working on vocational skills in a variety of locations within the school building. These are positions like office and library assistant that many students choose to fulfill within the school day. Kevin has worked using a variety of switch-operated devices like paper shredders and he has used jigs that were made by our occupational therapist to do clerical tasks like filing. Now, he's working here in the library, scanning books that are turned in and shelving them with some assistance. Kevin likes work and works very hard. He can work well for about 20 minutes before he needs a reminder to stay on task, if he's performing the same skill."

"Academically," she continued, "Kevin works on our Extended Core Standards which are aligned with the standard course of study. He does literacy, math, science, and vocational/daily living 1:1 or small group in my classroom. Then, Kevin attends Digital Communications inclusively with Donald. He will share more about that."

Donald smiled, “Kevin’s a great student! He comes to my class every day ready to work. He’s always happy. Obviously, Kevin doesn’t do all of the typing and things that all my students do but he does work on the same sorts of lessons in a different way. For instance, when the students were making and editing large videos, Kevin made a power point on trees in the area. He took some pictures with the digital camera and found some others on the web with our switch scanner. He picked the music and transitions for each slide and used his switch to play his video when all of the students shared their videos with the class. He really knows a lot about trees!”

Kevin’s father shared that Kevin loves to help him water the trees and plant potted flowers. “He used to help me do the flower beds too, but he’s too big for me to get him up and down from the ground now.”

Donald added, “Kevin also does activities with his peers in class, he’s in several videos on our class YouTube channel. Here is the name and password so you can check him out with his pals. Everybody loves Kevin and he loves them too, especially the girls.” The whole group laughed, including Kevin, at that.

The entire group agreed that Kevin enjoys school and he would benefit from using the extended services until age 21. Before moving on, Phyllis double-checked with Kevin. “Kevin, you understand that you can leave school after this year or you can go for three more years. We think you want to stay at school, is that right?”

Kevin nodded and vocalized, “yes” to confirm.

“Next,” said Phyllis, “We need to go over the assessments and information we gathered and use that information to figure out what to do with your time to prepare you for your post-secondary goals, Kevin. I’d like to start with the speech, occupational therapy, and physical therapy because they each have some exciting suggestions that may inform some of our planning. Kevin already knows about the suggestions and he’s excited for his family and Brian to hear.”

The physical therapist started the discussion. “As you know, Kevin’s new motorized chair has just arrived and we’re just beginning to work with driving it. At school and in his school-based jobs, once he’s learned how to do things, Kevin can work a pretty long time without someone right beside him. That is great as far as finding competitive employment. However, currently, he can only work in one very small spot because he is totally dependent upon someone to move his chair. The spasticity in his arms makes him unable to steer a manual wheelchair. His new chair will allow him to move himself using a toggle switch. This will greatly increase his vocational and community independence. He also promised me that he will wear his glasses when he was driving.” Kevin laughed.

“What if he drives out into traffic?” Kevin’s mother asked.

“We are not going to set him completely loose until we are all confident that Kevin is safe and will make good choices. You are a part of the decision-making team, so you will give your say so before he will be alone in his chair outside. Also, the chair is equipped with a rear control so that if Kevin gets into a spot that is hard to maneuver or needs assistance for any reason,

someone with him can help. This chair is to make him more independent but it doesn't mean he won't need or have anyone with him."

Next, Kevin's speech therapist spoke up, "We also want to get an arm on his new chair to hold a communication device just below eye level for Kevin." The group agreed that this was necessary and appropriate.

"So, let's talk about how things are at home for Kevin," said Phyllis. "Between the assessment tools we used with Kevin, his parents, and a phone interview with his one: one community living worker, Brian, we were able to find some interesting things. Based on the Supports Intensity Scale we completed with your parents, Kevin, it looks as though you will need quite a bit of help to be able to live safely, hold a job, and access the community. This is because you can't drive yourself, do your personal care without help, and you sometimes need people to help speak up for you. Do you agree?" Kevin nodded "yes."

"Mrs. Jones, both you and your husband indicated that you believed that Kevin could help with some of his personal care but, at this point, you and Kevin's aunt provide all of his care without expecting him to help, is that correct?"

"Well, yes," Mrs. Jones replied, "but it's not like he refuses. I guess we just do things the way we've always done them."

Kevin's teacher Haley spoke up now, "Mrs. Jones, one of Kevin's best resources is his wonderful, supportive family. We are NOT here to judge or lecture about what you do at all. We just simply need to know how things operate currently and see if there are any plans we can put in place at school to support Kevin in being more independent.

For instance, at school, Kevin helps with all of his transfers and feeds himself with the cerebral palsy feeder as long as someone reminds him to go slow. Maybe we could work on some dressing, hair, shaving, etc. skills here in the classroom so that, if he ever needs to be able to do these things, he will know how."

"I understand," Mrs. Jones smiled, "I need to make him do more too. I guess I just didn't think about it that way before. "

"Perfectly understandable," Phyllis smiled, "and learning to do some of those things, or even help with them, will help Kevin feel more like the man that he is. Plus, it will help him if he moves to some sort of independent living setting. Right, Kevin?"

Kevin held up his arms like a body builder; Haley laughed, "That's his man pose!" The group joined in her laughter including Kevin.

"Speaking of independent living settings," Mr. Jones interjected. "As we discussed in the assessments, this is a real bone of contention at our house. I think Kevin should move to a group home after graduation. I think he'd have more to do and, frankly, my wife can't do all of his care alone and I don't know how much longer my aunt can help. She's 70 years old, for Heaven's sake."

“But now that he has the Medicaid waiver, we can get more help with his care. I have done every bit of Kevin’s care for the last 18 years. He’s never had anyone else care for him but family and I would feel lost without him here. I know that he may have to live independently some day but I don’t think we’re ready yet.” Mrs. Jones was clearly upset.

Phyllis spoke up, “Haley, did you and Kevin discuss anything about where he wanted to live during your assessment meeting? Is there anything about it on his dream board?”

“Kevin doesn’t have anything specifically about where he wants to live on his dream board. Kevin knows that some of his friends that graduated last year, including his very good friend, have moved into a group home where they live together away from their parents. He says that he understands that he may need to live somewhere like that some day. He also is very clear that he loves his family and is very happy at home.”

“I’ve talked to Kevin’s friend Tobias’s mother extensively. She says Tobias is very happy at the group home, which it’s very clean, and they’re always doing interesting activities in the community. The big difference, though, is that Tobias can tell his mother what is going on. If he’s lonely or if someone is mean to him, he can let his mother know. How would I ever know if Kevin was unhappy?” Said Mrs. Jones.

The speech therapist spoke up, “Well, with the new augmentative speech device, we could teach Kevin how to tell you that he wanted to come home or if he doesn’t like something. He could even video chat with you and send you messages with it. Would that make you feel more comfortable?”

Haley added, “I worked a lot with that group home during other students’ transitions. There are a lot of different set ups. At least 2 of the residents live there only during the week and spend every weekend at home. I should also say that it’s much easier to find group home placements when residents are young so that they have their spots secured before any of the inevitable changes of aging.”

Hesitantly, Donald spoke up now too. “When we wrote Kevin’s Personalized Learning Plan, Kevin was very clear that he wanted to live with his friends. He mentioned Tobias specifically with his laser pointer.”

Mrs. Jones turned to Kevin, “Is this true? You wouldn’t rather stay home?”

For the first time all day, Kevin gave a definitive “no” response. He pointed to a picture of Tobias on his dream board. The picture was under a title that said, “Whom I want to hang out with.” A picture of Kevin’s family was very near it. His response was clear.

“I guess that I would be okay with it if he could communicate with me on the communication board and he was home every weekend,” Mrs. Jones conceded.

“In addition to all of the support Kevin will get with his communication board during his final years of school, myself and my team at Vocation and Rehabilitation will work with you and the group home to be sure that Kevin’s technology is set up on their network and with any adapted environmental controls he may need as well.” Tamera added.

Phyllis said, "Then we will need a post-secondary goal for obtaining a group home placement. Also, we need secondary goals for increasing the amount of assistance Kevin provides with his personal care and using his communication device."

"Are there any other things that Kevin needs help with at home?" Phyllis asked.

"I was upset when I read the report that said that Kevin only has minimal choices at home," Mrs. Jones spoke up, "how can we be sure that he has more say in his day?"

Kevin's speech therapist answered, "One important thing that adults do is keep their own calendar or schedule. Perhaps Kevin could use a schedule of his own. For now, I could print out pictures of activities that he likes to do, you could ask him what he wants to do with pictures and he could create his weekly schedule with you at home with known activities and chosen ones during free time. When he gets his new device, we may be able to use it to do the schedule at some point, but for now, this a goal for this skill would increase his independence in two ways simultaneously."

Kevin's 1:1 worker spoke up now, "You know, I'd like to see Kevin get to do more out in the community. He loves to go places but we don't always have access to the van and so we just end up sitting around the house listening to music, watching movies, and watching his sister play video games."

Mr. Jones responded, "Unfortunately, we only have 2 vehicles and one is the accessible van. Although Kevin technically can ride in a seatbelt, we worry that it isn't very safe as spasms can put him in poor seatbelt positioning."

Tamera, the representative for Voc. Rehab responded, "There are some public transportation options for people with disabilities that bill Medicaid. We can get you information on those."

Haley added, "Because, technically, the community is the fully inclusive environment for students over 18, we also should shoot for completing some of our school goals in that environment. I would like to work toward a goal of about 50% of Kevin's school day to take place in the community between Community College/Community education and community employment settings. This ratio allows Kevin to continue his classroom academics and maintain his school relationships while easing and enhancing his transition to full time community membership as an adult."

"Do you really want that, Kevin?" Mr. Jones asked, "you really love school, do you want to cut your days in half?"

Kevin pointed to his dream board, he pointed to the section that said things I like to do. There were pictures of a movie theater, ballgames, a favorite part, etc. "These community activities would be work too, Kevin. You would get a job, maybe take a college class, and learn to use the community. It wouldn't be all parks and movies." Kevin answered, "yes" again, clearly.

The occupational therapist added, "With his new speech device, I will teach Kevin to play his own favorite music, that won't be so passive. I will also look into making an adaptive switch so that he can actually play some of those video games with his sister instead of just watching."

Donald joined in, "I'd love to have my technology club help with that! I've already spoken to Kevin about this. I would like him to stay after school on some of our club days; I bet we can teach him a lot about using social media and playing video games. Do you think we could make that work with transportation at least once a month or so, Mr. and Mrs. Jones?"

Kevin's parents said that was definitely doable. Kevin smiled wide, excited about joining a club for the first time ever.

Donald interjected again, "You know, my son's scout troop is always looking for projects. You said Kevin used to help with the flowerbeds but you can't get him up and down from the ground anymore. If that's something he'd like to do, I bet we could build raised beds he could reach from his wheelchair and you guys could do that again."

Kevin's father smiled and shook Donald's hand, "That is very kind, sir. I think Kevin would like that very much, right buddy?" Kevin nodded along in agreement.

Phyllis referred the group back to their agenda, "I guess we need to discuss employment now. As we stated earlier, Kevin has been successful operating equipment with his switches, doing clerical tasks like filing and shredding with jigs, and using a scanner pretty well independently. He also re-shelves books in the library with physical help. Haley, in your interviews, did Kevin indicate places he might like to work?"

"Not specifically," Haley answered, "He wants to work with people or animals. He mentioned liking plants, but most horticultural jobs around here pose mobility concerns."

"Okay, lets look at this another way. Brian," Phyllis turned to Kevin's 1:1 worker, "Where are Kevin's favorite places to go in the community?"

"Well, Kevin loves to go to the mall and watch people. He loves it when the teenagers who know him from school stop and say hello. He likes to "walk" at the park and botanical gardens if it's not too hot, he doesn't do so well in the heat. Oh, and he's always king of the world at the movies.

Mr. Jones chuckled, "Yeah, one of my oldest friends owns that theater. He's always made a big deal of Kevin. He's taken him into the projection rooms, hosted his birthday parties for free, shoot, Kevin gets more attention there than an actual celebrity would."

Kevin giggled at that and the group joined in. Tamera (from Voc. Rehab) asked, "What if he learns to use his new speech device to greet people? Since he loves people so much, he'd make a great greeter at Walmart or one of those places."

Immediately, the Joneses and Brian shook their heads no. "He doesn't like crowded stores at all. He likes to people watch from a corner of the mall, like the food court, or go in small stores. Those big open places seem to overwhelm him," Brian explained.

"You know," Haley said, "he's already got a connection at the movie theater. Kevin can already use a scanner and switches for greetings. Do you think your friend would consider hiring Kevin to scan tickets as an usher, Mr. Jones?"

“I bet he’d give it a shot,” Mr. Jones nodded. “Especially if Kevin asked him with his switch.”

“Honestly, if Kevin could work with our vocational teachers and assistants there a couple of days a week for the next few years in the afternoons when it’s not too crowded, I think he could be an excellent employee at any time of day by the time he graduates. We already know he can scan the tickets, the rest is just learning the routines and how to use his speech device and chair as he needs to do the job.”

“That sounds like a terrific post-secondary goal for you, Kevin, what do you think?” asked Phyllis. “Yeah!” Kevin seemed very excited at the prospect of working at the movie theater.

With that, the group summarized the secondary goals that they would address for this year to help Kevin meet his targeted post-secondary goals. They also listed information that the school would gather for Kevin and his family about community resources that may help with his current and post-secondary aspirations. Finally, the team made notes about issues that are not current priorities but will need to be addressed in the next two years before Kevin’s graduation in order for him to be fully prepared for community transition. That information is as follows:

Education and Training

Post-Secondary Goals

- After graduation, Kevin will attend horticulture courses at the local college.

Secondary Goals

- Kevin will participate in habilitative and functional skill training through Community Access Programming (CAP) at Vermont Community College and will attend courses designed to provide specialized academic, functional, and occupational preparation for individuals with disabilities two times per week at the community college.

Employment

Post-Secondary Goals

- After graduating, Kevin will maintain part-time employment at a competitive wage.

Secondary Goals

- Kevin will practice skills learned in school-based enterprise in a community employment setting.
- Kevin will use his communication device to accomplish tasks at school and work.

Independent Living

Post-Secondary Goals

- Kevin will live semi-independently in a local group home at least part time, advocating for himself and communicating using assistive technology both in person and remotely.

Secondary Goals

- Kevin will use his communication device to organize and express choices in his daily schedule.
- Kevin will use an electric wheelchair to increase independence across domains.
- Kevin will use his communication device and other assistive technology to participate in games and social media communication.

Transition Services

1. Community Experience

- Enrollment in CAP Course next semester
- Visits to recreational agencies/facilities in the community
- Referral to Teens on the Town, a recreation program for young adults with developmental disabilities.
- The Office for Vocation and Rehabilitation will refer Kevin and his family to the specialized transportation company in the area.
- Kevin will join technology club at least monthly for the rest of the school year.

2. Daily living skills

- Kevin will continue to participate in all activities of daily living at school
- Kevin's occupational therapist will consult with Kevin's mother and aunt on ways that Kevin is able to assist with his daily care and refer to a home therapist if this is deemed necessary.
- Kevin's occupational therapist will provide Kevin with a modified control to participate in game play at home. He will bring this remote to school on days he meets with technology club.

3. Employment

- Obtain internship position at theater
- Meet and work with job coach in school and community settings
- Vocation and rehabilitation support in his internship placement

4. Instruction

- Participation in functional and academic instruction in school and community college settings
- Participation in digital media instruction in classroom, speech therapy, and technological media course

5. Course of study

- Extended Core Content Instruction in math, literacy and science
- Digital Media
- CAP course in habilitative and functional skills at VCC (local community college)
- School based enterprise vocational internship at local movie theater

Related Services:

- Physical Therapy to teach Kevin to use his new power chair across school and vocational settings
- Occupational therapy for job, personal care, technology use, and recreation tools and instruction on their use.
- Speech therapy for acquisition and instruction on use of augmentative communication device
- Transfer of services upon graduation to adult service arena

Other

- School will support and participate in any transition and planning meetings Kevin and his family have with the group home

- Donald will work with the Jones family to set up a time to build raised garden beds.
- The school will assist Kevin's family as needed as they seek adult guardianship to assist Kevin with his money and healthcare
- The team made notes to discuss money/bank account training, more physical care skills, and home living skills at Kevin's next IEP meeting as they have chosen the most critical for him to work on now.

The entire team is pleased with Kevin's plan and feels that it truly represents the best-case scenario for him to be happy and meaningfully engaged as an adult.

Kevin's Transition Plan follows.

Highlighting Inclusive Practices

One of the greatest risks in transition planning for students with significant physical and intellectual disabilities is the ease with which available supports and services can be applied to them rather than being selected to work for them in order to meet the goals of the individual. Kevin's team took several steps to avoid this problem. Each time the group arrived at a solution, they checked with Kevin to be sure that he agreed with the group's suggestions. For instance, despite the fact that Kevin's caregiver was reluctant for him to move to a group home, Kevin's clear desire was independent living like his friends. Thus, the group came up with a solution that was palatable to Kevin and his family.

Second, the group thought outside the box. Leaving Kevin in a program similar to what he was already doing would have been agreeable. Still, the school recognized that Kevin's age peers are now in the community. Thus, by allowing him to take a class at the community college and seek a community job placement to fulfill his vocational requirements in the community, they allow Kevin opportunities for true, age appropriate inclusive activity and helping to ease him into fulltime inclusion after graduation. Not choosing a common solution like a greeter job, thinking of a scout troop as a support provider, considering a split housing situation that allowed Kevin to come home on weekends, all of these ideas were outside the simplest and most direct route for provided services. If they had simply fit Kevin into the programs available, none of these options would have occurred to the team. However, when the focus was Kevin's goals, different and more acceptable options were brought to the table.

Finally, the team focused on the full spectrum of supports with priority given to natural supports. From respecting the fears and opinions of the caregivers who will ultimately be Kevin's biggest advocates, to drawing on his existing good relationship with his general education teacher to make extracurricular connections, to attempting to find post-secondary employment placements with friends of the family, natural supports are the best choices. When people have caring relationships with students with disabilities, the student is more likely to be included beyond school arrangements, less likely to be abused, and more likely to be treated compassionately and flexibly.

Individualized Education Program - Post-Secondary Transition Plan

Student Name: Kevin
 IEP Meeting Date: 12/1/2018
 Current Grade Level: 11th
 Expected Date of Graduation: 5/30/2021

Evidence of involving student and related agencies:
 Kevin chose to invite his parents, his one: one support worker, his therapists, and a CTE Special Populations Coordinator in addition to school staff to his meeting.

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, MAPS person centered futures planning interview, parent and student personal transition surveys, and the Supports Intensity Scale

The results of these assessments indicate that Kevin is capable of reaching his post-secondary goals with a clear and defined support network in place. The team has identified the technology and equipment that will make him most successful and the persons and agencies through which he will receive support. Additionally, the team has since secured an internship with the potential of becoming a fully paid part-time vocational position by the end of the school year at the theater.

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):

After graduation, Kevin will attend and complete projects in horticulture courses in general community college classes with the help of a community assistant.

Progress Review Dates

| | 2 /15/2019 | 4 /15/2019 | 8 /15/2019 | 10 /15/2019 |
|--|------------|------------|------------|-------------|
| Annual Secondary Transition Goal(s) for Education and Training (Required): During the school day, Kevin will successfully complete a habilitative and functional skills course through CAP at VCC. | | | | |

List Transition Services related to Education and Training:

This coursework is already modified, however, Kevin will require transportation to and from the site and assistance with personal care needs during this time.

Individualized Education Program - Post-Secondary Transition Plan

Employment (Required)

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

After graduation, Kevin will maintain successful, part-time employment at local movie theater (15 hours per week) at competitive wage.

Progress Review Dates

| | 2 /15/2019 | 4 /15/2019 | 8 /15/2019 | 10 /15/2019 |
|---|------------|------------|------------|-------------|
| <p>Annual Transition Goal(s) Employment (Required): 1. Kevin will successfully perform skills learned in school-based vocational settings in an internship at the community movie theater with minimal assistance as reported in his task analysis by his supervisor or job coach. 2. In his internship placement, Kevin will use his communication device to greet co-workers and customers and initiate and perform tasks at work independently in at least 8 of 10 opportunities for two weeks.</p> | | | | |

List Transition Services related to Employment:

Transportation, assistance with personal care, specially designed instruction for skill generalization and augmentative communication device use, job coaching, occupational/physical/speech therapy consults as needed to mitigate physical barriers to vocational success in this setting.

Independent Living (as appropriate):

Post Secondary Goal(s) for Independent Living (as appropriate):

1. Beginning immediately after graduation, Kevin will live semi-independently in a community group home with his peers at least part of every week, and use his augmentative communication device to communicate and advocate for himself both in person and remotely across all settings of daily living independently.

| | 2 /15/2019 | 4 /15/2019 | 8 /15/2019 | 10 /15/2019 |
|---|------------|------------|------------|-------------|
| <p>Annual Transition Goal(s) for Independent Living (Required):</p> <ol style="list-style-type: none"> 1. At home and at school, Kevin will use his communication device to maintain his daily schedule and express choices about his day independently in at least 5 of 6 opportunities for three weeks. 2. At home, in digital media class, or in technology club, Kevin will use assistive technology to participate in games and social media independently for five attempts in a row. 3. Throughout school and community settings, Kevin will use his motorized wheelchair to safely move himself around without needing assistance no more than twice per day for 10 days in a row. 4. Throughout his day, Kevin will assist with all of his activities of daily living (feeding, transfers, self-care) to the degree he is physically able without prompting for 5 consecutive days. | | | | |

List Transition Services related to Independent Living:
 Assistive technology assessment and equipment as dictated by assessment, specially designed instruction, occupational, speech, and physical therapy

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. Extended Core Content Mathematics
2. Extended Core Content Literacy
3. Extended Core Content Science
4. Digital Media
5. CAP Habilitative and Functional Skills (2 day/week afternoon block)
6. Vocational Internship (2 day/week afternoon block)
7. Community Based Instruction (1 day/week afternoon block)

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 Individualized Plan For Employment (IPE) to look at independent employment and post-secondary education aptitudes, interests and preferences by December 2021.

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 adaptation was needed and gave a general description of any adaptation needed for the student to meet the performance indicator. Kevin requires an accommodation or modification on a number 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, only Language Arts, Mathematics and Transferrable Skills are listed here as examples on this training document.

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

| | |
|--------------------------------------|--|
| Description of Accommodations | Kevin will use his communication device for verbal communication and scan between boards to choose which are appropriate for different settings and situations. He will require modified hardware and assistive technology to fully access technology to the level of peers. |
| Description of Modifications | In addition to the obvious adaptation of using his communication device when oral utterances are not enough, Kevin will use symbolic (picture) to text programs with more limited amount of writing than age peers. |

Inquiry

| Performance Indicator | Adaptation Needed |
|---|---|
| (a) Use evidence and reasoning to justify claims. | <input checked="" type="checkbox"/> Accommodation <input type="checkbox"/> Modification <input type="checkbox"/> None |
| (b) Observe and evaluate situations in order to define problems. | <input checked="" type="checkbox"/> Accommodation <input type="checkbox"/> Modification <input type="checkbox"/> None |
| (c) Analyze the accuracy, bias, and usefulness of information. | <input type="checkbox"/> Accommodation <input checked="" type="checkbox"/> Modification <input type="checkbox"/> None |
| (d) Persevere in challenging situations. | <input type="checkbox"/> Accommodation <input type="checkbox"/> Modification <input checked="" type="checkbox"/> None |
| (e) Apply systems thinking to understand the interaction and influence of related parts on each other, and on outcomes. | <input checked="" type="checkbox"/> Accommodation <input type="checkbox"/> Modification <input type="checkbox"/> None |

| | |
|--------------------------------------|--|
| Description of Accommodations | In order for Kevin to adequately demonstrate inquiry, he will need communication boards or receptive assessments created to allow him to demonstrate this by selecting relevant symbolic language that he understands. |
| Description of Modifications | In addition to receptive expression-based assessment or specialized communication boards, in order to analyze accuracy, bias, and usefulness of information, Kevin may require simplified language and questions. |

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 type="checkbox"/> Accommodation <input checked="" 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 checked="" type="checkbox"/> Modification <input type="checkbox"/> None |
| 3. WRITING Conduct short and sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. | <input type="checkbox"/> Accommodation <input checked="" 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 checked="" type="checkbox"/> Modification <input type="checkbox"/> None |

| | |
|--------------------------------------|--|
| Description of Accommodations | Kevin will require recorded text or a reader, his communication device complete with boards created to allow specific access to the content. Receptive language based assessment is required for him to demonstrate what he understands. He will also need writing with symbols to write text. |
| Description of Modifications | In addition to assistive technology, Kevin will need recorded text for most subjects as he primarily reads picture symbols and functional whole words. He may need direct instruction using errorless procedures to use his new technology to produce writing and presentations. Kevin needs concrete concepts with visual cues in addition to text in order to understand and write about things that are not part of his daily life. Amounts of text that he is expected to read, listen to, or write should be presented in small chunks or reduced assignments in order for him to demonstrate proficiency in this area. Finally, English instruction will occur within the states extended core standards courses, which are aligned with general education standards to allow students to demonstrate these skills within a functional curriculum. |