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## Vermont Agency of Education Case Study Learning Project - Paulo

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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](http://www.LeadInclusion.org) and she can be reached at [jung@leadinclusion.org](mailto:jung@leadinclusion.org).

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# Paulo

By Lee Ann Jung and Nicole DeZarn

## Background

Paulo is an athletic, bilingual student with an admirable work ethic. Paulo qualifies for special education because of a diagnoses of autism and mild cognitive disability. A first generation Brazilian-American, Paulo lives with his parents, his older brother, and his younger sister. His family says that this will continue to be the arrangement after graduation. When Paulo's parents are no longer able to care for him in their home, the plan is for him to move in with his adult siblings.

Paulo's primary mode of communication is through gestures, adaptive signs, and vocalizations to indicate what he wants and needs. This communication is understood by his family and teachers. Previously, Paulo received instruction in sign and the services of an interpreter during the school day; however, this was discontinued as both the school and his parents agreed that it was not beneficial and that he was able to successfully communicate to the relevant audiences in his life. He can answer yes/no questions presented in English and Portuguese.

Paulo loves watching movies, yard work (like raking and sweeping the patio), and cleaning the house. Paulo is a fast runner and is learning soccer skills from his brother who played soccer in high school. Currently, he has very little leisure activity outside of the family home.

Paulo's family values and has supported the development of his strong independent living skills set. Not only does he proficiently attend to his own personal care, but he also does a great deal of cleaning and maintenance of the family home and property. At times, the school has been concerned that Paulo may be doing too much of this, because he has come to school smelling of cleaning products and seeming tired. His family assured the school that Paulo loves cleaning and that it is good for him emotionally and physically to contribute to the household in this way.

This year, Paulo has done some job shadowing with a bagger at a grocery store. While he was only expected to observe, Paulo was invited and eagerly stepped in to help with the work. He did a great job collecting the carts but needs more assistance with bagging. Additionally, Paulo seemed to be unresponsive to corrective feedback about bagging and simply continued bagging the same way and reinforcing his own work with signs. Despite this, the store manager was impressed with his work ethic and expressed interest in having Paulo work part-time after he graduates. Paulo clearly enjoys the work and often requests to go to the store and work even when the activity is not on his schedule by signing, "Me, work, store, please."

## Highlighting Inclusive Practices

It is important to note that transition planning must always be inclusive of the family and their values. Families are, almost without exception, the first line of support and advocacy. Thus, if we are to respect families, we must be intentional in the understanding that the culture of each student's family is unique and of value even if it differs from those of the teachers or what is most common. For Paulo, this manifests in two ways.

First, Paulo's family puts a very high value on his independent life skills. Most people in the United States prioritize school over any outside work or activities for students of school age. This made it difficult to understand why Paulo might come to school tired and/or smelling of cleaning products. Paulo's family, however, believes that purpose and the ability to contribute within one's family is of equal or greater importance. Additionally, Paulo himself deeply values and enjoys the work that he does at home. The school accepted this difference upon discussing it with the family.

Similarly, developing futures planning that depends upon siblings' providing adult care has lost favor, to some degree. A common sentiment in American teacher education is that teachers should take precautions against assumptions that siblings will accept guardianship or support roles when parents can no longer do this. It's simply a cultural shift that has occurred in the US in which we value independence as a superior commodity and many families feel that it's unfair to "burden" children without disabilities with expectations about caring for their adult siblings. Brazilian culture, though, puts a greater value on contributing to one's family considering it a vital component of life--interdependence. Additionally, it is more common for members of extended family to share residences and live with one another.

It is important that we, as educators, recognize that cultural differences exist and that the culture of the support system, not the population at large, should drive futures planning. Just as supporting different languages is a requirement of planning in special education, supporting different cultural expectations and priorities are of equal value. Inclusivity of practice is irrevocably tied to inclusivity of cultural understanding.

## Developing the Personalized Learning Plan

When it was time to write Paulo's Personalized Learning Plan (PLP,) Paulo joined Coach Parker, his general education health and physical education teacher, and Nathan, a paraprofessional who is very familiar with Paulo's signs and gestures, during morning advisory time.

Coach Parker smiled, "Morning, Paulo, are you ready to write your PLP today?"

Paulo returned the smile and nodded his head.

"Great! Well, the first thing we need to do is list the things that your really good at. I know from gym class that you're a really fast runner and a hard worker. What do you think you're good at?"

Paulo signed, "Clean house, gather carts, yard work."

“Wow, that’s great Paulo, I kind of wish you lived at my house. I’m not always so good at those things.”

Paulo didn’t respond.

“The next question is what is very important to you? Who is most important to you and who do you want to be like?”

Paulo signed, “Dad, mom, brother, work”

Coach Parker continued, “How do you like to spend your time? What do you like to do?”

Paulo signed, “House-work, yard-work, store-work, movies, soccer.”

Parker nodded, “Yeah, I’ve seen those soccer moves coming along!” Turning to Nathan he said, “Paulo lives right down the street from me, his brother Miguel was on my soccer team when he went here. I see them shooting and things in field on our street.”

“The last question here is about what has helped you decide what you want to do after graduation. How did you decide what you want to do after high school?”

Paulo shrugged but maintained eye contact.

“I’ve got a stack of assessments in this folder here; would you like me to write down these surveys?”

Paulo nodded and looked away.

“Alright Paulo, we need to write your long-term goals. That’s what you want to do when you are all grown up and done with college or whatever else you do after school.”

Paulo answered, “Work, Church, Soccer, Mom-Dad-House, Carmen-House”

Coach Parker recorded his answers and inquired about what he hoped to do right after school. Paulo answered, “work-store” and “money” in sign.

Coach Parker added, “Your mom tells me that you love working at the grocery store, and you’re learning to do more of the tasks there by yourself. That’s great! She also says you sometimes have a hard time when you make mistakes to learn to do the work in a different way. Would you like to write short-term goals for that?”

Paulo signed “yes.”

“Do you think there is some kind of school or class that would help you do your job better after you graduate, Paulo?”

Again, Paulo shrugged but held Parker’s gaze, which struck Parker as interesting because eye contact was not a particular strength of Paulo’s. He tried a different tactic, “Paulo, would you like to go to college like Miguel? Maybe take a class at the community college?”

Paulo nodded and verbalized affirmatively.

“Okay, what else would you really like to be able to do? Is there something that you can’t do by yourself that you really want to be able to do?”

Paulo signed, “Go, Go, Go.”

“Go where, Paulo?”

“Go-eat, Go-park, Go-movies.”

Nathan sat taller, “Paulo, are you saying that you’d like to do more things in the community after graduation.”

Paulo not only nodded yes but he clapped with excitement. His responses were seldom that animated and it was clear that this was very important to him.

Coach Parker asked, “Paulo, to help you with this long-term goal, what if we write a short-term goal that you will select a community activity, like going to the movies, park, or out to eat, and do that activity for at least an hour each time without needing help?”

Paulo nodded in agreement.

With this information, Coach Parker, Nathan, and began formalizing Paulo’s personalized learning plan by formally recording his short and long-term goals. For each short-term goal they had selected, Coach Parker and Paulo created a goal attainment scale. The goal attainment scale is a 9-level scale that outlines increments of progress from present level to the goal. To begin, Paulo and Coach Parker described what Jamarreo was able to do currently with regards to each target skill and put this description on the scale next to the zero. Next, they described what they wanted Paulo’s performance to be at the end of the year and placed this description next to the 4. Then, they selected three incremental steps between Paulo’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](#).) Finally, they identified the strategies that Paulo and his teachers would use to move him toward completion of his goals and recorded these on the plan.

Paulo’s Personalized Learning Plan follows.

## **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

<b>Student's Name:</b>	Paulo
<b>Student's ID:</b>	Paulo
<b>Student's School:</b>	6874592
<b>Student's Grade:</b>	Happy Valley High and CTE
<b>Student's Graduation Date:</b>	11
<b>Date of Initial Plan:</b>	5/30/2021
<b>Dates of Previous Plan Revisions:</b>	04/25/17
<b>Today's Date:</b>	12/3/17

## Team Members Present

Name	Role
Paulo	Student
Coach Parker	Family Consumer Science Teacher
Nathan	Paraprofessional

## Interests and Strengths

<b>Summary of my skills, strengths, and abilities:</b> <i>What am I great at doing? What are my best qualities?</i>
Cleaning my house, yard work, collecting carts at the grocery store, running
<b>My core values:</b> <i>What do I value? What do I feel strongly about and support? What inspires me? What's important to me? Who influences me?</i>
My family
<b>My Interests:</b> <i>How do I enjoy spending my time? What can I do for hours and hours and still enjoy?</i>
Watching movie, playing soccer, cleaning, yard work
<b>Assessments of my skills:</b> <i>What assessments have informed my thoughts about what I want to accomplish after graduation? What have I learned from these assessments?</i>
Interest inventories and surveys

## Post-Secondary Goals

<b>Long-term goals for after graduation:</b> <i>This is what I want to happen in my life years from now.</i>
1. Within 10 years of graduation, I will have a full-time job at competitive wage.
<b>Short-term goals for after graduation:</b> <i>This is what I want to happen right after graduation. These should relate to the long-term goals if possible.</i>
1. After graduation, I will work at least 20 hours per week at the grocery store for a competitive wage.
2. Immediately after graduation, complete a course at the community college.
3. After graduation, I will engage in a variety of leisure activities in the community including but not limited to watching movies, sports, and eating in restaurants.

*\*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.*

I will need support managing and budgeting my money, transportation, job training, modifications for communication in my college class.

## Personalized Learning Plan: Employment

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

### Action Plan for Secondary Goals

At the grocery store, I will independently perform a variety of tasks, including but not limited to gathering carts, stocking shelves, and janitorial duties, to the level determined to be proficient by his job coach and manager for 5 days in a row.

### Goal Attainment Scale

Scale	Goal
9	I performed the task to completion proficiently without needing any support.
8	
7	I performed the task to completion proficiently, needing to be reminded to check my symbol checklist.
6	
5	I performed the task to completion proficiently, needing verbal directions to make minor correction of my work.
4	
3	I performed the task to completion proficiently, needing someone to show me how to do part of the task.
2	
1	I performed the task to completion proficiently, needing someone to help me with part of the task.

### Strategies for Success

What I will do:

I will practice many different tasks at work each time I am there.

I will talk to my job coach and family about the steps of each of the tasks to help me remember how to do each task.

### Data Map

Date	Settings			
	Bagging Groceries	Collecting Carts	Sweeping the Floor	Stocking Shelves

## Personalized Learning Plan: Independent Living

### Action Plan for Secondary Goals

Goal 2: Employment	
At school and at the grocery store, when I need to improve upon a work skill, I will listen to corrective information and amend his practice to meet proficiency as determined by the job coach and manager without prompting, 5 tries in a row.	

### Goal Attainment Scale

Scale	Goal
9	I stopped working to listen to the correction I needed to make and then immediately made the correction and kept doing the task correctly.
8	
7	I stopped working to listen to the correction I needed to make, and I corrected my work, but I forgot and started doing it the incorrect way again.
6	
5	I stopped working to listen to the correction I needed to make, and I tried to correct my work, but I still needed additional directions.
4	
3	I stopped working to listen to the correction I needed to make, but I did not make the change to my work the first time the correction was made.
2	
1	I kept working while the correction was being given to me and did not make changes.

Strategies for Success
<p><u>What I will do:</u> I will practice listening skills at home, school, and at work by trying to always stop what I'm doing and look at a person talking to me.</p> <p>I will use my symbol checklist to remember how to do tasks at work.</p> <p>I will notice how good it feels when I make a correction to do my jobs and school work better.</p> <p>When it is possible, I will practice tasks from school and work at home, using the feedback I got at school and work.</p> <p><u>What others will do:</u> Give me a symbol checklist that is a quick reference for how to do each task, go over the checklist with me ahead of time each time for a while for each activity.</p> <p>Give me the least amount of help or correction that helps me do the task correctly.</p>

### Data Map

Date	Settings	
	Classroom	Grocery Store



## Personalized Learning Plan

### Action Plan for Secondary Goals

Goal 3: Independent Living
In community-based instruction, Paulo will select from a variety of recreation and leisure activities within the community and engage in the activity independently for at least 60 minutes, without needing help.

### Goal Attainment Scale

Scale	Goal
9	I selected an activity from 3-4 choices and did the activity for at least 60 minutes without needing any help.
8	
7	I selected an activity from 3-4 choices and did the activity for at least 30 minutes without needing any help.
6	
5	I selected an activity from 3-4 choices and needed help to get started but did much of the activity by myself for 30 minutes.
4	
3	I selected an activity from 3-4 choices and needed help to do the activity, doing a little of the activity by myself.
2	
1	I selected an activity from 2 choices and needed help to do the activity, doing a little of the activity by myself.

Strategies for Success
<p><u>What I will do:</u> I will try to do these activities by myself before asking for help.</p> <p>I will ask to do these activities when I want to do them instead of waiting to be asked.</p> <p>When I do these activities, I will ask my friends, siblings, and parents to let me try to do them by myself and wait to help me until I ask.</p> <p><u>What others will do:</u> Support me with only the least amount of help I need to do each task.</p> <p>Frequently give me choices for my leisure activities.</p> <p>Make sure I get to do these things many times each week.</p>

### Data Map

Date	Settings			
	Play Soccer	Movies	Out to Eat	Go to Park

## 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, Coach Parker, Nathan and Paulo 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, Paulo recorded how he intended to evidence progress in the PBGRs through his Personalized Learning Plan. This work is in the tables, labeled "Connections to PBGRs."

Goal 1: Education and Training
At the grocery store, I will independently perform a variety of tasks, including but not limited to gathering carts, stocking shelves, and janitorial duties, to the level determined to be proficient by his job coach and manager for 5 days in a row.

### Communication

Performance Indicators	How will I meet this indicator with my plan
(a) Demonstrate organized and purposeful communication.	I will need to communicate with people at my job to do a good job.
(b) Adjust communication based on the audience, context, and purpose.	I will need to communicate differently with people at my job than I do my siblings and parents.
(c) Demonstrate effective, expressive, and receptive communication, including oral, written, multi-media, and performance.	I will use signs, words, expressions, and my symbol checklist to communicate with people at my job.

### Collaboration

Performance Indicators	How will I meet this indicator with my plan
(a) Collaborate effectively and respectfully.	I need to collaborate at my job in a way that is respectful of customers and coworkers.
(b) Collaborate as needed to advance learning.	I need to work with others to learn to get better at my job.
(c) Participate in and contribute to the enhancement of community life.	By working at the grocery store, I am contributing to my community.

## Creativity

Performance Indicators	How will I meet this indicator with my plan
(a) Demonstrate initiative and responsibility for learning.	I will need to take initiative and show responsibility in learning to do tasks at my job independently.
(b) Demonstrate flexibility, including the ability to learn, unlearn, and relearn.	I will need to learn new ways to do my job and gain skills from my job coach and coworkers.

## Innovation

Performance Indicators	How will I meet this indicator with my plan
(a) Apply knowledge in familiar and new contexts.	I will take what I learn at my job and use it at home and in my community when appropriate.

## Inquiry

Performance Indicators	How will I meet this indicator with my plan
(a) Observe and evaluate situations in order to define problems.	I will demonstrate this as I choose words that I need to be able to read to be independent in the community with things like bus schedules.
(b) Persevere in challenging situations.	I'll work hard to learn all of the words.

## Problem Solving

Performance Indicators	How will I meet this indicator with my plan
(a) Persist in solving challenging problems and learn from failure.	I will need to work hard to learn new ways of doing tasks and learn from my mistakes.
(b) Apply knowledge from various disciplines and context to real life situations.	I will need to take what I've learned in school and use it in my job and at home.

### Goal 2: Independent Living

At school and at the grocery store, when I need to improve upon a work skill, I will listen to corrective information and amend his practice to meet proficiency as determined by the job coach and manager without prompting, 5 tries in a row.

## Communication

Performance Indicators	How will I meet this indicator with my plan
(a) Demonstrate organized and purposeful communication.	I will need to communicate with people at my job to do a good job.
(b) Use evidence and logic appropriately in communication.	I will need to interpret people's facial expression, body language, and use what they say to improve my job.
(c) Demonstrate effective, expressive, and receptive communication, including oral, written, multi-media, and performance.	I will use signs, words, expressions, and my symbol checklist to communicate with people at my job.

## Collaboration

Performance Indicators	How will I meet this indicator with my plan
(a) Identify opportunities for collaboration.	I will need to work with others at my job to get feedback and help to improve my work.
(b) Collaborate effectively and respectfully.	I will need to be respectful when I am given feedback and corrections to improve my work.
(c) Collaborate as needed to advance learning.	I need to work with others to learn to get better at my job.
(d) Participate in and contribute to the enhancement of community life.	By working at the grocery store, I am contributing to my 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 identify new tasks at my job that I would like to learn to do.

## Innovation

Performance Indicators	How will I meet this indicator with my plan
(a) Identify opportunities for innovation.	Listening to criticism and learning from my mistakes gives me a chance to make things better. Learning new ways to make things better is innovation.

## 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 others at my job to learn more about how they do their jobs well.

### Goal 3: Employment

In community-based instruction, Paulo will select from a variety of recreation and leisure activities within the community and engage in the activity independently for at least 60 minutes, without needing help.

## Communication

Performance Indicators	How will I meet this indicator with my plan
(a) Demonstrate organized and purposeful communication.	I will need to communicate with others so they understand what I want to do, and I will need to communicate well in those activities.
(b) Use evidence and logic appropriately in communication.	I will need to make logical decisions on what to do based on my energy, the time I have, what I'm feeling, and what resources I have.
(c) Adjust communication based on the audience, context, and purpose.	I will need to communicate differently with my friends and family than I do with people who don't know me.
(d) Demonstrate effective, expressive, and receptive communication, including oral, written, multi-media, and performance.	I will use signs, words, expressions, and my symbol checklist to communicate with people in my community.

## Collaboration

Performance Indicators	How will I meet this indicator with my plan
(a) Identify opportunities for collaboration.	I can think of people I would like to do these activities with.
(b) Collaborate effectively and respectfully.	I will need to be respectful and communicate well with people in the community.
(c) Collaborate as needed to advance learning.	I will need to listen to the people around me to learn more about activities in my community or how to do new things.
(d) Participate in and contribute to the enhancement of community life.	By participating in these leisure activities I am enhancing my community by contributing.
(e) Demonstrate commitment to personal and community health and wellness.	I am enhancing my wellness by doing activities for my leisure.

## 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 identify new activities for my leisure.
(b) Apply knowledge in familiar and new contexts.	I will need to take what I learn about each activity, like eating out, and use that in other settings, like other restaurants.
(c) Demonstrate initiative and responsibility for learning.	I need to tell others what I want to do rather than waiting on them to ask me.
(d) Identify, manage, and assess new opportunities related to learning goals.	I can identify new activities for my leisure.

## Inquiry

Performance Indicators	How will I meet this indicator with my plan
(a) Persevere in challenging situations.	I will need to keep working to be more independent in these activities.

## Problem Solving

Performance Indicators	How will I meet this indicator with my plan
(a) Persist in solving challenging problems and learn from failure.	I will need to learn from my mistakes in doing each of these activities.
(b) Apply knowledge from various disciplines and context to real life situations.	I will need to take what I learned in school and in my job and apply this to my leisure activities when appropriate.

## Reflections

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

**Student Reflection**

*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?*

Last year, I started shadowing at the grocery store and helping with the work. I am excited to learn more so that I can work more at the store. I like it.

**Family Reflection**

Paulo really enjoys working at the grocery. We hadn't thought a great deal about Paulo having work outside of the home but we are glad that he may have the opportunity.

**Faculty Reflection**

Paulo has so many strengths in work ethic. Helping him become more flexible and understand how to receive corrective input and put it to use should be a focus of continued vocational support

**Highlighting Inclusive Practices**

One important but frequently overlooked aspect of post-secondary planning for people with disabilities is the area of recreation and leisure. While it is, of course, imperative that we plan supports for continued educational growth and employment, it's equally important for quality of life to ensure access activities that make life fun and increase community and social involvement. Clearly, these issues were important to Paulo. Without specific planning to support access to the community for recreational purposes, many individuals with disabilities find themselves isolated at home with a narrow variety of activities in which to participate. This type of isolation is the opposite of inclusive and usually results not from a lack of opportunities in the community, but from a failure to plan for the intentional use of those opportunities.

**The IEP Transition Planning Meeting**

Present at the individualized education plan (IEP) transition planning meeting were the following: Paulo; his mother and father, Gabriel and Ana; his special education teacher, Leslie; his general education health and physical education teacher, Coach Parker; Heather, a representative from the office of vocation and rehabilitation; Laura, a speech/language pathologist, and the special education facilitator, Tabitha.

After parent and student rights were explained and introductions were made, Tabitha asked Paulo's teachers and therapists to share a little about his current progress.

Coach Parker started, "In my class, Paulo does great. He follows directions well, has a great attitude, and he's really quite athletic. In fact, I'd like to see him put that speed of his to some use. I know that he loves soccer and we can look into that in the fall, but I'd love to see him join my track team this spring. He loves to run and, frankly, there aren't many people in this school who are faster."

Gabriel smiled, "Paulo? On the high school track and field team? Do you really think he could do it?"

"Sure," Coach Parker replied, "he listens well and follows directions, and he already knows the basic rules from my gym class. I could do a little extra coaching to catch him up on coming off the starting blocks and that kind of thing. There are a couple of really great kids on the team that already step up and kind of pal around with him in gym class and I know they'd help be sure he was where he needed to be and things. I'd love to see him give it a shot."

“Paulo, do you want to do this?” Gabriel turned to his son. Paulo smiled and nodded his reply. “If he is still able to complete his responsibilities at home and at school, I think it would be great for Paulo to be a part of a team.”

With that, Leslie began discussing his progress in his special education curricula. “As you know, Paulo participates in our expanded core standards program which is aligned with the proficiency-based graduation requirements and leads to a diploma but focuses on practical or functional application of academics. In that program, he continues to do very well. He has the skills down. However, Paulo can be a bit rigid in his learning so sometimes, even though he can budget money in the classroom, we see him struggle with it in the community at his job site. He may read a word in one type of font but struggle to read it in another location in a different typeface. For that reason and given that he will be 18 soon, my recommendation for next year and until he turns 21 would be that, between vocational education and community-based programs, that a minimum of 50% of his instructional time take place in authentic settings within the community.”

“I like that,” Ana said, “there’s no point in staying in school until he’s 21 if he can’t use what he is learning. Community-based instruction always helps, and he loves it. Talks about it all the time.”

Tabitha turned to Paulo, “Paulo, would you like to do more vocational and community based time next year?”

“Yeah!” the vocalization was clear and the entire group chuckled at the uncharacteristically excited response.

Coach Parker added, “In our personalized learning plan (PLP) meeting, Paulo was clear about his goals to work in the grocery store. This would provide expanded opportunities for us to work toward the PLP, too.”

Tabitha spoke again, “Speaking of vocational progress, I know that Paulo started the job shadowing program this year, how is that going?”

Leslie opened the file in front of her, “Over all, I think it’s going very well. His manager gives him high praise on the evaluations for his work ethic. We all know that he loves going because he asks to go all the time. His vocational coach did note that, while he’s more than happy to work and does a great job gathering carts and that kind of thing, he really struggles with bagging. They have tried to help him bag differently but he doesn’t seem to understand and doesn’t change his behavior.

Now, we can continue to work on bagging and practice at the school building too. Given Paulo’s lack of interest in trying multiple work environments and the store’s convenient location to your home, I think expanding his work within the grocery store is a great idea for Paulo. However, I also think about the fact that bagging requires him to communicate with the customers. Because Paulo primarily uses sign to communicate, even if the customers could understand his adapted signs, it’s pretty hard to sign, bag, and load groceries at the same time. I think a better option would be to approach the manager with the idea of allowing Paulo to gather carts, stock shelves, and utilize his impressive cleaning skills at the store. He could do all



of those things with relative ease compared with figuring out which items would squish in a bag and he could use his sign with his colleagues as we can help them learn them and is already well equipped to be very successful with these jobs.”

Everyone agreed that this seemed like a good plan, but Coach Parker spoke up, “I think what you said makes a lot of sense, and we included taking feedback in his PLP based on what I already knew about this. I have no argument there but I am concerned about the signing a little bit. When we were doing Paulo’s PLP, it was really clear that there were times that Paulo had things to say but no signs to say them. If we hadn’t gotten lucky with questions because we knew him pretty well, Nathan and I would never have known how much he wants to do more things in the community, and I am telling you that it’s really important to him. I don’t know what the answer to that is but I am concerned that his lack of language limits him unnecessarily. Also, from our meeting, It’s clear that Paulo *wants* to be bagging groceries. I think we have to figure out a way to support that.”

“Funny that you bring that up,” Laura, the speech pathologist interjected, “I’ve been thinking about that too. Paulo does a great job of communicating with those of us who know him. No one questions that. However, if we want him to be a member of the community at large, we need to help him communicate with people who don’t know Paulo and his signs as well. Otherwise, he has to have someone who knows him to translate everything he says all of the time, which tends to limit one’s ability to meet and interact with new people. I’d really like to do an assistive technology assessment with him and get him phone or tablet based system that will say aloud the things that he may otherwise have signed. Since Paulo reads symbols and quite a few words, I have no concerns that he will be able to use an augmentative device and it will greatly increase the amount of people with whom he can communicate.”

“How much would something like that cost?” Gabriel looked concerned.

Laura understood, “Because Paulo has good fine motor skills and is able to read words, the technology he would require is relatively inexpensive. The better news is that insurance will usually pay for the equipment. Even if they won’t pay for all of it there are numerous grants to help students with autism access communication equipment. I am confident that we can get an appropriate device for Paulo, that can go with him when he graduates, for little or no money out of your pocket.”

“That sounds wonderful!” relief was obvious on the faces of Paulo’s parents.

“So, in recapping what we’ve discussed thus far, it seems that the group, including Paulo, intends for Paulo to remain in school until 21 with a schedule split between the extended core standards academic caseload and community-based vocational training. We targeted the academic goals of budgeting within community settings and using a communication device to communicate with novel audiences, is that correct?”

The group agreed, and Tabitha moved forward, “Everyone thinks Paulo’s current work environment is a good one for him but thinks that his duties may need to shift or be expanded and that he may need to work on flexibility within his work patterns so that he can improve and develop his work performance. Is this also correct?”



Again the group agreed so Tabitha approached the next topic. "Let's talk about daily living. It's my understanding that Paulo and his family intend for him to stay at home after graduation and, if and when his parents can no longer care for his needs, he will move in with his sister. Is that correct?"

Paulo and his parents confirmed that it was.

"So, are there any other daily living skills that Paulo needs to be independent? Does he do all of his bathing, traveling, self-care, etc."

"Oh, Paulo is very capable. He does all of his own self-care and his chores. He can do everything that he likes to do at home without assistance. He's fine." Ana responded.

Coach Parker spoke up again, "Actually, in his PLP, Paulo was very clear that he wanted to go and do things in the community more."

Gabriel shook his head, "We don't mind Paulo doing things but we don't always have time to do things with him, and he can't drive. That's the challenge."

Heather, the vocational and rehabilitation counselor stepped in, "Actually, our community offers quite a few recreational therapy programs which are supervised and allow adults with disabilities to participate in recreation and leisure activities safely without a guardian present, and we can arrange transportation for them through vocational/rehabilitation. I will get all of that information sent out to you this week, because there may be things that he'd like to join now. Right off the top of my head, the Fit for Life program stands out as one that he might enjoy."

"We can support that area at school by letting him practice rec/leisure activities during his community-based time independently. For instance, one week, he might plan a bowling trip for himself and a friend. Another week, he might look up a movie he wants to see and practice going, paying for tickets, etc."

With that, the team continued to work on refining the goals, incorporating Paulo's goals from his PLP, and finalized the plan.

Paulo's Transition plan follows.

### **Highlighting Inclusive Practices**

In every case, the key to the most successful inclusion is communication. Without a way to communicate, there are no opportunities to build relationships, to try new things, to stop doing things that one doesn't enjoy, or to self-advocate at all. It is not particularly surprising that Paulo's general education teacher is the one who identified the need for Paulo to have better communication. Often, special educators are so happy to have a solid way to communicate with a child clearly that we stop worrying about it. This is a dangerous mistake to make. If we create a transition plan without a plan for how the student will communicate with novel audiences in place, we are writing a plan for dependence. Even students with no way to communicate other than snuggling should have a plan in place that communicates that

person's joys, dislikes, fears, preferences, etc. to the people around him/her in case his/her caregivers are prevented from speaking on their behalf.

## Individualized Education Program - Post-Secondary Transition Plan

Student Name: Paulo

IEP Meeting Date: 5/1/2018

Current Grade Level: 11th

Expected Date of Graduation: 5/30/2021

### Evidence of involving student and related agencies:

Paulo, his parents, and Heather from Voc. Rehab all attended and participated in this 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, the WAIS, interest inventories, person centered futures planning interview, parent and student personal transition surveys, and the Supports Intensity Scale.

The results of these assessments show that Paulo is capable of meeting the goals and benchmarks outlined in this plan.

### Definitions:

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

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

### Education and Training (Required):

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

Immediately after graduation, Paulo will successfully complete a habilitative and functional skills course through Community Access Programming at Vermont Community College.

## Progress Review Dates

	2 /15/2019	4 /15/2019	8 /15/2019	10 /15/2019
<b>Annual Secondary Transition Goal(s) for Education and Training (Required):</b> 1. At vocational and community-based education settings, Paulo will complete all steps of a task analysis to apply the budgeting skills he is learning in his expanded core coursework in functional, real world practice independently each time for 2 weeks. 2. Paulo will become proficient with his augmentative communication device by using the device to answer questions about classroom content within 1 minute of the question and without needing any assistance, 10 times in a row.				

### List Transition Services related to Education and Training:

Transportation support, an augmentative communication evaluation and then device (with loaned device until his arrives) Community-based instruction.

## Individualized Education Program - Post-Secondary Transition Plan

### Employment (Required)

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

Beginning immediately after graduation, Paulo will work a minimum of 20 hours a week at the grocery store for competitive pay.

### Progress Review Dates

	2 /15/2019	4 /15/2019	8 /15/2019	10 /15/2019
<p><b>Annual Transition Goal(s)</b>  <b>Employment (Required):</b>                      1. At the grocery store, Paulo will independently perform a variety of tasks including but not limited to gathering carts, stocking shelves, and janitorial duties, to the level determined to be proficient by his job coach and manager for 5 days in a row.                      2. When he needs to improve upon a work skill, Paulo will listen to corrective information and amend his practice to meet proficiency as determined by the job coach and manager without prompting, 5 tries in a row.</p>				

#### List Transition Services related to Employment:

School based and then community-based job coaching as necessary, visual instruction, visual cues/reminders/and/or templates, most to least prompting, specific praise and reinforcement.

#### Independent Living (as appropriate):

**Post-Secondary Goal(s) for Independent Living (as appropriate):** Beginning immediately after graduation, Paulo will participate in at least one of variety of recreation and leisure activities of his choosing in the community setting per week.

## Progress Review Dates

	2/15/2019	4/15/2019	8/15/2019	10/15/2019
<p><b>Annual Transition Goal(s) for Independent Living (Required):</b></p> <ol style="list-style-type: none"> <li>1. In community-based instruction, Paulo will select from a variety of recreation and leisure activities within the community and engage in the activity independently for at least 60 minutes.</li> <li>2. In all community settings, Paulo will use his communication device independently to communicate with novel audiences so that they understand him almost every time for two weeks.</li> </ol>				

**List Transition Services related to Independent Living:**

Check lists, transportation, augmentative communication device, specially designed instruction

### Individualized Education Program Post-Secondary Transition Plan, Page Three

**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. Expanded Core Mathematics
2. Expanded Core English
3. Health
4. Community-Based Vocational Experience
5. Community-Based Instruction

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

Voc Rehab will develop an Individualized Plan for Employment (IPE) and assume job coaching responsibility after a transition period by graduation in May 2021. They will provide the family with information about accessing specialized community transportation and available therapeutic recreation activities.

## 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. Jamarreo requires accommodation or modification on some of the performance indicators. Within each of his courses, if he meets the performance indicator with the accommodation or modification, he will have met the PBGR within that course. Although Happy Valley High uses all of the Agency of Education Content Graduation Proficiencies, this document focuses on only Language Arts and Mathematics with Transferrable Skills on the transition plan for brevity while providing benchmark examples for Vermont students and faculty.

### Adaptations to Proficiency-based Graduation Requirements for Transferrable Skills

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

#### Communication

Performance Indicator	Adaptation Needed
(a) Demonstrate organized and purposeful communication.	<input type="checkbox"/> Accommodation <input checked="" type="checkbox"/> Modification <input type="checkbox"/> None
(b) Use evidence and logic appropriately in communication.	<input type="checkbox"/> Accommodation <input checked="" type="checkbox"/> Modification <input 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 type="checkbox"/> Accommodation <input checked="" 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

<b>Description of Accommodations</b>	Paulo will use adapted signs, gestures, and an augmentative communication device. He will use these strategies for written work as well, visual instruction in addition to oral or written.
<b>Description of Modifications</b>	Direct instruction, fading, classroom simulation, simplified text/wording.

## 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.	<input type="checkbox"/> Accommodation <input checked="" type="checkbox"/> Modification <input type="checkbox"/> None
(b) Identify patterns, trends, and relationships that apply to solutions.	<input type="checkbox"/> Accommodation <input checked="" type="checkbox"/> Modification <input type="checkbox"/> None
(c) Generate a variety of solutions, use evidence to build a case for best responses, critically evaluate the effectiveness of responses, and repeat the process to generate alternate solutions.	<input type="checkbox"/> Accommodation <input checked="" type="checkbox"/> Modification <input type="checkbox"/> None
(d) Persist in solving challenging problems and learn from failure.	<input checked="" type="checkbox"/> Accommodation <input type="checkbox"/> Modification <input type="checkbox"/> None
(e) Apply knowledge from various disciplines and contexts to real life situations.	<input type="checkbox"/> Accommodation <input type="checkbox"/> Modification <input checked="" type="checkbox"/> None
(f) Develop and use models to explain phenomena.	<input type="checkbox"/> Accommodation <input checked="" type="checkbox"/> Modification <input type="checkbox"/> None

<b>Description of Accommodations</b>	Paulo needs visual organizers and cues for high level thinking such as identifying patterns and trends, analysis and synthesis, he will benefit from visual options from which to choose responses as his signs will limit his ability to express his thoughts
<b>Description of Modifications</b>	Paulo needs simplified or very concrete concepts in order to demonstrate proficiency on these standards.

## 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
<b>1. READING</b> 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
<b>2. WRITING</b> Produce clear and coherent writing for a range of tasks, purposes, and audiences.	<input checked="" type="checkbox"/> Accommodation <input type="checkbox"/> Modification <input type="checkbox"/> None
<b>3. WRITING</b> 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
<b>4. SPEAKING AND LISTENING</b> 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 checked="" type="checkbox"/> Modification <input type="checkbox"/> None

<b>5. SPEAKING AND LISTENING</b> Present information, findings and supporting evidence conveying a clear and distinct perspective.	<input type="checkbox"/> Accommodation <input checked="" type="checkbox"/> Modification <input type="checkbox"/> None
<b>6. LANGUAGE</b> 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

<b>Description of Accommodations</b>	High interest/low level text or audio-text, talk-to text writing programs, graphic organizers, scribe, communication device
<b>Description of Modifications</b>	In some cases, simplified or concrete rather than symbolic concepts may be needed to demonstrate proficiency

## Mathematics

<b>Graduation Proficiency</b>	<b>Adaptation Needed</b>
<b>1. MODELING</b> Use mathematics to help make sense of the real world: identify variables, formulate a model describing the relationships between the variables, interpret results, and validate and report conclusions and the reasoning behind them.	<input checked="" type="checkbox"/> Accommodation <input type="checkbox"/> Modification <input type="checkbox"/> None
<b>2. NUMBER AND QUANTITY</b> Reason, describe, and analyze quantitatively, using units and number systems to solve problems.	<input checked="" type="checkbox"/> Accommodation <input type="checkbox"/> Modification <input type="checkbox"/> None
<b>3. ALGEBRA</b> Create, interpret, use, and analyze expressions, equations and inequalities.	<input checked="" type="checkbox"/> Accommodation <input type="checkbox"/> Modification <input type="checkbox"/> None
<b>4. FUNCTIONS</b> Use functions, including linear, quadratic, trigonometric, and exponential, to interpret and analyze a variety of contexts.	<input type="checkbox"/> Accommodation <input checked="" type="checkbox"/> Modification <input type="checkbox"/> None
<b>5. GEOMETRY</b> Understand geometric concepts and constructions, prove theorems, and apply appropriate results to solve problems.	<input type="checkbox"/> Accommodation <input checked="" type="checkbox"/> Modification <input type="checkbox"/> None
<b>6. STATISTICS AND PROBABILITY</b> Interpret and apply statistics and probability to analyze data, reach and justify conclusions, and make inferences.	<input type="checkbox"/> Accommodation <input checked="" type="checkbox"/> Modification <input type="checkbox"/> None

<b>Description of Accommodations</b>	Paulo needs visual models and real-life applications to be successful. He can use a calculator. Paulo can perform many of these skills but should be allowed to do them with smaller numbers so that he does not become overwhelmed.
<b>Description of Modifications</b>	He will require community-based practice to apply math concepts in functional settings. Skills in functions and geometry will be supported with concrete visuals, manipulatives, and expectations for responses will be modified.