

Grade 10 (Jan-June) and Grade 11 (Aug-Dec) Transition IEP Instructions

****Ensure that you are using the materials that correspond to these instructions, based on the semester in which the IEP is written.**

****These assessments should be started (several weeks) prior to the scheduled IEP date.**

Step 1a: Complete Transition Assessments

1. Complete the **DMPS Skills Checklist** based on your observation and discussion with student on items you cannot observe. Also complete any additional assessments indicated by the results of the **DMPS Skills Checklist**.
-If student's post-secondary expectations indicate a 2 or 4 year college, please administer the **College Readiness Survey**.

2. Work Values, Career Interest and Transferable Skills

-Use Naviance results, if available. If Naviance results are not available, have students complete Naviance individually, or use the following online surveys:

Work Values: <https://www.vawizard.org/vccs/CareerImportance.action>

Career Interest: <http://www.mynextmove.org/explore/ip>

Transferable Skills: <https://www.vawizard.org/vccs/SkillsAssess.action>

****The Transferable Skills survey can only be re-administered using the link above. Naviance does not allow this.**

3. Complete **Part B** of the **Student and Parent Interview** with the student.

4. Complete **Part A** of the **Student and Parent Interview**

-Via telephone when setting up IEP meeting-or-

-When arranging the IEP meeting, arrange to send the form to the parent, to be returned in sufficient time for you to complete the IEP draft.

5. Complete the **Discrepancy Analysis** based upon the results of the assessments, and reference on Page B.

6. Complete the Transition Assessment and Template Guide

-Use the results of the assessments above to identify post-secondary expectations in each area and to identify needs in each area. Enter these in the appropriate section of the **template**.

-Address each identified need, sufficient for the student to reasonably achieve their post-secondary expectations, with specific services/courses/activities.

7. Transfer the results of the assessments and template to the **IEP**. (There must be 3 sources listed for each area living, learning and work). **For each student you will use and reference the Revised DMPS Checklist and Student and Parent Interview form. Using these, will provide you with two sources to use in each area. Depending on student need the third (or more if needed) will be identified for you or you may select.**

8. ****UPLOAD** documentation of all assessments to Associated Files in Web IEP.

If you have questions please check with your building consultant and/or WEC.

Step 1b: Schedule the IEP Meeting

-Schedule according to the District timeline.

-Meet with your consultant and the parent needs to be informed prior to the meeting about goal/service that are going to be dropped or added.

Step 2: At the Meeting

-A **full draft** must be prepared and brought to the meeting. This includes all of Page B.

-Use the input of all team members, including the student, parents, teachers, support staff administrators, and agency case workers. Adjust the draft, if necessary.

-Parent input, if not already gathered by phone, and any necessary changes based on discussion at the meeting should be added to the Draft. Substantive changes may not be made without holding another IEP meeting.

DMPS Skills Checklist – Grade 10 (Jan-June) and Grade 11 (Aug-Dec)

Student _____ Case Manager _____

IEP Date _____ Assessment Date _____

This is NOT a parent worksheet, and is to be completed by school staff via observation and discussion with the family.

- Scale:** 1 – Limited Exposure or Understanding
 2 – Basic Skills, some Competency with Support
 3 – Advanced, Able to Perform with Limited Support
 4 – Independent

Skills marked with an asterisk (*) should be mastered by the end of 11th grade. Other skills should be in development, with a reasonable expectation of mastery with minimal or no additional support.

Living

Personal Care

*Gets himself/herself up in the morning & prepares for the day	1	2	3	4
*Selects and manages/maintains appropriate clothing	1	2	3	4
*Practices personal hygiene and appearance	1	2	3	4
*Makes and keeps appointments	1	2	3	4
*Manages free time effectively	1	2	3	4
-Assuming responsibility for healthcare/medication needs	1	2	3	4
-Practices and maintains independent living skills	1	2	3	4
-Follows healthy lifestyle choices and avoids high risk behavior	1	2	3	4

Safety & Communication

*Communicates personal information	1	2	3	4
*Participates in conversations appropriately	1	2	3	4
*Knows whom to contact in an emergency	1	2	3	4
-Communication skills increasing and improving	1	2	3	4

Living Environment

*Cleans living environment	1	2	3	4
*Shares household chores	1	2	3	4
-Makes simple household repairs	1	2	3	4
-Planning future living arrangements and supports	1	2	3	4

Food and Nutrition

*Prepares simple snacks & meals using a recipe	1	2	3	4
*Chooses nutritious foods	1	2	3	4
-Understands/describes healthy eating guidelines	1	2	3	4

Money Management

*Counts coins and currency and makes change	1	2	3	4
*Plans and saves for large/long-term purchases	1	2	3	4
-Plans a budget and saves money	1	2	3	4
-Manages a bank account	1	2	3	4

Community & Transportation

*Accesses public transportation	1	2	3	4
*Obtained/will obtain driver's permit or photo ID	No			Yes
*Able to shop for needed items	1	2	3	4
*Engages in community clubs/sports/groups/activities	1	2	3	4
- Accessing/securing community & county resources	1	2	3	4
-Age 18: Voter and/or Selective Service registrations	No		Yes	N/A

Personal Development

*Uses manners and body language appropriate to the situation	1	2	3	4
*Enters and participates in conversations appropriately	1	2	3	4
*Communicates needs appropriately	1	2	3	4
*Establishes and maintains peer relationships	1	2	3	4
*Deals appropriately with adverse social situations	1	2	3	4
*Expresses and responds to emotions appropriately	1	2	3	4

****If any of the above items are scored a 1, and the need cannot be addressed at home (verified through the Student/Parent Interview), through agency supports or a general education class, administer the Daily Living Skills Checklist include the results on Page B, and plan for services.**

DMPS Skills Checklist – Grade 10 (Jan-June) and Grade 11 (Aug-Dec)

Learning

Self-Advocacy

*Can state disability and impact on learning	1	2	3	4
*Describes and asks for accommodations	1	2	3	4
*Knows what an IEP is, attends meetings and participates in planning	1	2	3	4
*Knows graduation requirements and plans courses accordingly	1	2	3	4
*Investigates post-secondary education options and funding sources	1	2	3	4
*Describes interests and preferences in school	1	2	3	4
*Knows learning style	1	2	3	4
*States post-secondary study area, consistent with career goal & interests	1	2	3	4

Study Skills

*Uses problem solving strategies & decision making skills	1	2	3	4
*Uses technology appropriately to access news and information	1	2	3	4
*Identifies and uses appropriate resources (library, technology, etc.)	1	2	3	4
*Demonstrates time management & organizational skills	1	2	3	4
*Manages behavior appropriately in the learning environment	1	2	3	4
*Demonstrates note taking skills	1	2	3	4
*Demonstrates test preparation & test taking skills	1	2	3	4
*Communicates appropriately within large and small learning groups	1	2	3	4

****Items scored a 1 indicate a need for additional support.** Needs should be connected to home or agency support (if verified through the Student/Parent Interview), specific general education activity or intervention or specific special education supports.

Working

Self-Advocacy

-States a career interest area consistent with work values assessment	No	Yes
-States a career interest area consistent with interest assessment	No	Yes
-States a career interest area consistent with transferable skills assessment.	No	Yes

See Transition IEP Instructions document for information on Work Values, Career Interests and Transferable Skills assessments. One or more “No” responses in this category indicate a need for further career exploration, possibly with additional support.

Employability Skills

*Attends every day and on time	1	2	3	4
*Has participated in paid or volunteer/non-paid work experience	No			Yes
-Has maintained employment for over 3 months	No			Yes
*Completes regular chores around the house	1	2	3	4
*Can search for jobs	1	2	3	4
*Can apply and interview for jobs.	No			Yes
*Has sufficient physical/manual skills for employment	1	2	3	4
*Initiates work-related tasks	1	2	3	4
*Follows instructions	1	2	3	4
*Remains on task and allows others to remain on task.	1	2	3	4
*Completes work on time	1	2	3	4
*Produces high quality work	1	2	3	4
*Demonstrates decision making/problem solving skills	1	2	3	4
*Responds to and interacts appropriately with adults AND peers	1	2	3	4
*Accepts responsibility for actions	1	2	3	4

Work Habits/Attitudes

*Enjoys or is willing to help at home, in school or in the community	1	2	3	4
*Works well with others	1	2	3	4
*Takes instruction/criticism and enjoys learning to do new things	1	2	3	4
*Asks for and accepts help	1	2	3	4
*Follows through on tasks and promises	1	2	3	4
*Accepts and follows rules	1	2	3	4
*Continues with tasks, even when upset or uninterested	1	2	3	4

****Items scored a 1 indicate a need for additional support.** Needs should be connected to home or agency support (if verified through the Student/Parent Interview), specific general education activity or intervention or specific special education supports.

Transition Assessment and Planning Guide-grade 10 (Jan-June) and Grade 11 (Aug-Dec)

Instructions

- The right hand column should be copied into your bank or kept as a template on your desktop.
- If banked, you can simply click the bank button, and enter the information directly into Web IEP.
- If used as a desktop template, enter the information into the Word document. Then, cut and paste into the appropriate box on Page B.
- The left hand column gives guidance on specific information that needs to be included. It is placed directly next to the section on the template to which it applies.

-ANY ITEMS INSIDE OF BRACKETS ARE GUIDES OR PLACEHOLDERS, AND SHOULD BE DELETED AS YOU ENTER INFORMATION. WHERE INDICATED, HEADINGS THAT ARE NOT NEEDED, BASED ON THE RESULTS AND PLANNING, SHOULD BE DELETED. ALL ASSESSMENTS SHOULD BE COMPLETED AND AVAILABLE WHEN COMPLETING THIS SECTION OF THE IEP.

- The template references which assessments contain the relevant information for that section.

-COLOR CODED ITEMS

- Since it is necessary to sort out which services/courses/activities are to occur on this IEP or in the future, and which must be scheduled and which are simply recommendations, categories have been introduced to organize this. When you enter on Page B you will not use the color coding.

-Services, Courses & Activities, Current IEP

-Definitively Planned, Future Services, Courses & Activities

-Suggested Services, Courses & Activities

-PLANNING TEMPLATE BOXES

- Services/courses/activities identified on this worksheet as a result of the assessments and discussion with the student and family should be transferred to the Assessment Results section (Page B).
- The template indicates from which box or boxes the services/courses/activities will be placed.

-VOCATIONAL REHABILITATION (contact your building's WEC)

- Document status of the referral in the Working section and in COS Box 3 under "Courses/activities the student will be participating in this year." If the family is not interested in the referral, please note "At this time the family is not interested in pursuing the referral to IVRS." in the Working Results section.
- If no referral was made last year, do so this year. This should be documented in Working Results, as well as in COS Box 3 under "Courses/activities the student will be participating during the course of this IEP."

Transition Assessment and Planning Guide-grade 10 (Jan-June) and Grade 11 (Aug-Dec)

Instructions-Living (need 3 sources listed)

Choose the appropriate service option, based on the assessment data.

Bankable Template (Place in the Living Results Section, Page B)

Based on the assessment data summarized below, **** will not receive services in the area of Living during the course of this IEP. [His/Her] identified needs are age appropriate, and it is anticipated that the student will be able to acquire the skills at the same rate as age level peers as described below.

Based on the assessment data summarized below, **** will not receive services in the area of Living during the course of this IEP. [His/Her] identified needs are not priority needs for this school year, and will continue to be assessed. They will be addressed in the future as described below.

Based on the assessment data summarized below, **** will not receive services in the area of Living during the course of this IEP. [He/She] demonstrates significant needs in this area, but the parent has indicated that the need will be addressed outside of school as described below.

Based on the assessment data summarized below, **** requires services in the area of Living during the course of this IEP. [His/Her] identified needs cannot be adequately addressed solely within the general education setting, and will be addressed as described below.

Summary of Skills and Deficits

[Sources: DMPS Skills Checklist; if indicated: Independent Living Checklist]

-Give a descriptive, skill based summary of each of the required assessments. Leave a space between each assessment. **The summary, in total, should include:**
 -What living skills does this student demonstrate with independence? With assistance? Still need to develop?
 - Address student's ability to identify and communicate supports; understanding of adult rights and responsibilities and transfer of rights; assuming responsibility for health needs; activities in the community/extra-curriculars; securing community resources where appropriate (i.e. DHS, waivers, transportation, etc.)

-State the student's post-secondary expectation for Living.
 -What are the student's preferences and concerns regarding future living arrangements?

-Discuss the implications of the student's disability on attainment of the goal, based on the skills assessments:

-If no special education services/courses/activities will be provided on this IEP, there must be sufficient planning in place within the home, community and general education environments to adequately address priority needs necessary to attain the post-secondary goal for Living.

-Link specific needs to specific services/courses/activities.

-Delete any heading that does not apply.

****Wording inside [BRACKETS] is to be typed over or deleted.**

Post-Secondary Living Goal and Impact of Skills and Deficits on Attainment of Goal

[Source: Student & Parent Interview]

Living Skills Plan

[Source: Student & Parent Interview]

-General Education, Community & Home Services, Courses & Activities, Current IEP

[Link specific needs to specific courses/activities in the general education environment. Include in third COS box.]

-Special Education Services, Courses & Activities, Current IEP

[Link specific needs to specific courses/activities in the special education environment. Include in third COS box. Page F reference needed. One or more goals may be linked if the goal is designed primarily to address Living needs.]

-Definitively Planned, Future Services, Courses & Activities

[Link specific needs to specific courses/activities. Specify environment and timeframe. Include in third COS box.]

-Suggested General Education and/or Special Education Services, Courses & Activities

[Suggest services/courses/activities that are anticipated to be beneficial. Indicate a timeframe. Include in third COS box.]

Transition Assessment and Planning Guide-grade 10 (Jan-June) and Grade 11 (Aug-Dec)

<p>Instructions-Learning (need 3 sources listed)</p> <p>State that the student requires services.</p>	<p>Bankable Template (Place in the Learning Results Section, Page B)</p> <p>Based on the assessment data summarized below, **** requires services in the areas of [insert goal areas] [His/Her] needs will be addressed as described below.</p>
<ul style="list-style-type: none"> -Under Goal Area Results, give a descriptive summary of skills and deficits in each goal area. Use a separate paragraph, with space in between, for each subject area. -Summarize the results of each of the other assessments, paying attention to specific skills. -<i>Include SLP, PT/OT, etc.</i> -The summary, in total, should answer the following: -What is the student's current functioning level in the areas of reading, written language and math, (behavior, if applicable) and how does this compare to age level peers? -What learning skills does this student demonstrate, and which skills does this student need to work on in order to meet post-secondary goals? -Address student's learning style and strengths, and how these relate to interest areas; degree to which student is involved in his or her own post-high school planning and progress in that process (plans should be finalizing); ability to identify & explain accommodation needs -State the student's post-secondary goal(s) for Learning. How might these plans be impacted by the disability? -State the specific skills and/or activities the student will need to acquire or complete in order to meet this goal. 	<p>Summary of Skills and Deficits [Sources: Goal Area Results; District-wide Assessment Results; DMPS Skills Checklist and if used College Readiness Survey]</p> <p>Post-Secondary Learning Goal and Impact of Skills and Deficits on Attainment of Goal [Sources: Student & Parent Interview; if indicated: College Readiness Survey] [Specifically address student's progress towards targeted graduation and post-secondary goals and, if off target, specify how it will be addressed. Also address assessments, scores if available and whether or not they are sufficient to meet goals, or completion timeline, i.e. ACT, COMPASS, ALEKS, ASVAB, etc.]</p> <p>Learning Plan [Source: Student & Parent Interview] [General Education, Community & Home Services, Courses & Activities, Current IEP Special Education Services, Courses & Activities, Current IEP Link specific needs to specific courses/activities in the special education environment. Include in third COS box. Check "Yes" box. Page F reference needed. All academic and behavior goals should be linked.] -Definitively Planned, Future Services, Courses & Activities [Link specific needs to specific courses/activities. Specify environment and timeframe. Include in third COS box.] -Suggested General Education and/or Special Education Services, Courses & Activities [Suggest services/courses/activities that are anticipated to be beneficial. Indicate a timeframe. Include in third COS box.]</p>
<p>-Delete any heading that does not apply.</p>	<p>**Wording inside [BRACKETS] is to be typed over or deleted.</p>

Transition Assessment and Planning Guide-grade 10 (Jan-June) and Grade 11 (Aug-Dec)

Instructions-Working (need 3 sources listed)

Choose the appropriate service option, based on the assessment data.

Bankable Template (Place in the Working Results Section, Page B)

Based on the assessment data summarized below, **** will not receive services in the area of Working during the course of this IEP. **[His/Her]** identified needs are age appropriate, and it is anticipated that the student will be able to acquire the skills at the same rate as age level peers as described below.

Based on the assessment data summarized below, **** will not receive services in the area of Working during the course of this IEP. **[His/Her]** identified needs are not priority needs for this school year, and will continue to be assessed. They will be addressed in the future as described below.

Based on the assessment data summarized below, **** will not receive services in the area of Working during the course of this IEP. **[He/She]** demonstrates significant needs in this area, but the parent has indicated that the need will be addressed outside of school as described below.

Based on the assessment data summarized below, **** requires services in the area of Working during the course of this IEP. **[His/Her]** identified needs cannot be adequately addressed solely within the general education setting, and will be addressed as described below.

Summary of Skills and Deficits

[Sources: DMPS Skills Checklist, Naviance (or alternates): Career Interest, Work Values, Transferable Skills surveys; if indicated: Vocational Behavior Assessment]

Post-Secondary Working Goal and Impact of Skills and Deficits on Attainment of Goal

[Sources: Student & Parent Interviews; Discrepancy Analysis; Naviance (or alternates): Career Interest, Work Values & Transferable Skills]

[Include IVRS status]

Employability Skills Plan

[Source: Student & Parent Interview]

General Education, Community & Home Services, Courses & Activities, Current IEP

[Link specific needs to specific courses/activities in the general education environment. Include in third COS box.]

Special Education Services, Courses & Activities, Current IEP

[Link specific needs to specific courses/activities in the special education environment. Include in third COS box. Page F reference needed. One or more goals may be linked if the goal is designed primarily to address Working needs.]

Definitively Planned, Future Services, Courses & Activities

[Link specific needs to specific courses/activities. Specify environment and timeframe. Include in third COS box.]

Suggested General Education and/or Special Education Services, Courses & Activities

[Suggest services/courses/activities that are anticipated to be beneficial. Indicate a timeframe. Include in third COS box.]

****Wording inside [BRACKETS] is to be typed over or deleted.**

Transition Assessment and Planning Guide-grade 10 (Jan-June) and Grade 11 (Aug-Dec)

Instructions

Impact of Disability

- Describe the impact of the student's disability on his/her progress and participation in the general education environment
- Then, under each heading, describe the impact of the student's disability in each of the three post-secondary areas (Living, Learning and Working). This must include ALL goal areas.

Bankable Template

[Describe the impact of the student's disability on progress and participation in the gen. ed. environment.]

Living:

Learning:

Working:

Post-Secondary Expectations

For each post-secondary area, develop a concise, one or two sentence statement describing where the student expects to be after high school. This must align with the assessment information provided, and should not be a repeat of the assessment data.

[No bankable statement]

****Wording inside [BRACKETS] is to be typed over or deleted.**

Transition Assessment and Planning Guide-grade 10 (Jan-June) and Grade 11 (Aug-Dec)

Course of Study

What requirements does this student need to meet to graduate?

**** needs to complete 23 credits for graduation. The Des Moines Public Schools requires: 4 credits of English (including English I, English II & English III or AP Lang. & Comp.), 3 credits of Science, 3 credits of Math (including Algebra I), 3 credits of Social Science (including U.S. History, U.S. Government & either Economics or Microeconomics & 1 additional credit), 1.5 credits of Fine/Applied Arts, 1 credit of PE, 7.5 credits of electives, and CPR. **** will be required to take a variety of electives as part of (his/her) career exploration.

What is this student's current status with regard to these requirements?

**** plans to graduate with *** peers in (June of 2018.) *** is currently enrolled in a full schedule at *** High School. **** has earned ** out of the 23 credits required to receive a high school diploma from Des Moines Public Schools, including ** credits of English, ** credits of Science, ** Credits of Math, ** credits of Social Science, ** credits of Fine/Applies Arts, ** credits of PE and ** elective credits. **** [has/has not] completed the CPR requirement. **** [is/is not] on track to graduate as planned. [If no, described how this will be addressed.]

**** needs to complete ** credits for graduation: ** credits of English (including English I, English II & English III), ** credits of Math (including Algebra I), ** credits of Social Science (including World History, U.S. History, U.S. Government & either Economics or Microeconomics), ** credits of Fine/Applied Arts, ** credit of PE, ** credits of electives, and CPR.

[Check Course of Study on student's previous IEP. Detail the status of the completion of required and recommended courses and activities listed there.]

Courses and activities needed to pursue the post-secondary expectations and graduate by the target graduation date?

Courses/activities the student will be participating during the course of this IEP

[Always include Naviance, and reference in Working Results box, connected to career exploration.]

Required activities for future IEP years

[Connect specifically to post-secondary goals/expectations, considering information from the transcript check. Specify environment and timeframe.]

Future course/activity recommendations.

[Connect specifically to post-secondary goals/expectations, considering information from the transcript check. Specify environment and timeframe.]

**Courses/activities identified in Box 3 should reflect whether the student is pursuing a formal college degree, a vocational program or an informal education. Identify supports/activities needed in order to choose or apply for college and/or a job. Items listed in this box should already have been mentioned, connected to a specific need, in the relevant results section. These are things BEYOND graduation requirements.]

****Wording inside [BRACKETS] is to be typed over or deleted.**

Student and Parent Interview –Grade 10 (Jan-June) and Grade 11 (Aug-Dec)

Student _____ Case Manager _____

IEP Date _____ Assessment Date _____

Part A- Parent Perspective

-This section is to be completed either by the teacher with the parent/guardian over the phone, or by the parent/guardian in time for preparation of the IEP. Living

- Where do you expect your child to live after high school?
 ___ With Parents ___ With other family ___ Independently in an apartment/house or dorm ___ With a roommate in an apartment/house or dorm
 ___ Supported living program ___ Group Home Other: _____

2. Areas of Concern: Indicate which of the following areas you are concerned may impact your child's ability to live independently. In each area of concern, indicate where you feel the concerns will, or will need to be, addressed. **Specific skills in each category can be found on the DMPS Skills Checklist.**

	Concern	Help from Family	Agency Services	Regular School courses	Special Supports at School
Personal Care	Yes-No				
Safety	Yes-No				
Management of the Living Environment	Yes-No				
Food and Nutrition	Yes-No				
Money Management	Yes-No				
Community and Transportation	Yes-No				
Personal Development, Leisure Time and Relationships	Yes-No				

Other Concerns regarding independent living:

3. Are agency services being provided?
 ___ Yes** ___ No

If yes, please ask your service provider to complete and return the attached **Adult Agency Input form.

**If yes, would you like your service provider invited to the IEP meeting? ___ Yes ___ No Service Provider Contact: _____

4. Would you like more information regarding agency services? ___ Yes ___ No

If yes, school staff will provide the **Agency Services Information Sheet before or during the IEP meeting.

5. What is your child's main mode of transportation? _____

6. Can your child use DART? ___ Yes, independently ___ Yes, with support. ___ No, has not had the need. ___ No, is not currently able to.

7. Driver's License: ___ Has a license ___ Has a permit and will have a license later on. ___ Plans to get a permit in the future
 ___ Will not be able to get a license due to _____

Learning

8. What is your expectation for your child's learning or training after high school?

___ On the job training ___ Community education ___ Job Corps ___ Vocational/Trade School ___ Community College
 ___ Four Year College/University Other: _____

9. Areas of Concern: Indicate which of the following areas you are concerned may impact your child's ability to achieve his or her goal for education after high school. In each area of concern, indicate where you feel the concerns will, or will need to be, addressed.

Specific skills in each category can be found on the DMPS Skills.					
	Concern	Help from Family	Agency Services	Regular School courses	Special Supports at School
Self-advocacy	Yes-No				
Study Skills	Yes-No				
Math Skills	Yes-No				
Literacy Skills	Yes-No				
Behavior	Yes-No				

Other Concerns regarding education after high school:

Working

10. What has your child stated as a career goal(s) or interest area(s)?

11. Do you feel this is realistic? (Briefly explain.)

12. Do you feel this is consistent with your child's strengths and interests? (Briefly explain.)

13. List any alternative careers that you feel might be a better fit or more realistic.

14. Describe any of your child's work or volunteer experience (paid or unpaid) and/or regular household chores.

15. Areas of Concern: Indicate which of the following areas you are concerned may impact your child's ability to achieve his or her career goal. In each area of concern, indicate where you feel the concerns will, or will need to be, addressed. **Specific skills in each category can be found on the DMPS Skills Checklist.**

	Concern	Help from Family	Agency Services	Regular School courses	Special Supports at School
Self-advocacy	Yes-No				
Employability Skills	Yes-No				
Work Habits & Attitudes	Yes-No				

Other Concerns regarding attainment of the career goal:

Part B- Student Perspective

-This section is to be completed by the student, either independently or with the assistance of school staff.

Strengths, Interests and Preferences

Circle those that describe you best. Add additional items in the space provided.

Strengths	Interests	Preferences
<ul style="list-style-type: none"> • Reliable • Creative • Confident • Cooperative • Respects others • Participates in conversations • Follows instructions • Remains on task • Completes work on time • Neat and organized • Persistent • Asks for help • Mechanical • Working with my hands • Hard-working • Athletic • Musical • Artistic <p>Other:</p>	<ul style="list-style-type: none"> • Sports • Outdoor activities • Animals/pets • Gardening/plants • Movies/TV • Listening to music • Singing • Playing an instrument • Art/crafts • Volunteering • Helping people • Law/protecting • Building • Designing • Driving/Transportation • Travel • Cooking • Business <p>Other:</p>	<ul style="list-style-type: none"> • I work best [alone / with partner or group]. • I like to [lead / let others lead]. • I learn best by [reading / listening / doing]. • I [care about / don't care about] keeping neat and organized. • I [like to meet new people / only work with people I know]. • I prefer to be [outdoors / indoors] • I prefer to be [active / sitting]. • I prefer working with my hands [Yes / No] • I prefer working with numbers and data [Yes / No] • I prefer to work in a [fast paced / casual] environment. <p>Other:</p>

Living

1. Where would you like to live after high school?

___ With Parents ___ With other family ___ Independently in an apartment/house or dorm ___ With a roommate in an apartment/house or dorm
 ___ Supported living program ___ Group Home ___ Other: ___

2. What concerns do you have about living independently? **Specific skills in each category can be found on the DMPS Skills Checklist for clarification.**

___ Self Care ___ Managing Money ___ Food & Nutrition ___ Taking Care of a House or Apartment ___ Transportation

___ Functioning in the Community ___ Other: ___

3. What are some of the things you feel you need to learn in order to reach your living expectation?

Available housing options	Managing a bank account	Cost of living
Housekeeping skills	Budgeting and paying bills	Meal planning and cooking
Shopping	Setting up utilities (electricity, gas, etc.)	Access emergency services
Handling emergencies	Community and/or government supports	Transportation

Other concerns regarding Living:

Learning

4. What is your goal for learning or training after high school?
 On the job training ___ Community education ___ Job Corps ___ Vocational/Trade School ___ Community College

___ Four Year College/University Other: ___

5. What are some of the things you feel you need to learn in order to reach your learning expectation?	What training is available	How to choose a school or training program
Behavior	What classes I should be taking	Information about military training
Study Skills	School/training costs	Financial Aid
Math Skills	Tour or visit schools/programs	Speaking up for Myself and Knowing My Needs
Literacy Skills		

Other Concerns regarding education or training after high school:

- Does your post-secondary learning expectation match the requirements of your working expectation? For example, if your career choice requires a college degree, is this what you have chosen? (If no, further exploration is needed.)
- What classes, activities or supports do you feel would help you?
- Describe any exploration of colleges, trade schools or training programs that you have completed since your last IEP.
- What is your learning style? (If you are not sure, complete the short survey at <http://vark-learn.com/the-vark-questionnaire/the-vark-questionnaire-for-younger-people/> . You may mark one or two. If you mark two, also indicate which one is your top pick.
 ___ Visual ___ Aural (Auditory) ___ Verbal (Read/Write) ___ Kinesthetic (Hands-on)
- What accommodations on tests and/or in the classroom do you need to succeed in your classes? (List those that you know, or state that you do not know.)
- What career do you plan to pursue?
- Does your career interest area match the results of your work values and transferable skills assessments? (If no, further career exploration is needed.)

Working

- What are some of the things you feel you need to learn in order to reach your working expectation?

Work Habits & Attitudes	Finding jobs	What employers expect
Explore more careers	Electives or Central Campus programs	Job interviewing
Resume, job applications and paperwork	Dressing appropriately for work	Getting along with co-workers
Working with others (co-workers)	Working with others (customers)	Speaking up for Myself and Knowing My Needs

Other Concerns regarding employability:

- What experience have you had, career exploration have you completed, or classes have you taken in your interest area?
- Are you aware of the type of training that is needed to pursue your career expectation? ___ Yes ___ No (If no, more intensive career exploration is needed.)
 If yes, does your stated expectation for learning match the requirements of your career? ___ Yes ___ No (If no, more intensive career exploration is needed.)
- Have you held a job (if so, how long?), had any other paid or unpaid work experience, or are you responsible for any regular chores at home? (Describe)

Outside Agency Resources

Resource	Description
Adult Services and Supports	<p>If your student has low academic skills, a behavior goal, or physical disabilities, they may qualify for services as an adult. These adult services are disability based and are connected to an intellectual disability (ID), a mental health diagnosis, or a developmental disability (DD). We are NOT required to have the diagnosis at the time of referral; the adult agencies can help with this. If you have a student with a need for adult support for employment or independent living, there are a number of agencies available. Simply work with the family to connect with an agency below that serves the population you feel would most closely represent the student's needs; they will assist you in accessing the appropriate services for the student.</p> <p style="padding-left: 40px;">Broadlawns, CAP – Mental Health 282-6770 Community Support Advocates – Mental Health, DD, ID 883-1776 Easter Seals – Mental Health, DD, ID 274-1529 Eyerly-Ball – Mental Health 241-0982 Link Associates – ID, DD 262-8888</p>
Supplementary Security Income (SSI)/Social Security Disability Income (SSDI)	<ul style="list-style-type: none"> • If your student's disability significantly impacts independence, they may also qualify for benefits through social security. • Apply through the Social Security Office. (866) 964-7583
Title 19/Medicaid	<ul style="list-style-type: none"> • If your student is low income, in foster care, has medical or intellectual needs, he/she may also be eligible for Title 19/Medicaid at any age. Apply at the DHS office. 286-5555
Vocational Rehabilitation (VR)	<ul style="list-style-type: none"> • If your student is on an IEP, he/she may qualify for services through Vocational Rehabilitation. • This service may provide additional assistance in education/employment opportunities. • Grade 9 IEP should recommend VR referral during 10th grade year. • Referral should occur during 10th grade year. • See Work Experience teacher for more information on the referral process.
Job Corps	<ul style="list-style-type: none"> • Job Corps is a no-cost education and vocational training program administered by the U.S. Department of Labor that helps young people ages 16 through 24 improve the quality of their lives through vocational and academic training. • Iowa locations include Ottumwa and Denison. • See Work Experience teacher for tour and application information.
Parent-Educator Connection	<ul style="list-style-type: none"> • Modeling an effective collaborative partnership, the PEC is staffed by a parent coordinator who brings the perspective of a parent with a child having special needs and an educator coordinator who brings the perspective of an educator. • Jan Mackey – 242-7556

Adult Agency Input Form

Student _____ Date _____

Agency _____ Representative _____ Title _____

Email _____ Phone _____

For each post-secondary area, please indicate whether or not you are working with the student in that area. Then, complete the skills and goals/expectations sections for those that you identify as service areas.

Independent Living

- Yes, services are being provided in this area.
- Services are not currently being provided, but the student is being evaluated in this area.
- No, services are not currently being provided or considered.

Summary of Skills/Deficits	Goals/Expectations of Services
	Student's stated post-secondary expectation
Detail Services:	

Learning

- Yes, services are being provided in this area.
- Services are not currently being provided, but the student is being evaluated in this area.
- No, services are not currently being provided or considered.

Summary of Skills/Deficits	Goals/Expectations of Services
	Student's stated post-secondary expectation
Detail Services:	

Working/Employability

Yes, services are being provided in this area.

Services are not currently being provided, but the student is being evaluated in this area.

No, services are not currently being provided or considered.

Summary of Skills/Deficits	Goals/Expectations of Services
	Student's stated post-secondary expectation
Detail Services:	

