

Individualized Education Program for Transition

Student Jason Patterson Student # 49 Grade 1 Age 8 y 0 m
IEP Case Manager: Test Staff2 Resource Model _____ Projected Graduation : _____

Student invited to IEP meeting? Yes No

Student participated in IEP? Yes No

If no, what steps were taken to ensure that the student's preferences/interests were considered?

Age Appropriate Transition Assessment

Student's interest and preferences obtained by: Interviews Aptitude tests Student interest survey
 Evaluation report data Information from previous IEPs

Student's Needs

(Barriers to employment, post-school training, and independent living if appropriate):

Student's Strengths

Aptitudes Demonstrated in Home or Community

(Working with people, things or information)

Aptitudes Shown in School Work & Experience

List examples of school experiences student is proud of and which illustrate an exceptional ability (Art, music, student clubs, occupational classes (marketing, home & family), FHA, pre-vocational, service work)

Other Strengths:

Student's Preferences

(working alone vs working with others, being outdoors vs indoors, etc...)

Student's Interests

Types of activities the student currently enjoys:

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Functional Evaluation of Occupational and Leisure Interests

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Leisure Interests

List things the student would like to try in future leisure time (e.g., hobbies, clubs, sports, classes, etc.).

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Occupational Interests

Science - Professional

Typical Training: 4 or more years of college
Typical Jobs: Chemist, veterinarian, computer programmer, biologist, physicist

Science - Skilled

Typical Training: 2-4 years post-secondary or On the Job Training (OJT)
Typical Jobs: Meter reader, dental assistant, pest controller, x-ray technician, medical technician, radiation monitor, pharmacy helper

Technology - Professional

Typical Training: 2-4 years post-secondary or OJT
Typical Jobs: Electronics or mechanical engineer, pilot, tool designer, various specialized technicians in T.V., print, health, environment

Technology - Skilled

Typical Training: Apprentice, OJT, tech school
Typical Jobs: Various trades such as mason, plumber, welder, mechanic, appliance repair, carpenter, truck driver

Consumer Economics

Typical Training: Apprentice, OJT, tech school
Typical Jobs: Baker, cook, upholsterer, butcher, dry cleaner, tailor, child development specialist

Outdoor

Typical Training: Apprentice, OJT, tech school
Typical Jobs: Farmer, horse breeder, tractor operator, dairy farm worker, range manager, fisher, forester

Business - Professional

Typical Training: 4 or more years of college
Typical Jobs: Bank manager, economist, accountant, city planner, advertising manager, hotel manager

Business - Skilled

Typical Training: OJT, tech school
Typical Jobs: Buyer, broker, credit clerk, bank clerk, sales person in retail, real estate

Clerical

Typical Training: OJT, tech school
Typical Jobs: Cashier, bookkeeper, secretary, receptionist, teller, file clerk, stock clerk

Communication

Typical Training: 4 or more years of college or OJT
Typical Jobs: Reporter, lawyer, writer, film editor, librarian

Arts - Professional

Typical Training: 4 or more years of college or OJT
Typical Jobs: Actor, actress, dancer, musician, art instructor, clothes designer, gallery operator

Arts - Skilled

Typical Training: Apprentice, OJT, tech school
Typical Jobs: Technical illustrator, camera operator, floral designer, sign painter, display artist, map maker

Service - Professional

Typical Training: 4 or more years of college
Typical Jobs: Teacher, coach, physician, counselor, nurse, social worker, dentist, doctor

Service - Skilled

Typical Training: Apprentice, OJT, or tech school
Typical Jobs: Airplane attendant, cosmetologist, mail carrier, security guard, bus driver, fire fighter, custodial worker, child care, geriatric aide

Specific Occupations to Consider:

Local Employment & Training Opportunities in the Student's Main Interest Area:

- Seem to be available
- Not known at this time
- Not known to be available at this time

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Measurable Postsecondary Goals & Transition Services

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Measurable Postsecondary Goals

* Education / Training:

* Employment

* Independent Living (if appropriate)

Transition Services

Required Areas			
Instruction	Present Need <input type="checkbox"/>	Future Need <input type="checkbox"/>	Not Needed <input type="checkbox"/>
Related Services	Present Need <input type="checkbox"/>	Future Need <input type="checkbox"/>	Not Needed <input type="checkbox"/>
Community Experience	Present Need <input type="checkbox"/>	Future Need <input type="checkbox"/>	Not Needed <input type="checkbox"/>
Post School Adult Living Objectives	Present Need <input type="checkbox"/>	Future Need <input type="checkbox"/>	Not Needed <input type="checkbox"/>
Daily Living Skills (if appropriate)	Present Need <input type="checkbox"/>	Future Need <input type="checkbox"/>	Not Needed <input type="checkbox"/>

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Anticipated Outcomes and Potential Linkages

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Interagency

- Division of Vocational Rehabilitation (DVR)** <http://www1.dshs.wa.gov/dvr/>
 DVR is a statewide resource for people with disabilities. They assist individuals with disabilities in getting and keeping a job. DVR is a state and federally sponsored program, and works in partnership with the community and businesses to develop employment opportunities for people with disabilities.
- Division of Developmental Disabilities (DDD)** <http://www1.dshs.wa.gov/ddd/index.shtml>
 DDD assists individuals with developmental disabilities and their families to obtain services and supports based on individual preference, capabilities and needs, and which promote everyday activities, routines and relationships common to most citizens.
- WorkSource** <http://www.wa.gov/esd/employment.html>
 WorkSource Centers provide all the information, technology and services jobseekers need to achieve successful careers. They represent a unique concept in the labor market - everything in one place. WorkSource Center Services are delivered to customers in a variety of ways, including: Self-directed efforts, such as kiosks or via the Internet; group programs and activities, such as workshops; one-on-one consultations; and training programs and business consultations.
- Disability Student Services (DSS)**
- Mental Health Division – Department of Social & Health Services**
- Other:**

Legal Services	Medical Needs	Community Access Options
<input type="checkbox"/> Wills/Trusts <input type="checkbox"/> Guardianship <input type="checkbox"/> Not applicable <input type="checkbox"/> Other	<input type="checkbox"/> Community Mental Health <input type="checkbox"/> Medical Coverage <input type="checkbox"/> Not applicable <input type="checkbox"/> Other	<input type="checkbox"/> Intercity Bus <input type="checkbox"/> Dept of Motor Vehicles <input type="checkbox"/> Clubs, Parks & Recreation <input type="checkbox"/> Not applicable <input type="checkbox"/> Other

- Other:**
- Washington Sensory Disabilities (D/B/VI) Washington School for the Deaf
- Dept. of Services for the Blind Higher Education Disabilities Coordinator
- Washington School for the Blind and Outreach/Transition

Outside agency invited to IEP team meeting Yes No

Parent / Student consent to invite outside agency to IEP meeting was obtained Yes No

* Steps taken by IEP team if interagency agreement fails to provide agreed upon services:

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Course of Study

Career Pathway:

<input type="checkbox"/> Business - Skilled <input type="checkbox"/> Business - Professional <input type="checkbox"/> Arts - Skilled <input type="checkbox"/> Arts - Professional <input type="checkbox"/> Consumer Economics <input type="checkbox"/> Science - Skilled <input type="checkbox"/> Science - Professional	<input type="checkbox"/> Communication <input type="checkbox"/> Clerical <input type="checkbox"/> Services - Skilled <input type="checkbox"/> Services - Professional <input type="checkbox"/> Outdoor <input type="checkbox"/> Technology - Skilled <input type="checkbox"/> Technology - Professional
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	First Semester	Second Semester
9th Grade	1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____	1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____
10th Grade	1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____	1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____
11th Grade	1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____	1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____
12th Grade	1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____	1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

Graduation Standard: Statewide Assessment CAA CIA

Assessment Type: _____

Graduation plans: Standard credit format IEP-determined Other _____

High School Plus Plan: _____