

INDIVIDUALIZED EDUCATION PROGRAM: TRANSITION SERVICES
FORM I-8 (Rev. 5/13)

Hometown, WI

DRAFT

Name of Student: Nathan
WSN: 1111111111
Meeting Date: 9/1/16

Date of Birth: 8/1/1997
PTP ID: 11941

I. Meeting Attendance

Nathan attended the IEP Team meeting.

II. Postsecondary Goals

The measurable postsecondary goals for Nathan are based on an age-appropriate transition assessment.

The IEP Team reported the following methods and/or results of the transition assessment:

An informal parent transition inventory was sent home before the IEP Meeting. Parents shared that Nathan is participating more with chores at home and with less prompting. He has shown an interest in the jobs his siblings have started. He has started to show independence in paying for his own items and likes using a billfold. He continues to like collecting and storing laminated cards and brochures. School staff shared observations from training logs on community volunteer sites and within the school based enterprises. Through these observations Nathan has shown a preference for the tasks that required sorting and especially in placing items in and out of bins.

Measurable postsecondary goal in the area of education or training:

After high school, Nathan will receive on-the-job training (including apprenticeship).

Additional information relevant to this goal includes:

Nathan, with the assistance of a job coach, will receive training on stocking brochures in display racks at offices and local hotels.

Measurable postsecondary goal in the area of employment:

After completing or obtaining postsecondary education or training, Nathan will be employed in the field of Marketing - Merchandising - Merchandise Displayer and Window Trimmer.

Additional information relevant to this goal includes:

Nathan will be working with a local business stocking brochure racks. A job developer will be working with Nathan and his family to develop this position or have Nathan create a business to accomplish this for the local area.

Measurable postsecondary goal in the area of independent living skills:

After high school, Nathan will:

- Demonstrate skills in purchasing personal items and participating in his personal budget.
- Nathan will demonstrate increased independence in his self-care needs using a visual schedule.

III. Annual Goals

Annual goals that will help Nathan make progress toward meeting all the stated postsecondary goals can be found under the annual goals section of this IEP or appear below.

--Nathan will increase his work endurance from 30 minutes to one hour.
 --With indirect cues, on a community site, Nathan will sort a variety of publications by size and color with 90% accuracy 4 out of 5 workdays.

IV. Transition Services

Needed transition services include:

Category	Transition Service	School Year	Responsible Party	Considered But Not
Job Exploration Counseling Services	Teach student about Section 504 of the Rehabilitation Act (WIOA) and Americans with Disabilities Act	2016-2017	Student, School Family	
Job Exploration Counseling Services	Take student on tours of local businesses	2016-2017	Student, School, Family	
Job Exploration Counseling Services	Determine student's skills and strengths related to work	2016-2017	Student, School, Family ,DVR	
Job Exploration Counseling Services	Teach Student soft skills (e.g. hygiene, punctuality, attendance, interpersonal and communication skills, following directions and problem solving	2016-2017	Student, School, Family ,DVR	
Work-Based Learning Experiences	Assist student in finding a job during the school year (job development –may include customized employment	2016-2017	Student, School, Family ,DVR	
Work-Based Learning Experiences	Figure out what assistive technology might help student at work	2016-2017	Student, School, Family ,DVR	
Work Readiness Social and Independent Living Skills Services for Home	Teach student money skills including setting up a home budget, open a bank account pay bills, file taxes	2016-2017	Student, School, Family	
Work Readiness Social and Independent Living Skills Services for Home	Figure out assistive technology needs for home	2016-2017	Student, School, Family	
Job Exploration Counseling Services	Give student information about Work Incentive Benefits Counseling	2017-2018	Student, School, Family, DVR	
Work-Based Learning Experiences	Provide systemic instruction to teach student to complete job tasks independently (job coaching)	2017-2018	Student, School, Family	
Work Readiness Social and Independent Living Skills Services for Community	Support student involvement in community activities (sports, artwork, volunteering)	2017-2018	Student, School, Family	
Work Readiness Social and Independent Living Skills Services for Community	Talk about and connect students with available community resources that match student interests (examples: libraries, museums, civic organizations, religious organizations, club sports, special interest clubs, fitness centers, volunteer opportunities etc.)	2017-2018	Student, School, Family	
Instruction in Self-Advocacy	Review and discuss strength, challenges and accommodation needs in community , college and employment areas with student	2017-2018	Student, School, Family	

Additional information related to transition services:

Nathan has applied to DVR this year and is eligible for services. The DVR counselor is developing the Individual Plan for Employment and was at the IEP meeting. Nathan is receiving long term support and has an IRIS consultant. The transition services will include Nathan but it was discussed that many will be carried out collaboratively with school, family, DVR counselor and IRIS Consultant.

V. Participation of Outside Agencies Likely to Provide or Pay for Transition Services

An outside agency is likely to provide or pay for transition services during the term of this IEP. Representatives of the outside agency were invited to the meeting with parent (or adult student) permission.

The agency(ies) and/or agency representative(s) invited to the IEP Team meeting included:

Department of Vocational Rehabilitation--DVR Counselor
IRIS supports--IRIS consultant

VI. Course of Study

School Year	Course Name
2016-2017	Community Based Vocational Training, 18-21 Year Old Program, Community Access Training, Money Skills
2017-2018	Community Based Vocational Training, 18-21 Year Old Program, Community Access Training, Money Skills

Additional information related to course of study:

Nathan will participate in the 18-21 year old program at his high school.

VII. Transfer of Rights

Nathan and his parents have been informed of the rights that will transfer or have transferred to him at age

18. The following method(s) were used to inform Nathan and his parents about the transfer of rights:

Nathan's parents completed the guardianship process when he turned 18.