

Student Name: Lilly
DOB:

School District Name:
IEP Meeting Date:

Transition
Student's Preferences, Needs and Interests

Did the student attend the IEP meeting?

STUDENT'S INTERESTS (Based on student's preferences, needs and interests)	PRESENT LEVELS OF PERFORMANCE
<p>1. POST-SECONDARY TRAINING AND LEARNING OPPORTUNITIES: (e.g. 2 or 4 year college, vocational education, continuing and adult education)</p> <p>(Education and Training 1) After graduation, Lilly will participate in an area agency-based program with an adult curriculum focused on gaining maximum social communication, daily living, and vocational skills.</p>	<p>CURRENT TRAINING AND LEARNING OPPORTUNITIES IN PREPARATION FOR POST-SECONDARY TRAINING:</p> <p>Lilly accesses the general education curriculum through extension activities. She benefits from sensory stimulating activities and activities to improve her independence and communication.</p> <p>Augmentative communication devices since elementary age which have been unsuccessful; however, her therapist and teachers are evaluating her ability to indicate preferences, using a head-activated switch with consistency. Health problems have often interfered with consistent therapy delivery for Lilly.</p>
<p>2. FUTURE EMPLOYMENT (INTEGRATED EMPLOYMENT OR AS APPROPRIATE SUPPORTED EMPLOYMENT):</p> <p>(Employment 1) After graduation, Lilly will participate in an area agency-based program with an adult curriculum, receiving services to increase her stamina and mobility to prepare her for work.</p>	<p>CURRENT JOB SKILLS:</p> <p>Lilly is awake for approximately six hours in a 24 hour period. She seems to enjoy receiving verbal and tactile attention from her family members and caregivers. She responds positively to music and voices. Lilly's primary mode of communication combines head movements and some sounds. She turns toward an activity or stimulus and makes a humming sound when she is content and a turns her head away, grimaces, or grunts when she is displeased or wants to discontinue an activity.</p>
<p>3. FUTURE HOME INDEPENDENT LIVING:</p> <p>(Independent Living 1) After graduation, Lilly will use an augmentative communication device at home and the area agency based program to communicate her wants, needs, and desires and to interact with her environment more independently.</p>	<p>CURRENT HOME/INDEPENDENT LIVING SKILLS:</p> <p>Lilly's pediatrician indicates that she suffers from chronic digestive and cardio-pulmonary disorders and is completely blind. Her medical needs require 24 hour nursing care to monitor digestion, breathing, and normal heart rate.</p> <p>Lilly relies on others to move her wheelchair and place her in a chair, a stander, or on a mat for all activities. A 2-person lift or mechanical device is required for all transfers. Lilly does not initiate any attempt to move to another position, once placed in lying, sitting, or standing. She has limited fine motor skills and requires hand-over-hand assistance for all activities. Lilly is dependent on a personal care attendant to care for all of her personal care needs (i.e., eating, brushing teeth, combing hair).</p>
<p>4. FUTURE COMMUNITY PARTICIPATION: See above</p>	<p>CURRENT COMMUNITY PARTICIPATION</p>
<p>5. ADULT SERVICES: See above</p>	<p>CURRENT ADULT & ADULT TYPE SERVICES:</p>