

Student Name: Lissette
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 from high school, Lissette will attend the Workforce Development Program and complete a non-degree program in food service at Great Bay Community College (Education and Training</p> <p>2) After high school, Lissette will participate in weekly instruction on independent living skills at Area Agency for developmental services.</p>	<p>CURRENT TRAINING AND LEARNING OPPORTUNITIES IN PREPARATION FOR POST-SECONDARY TRAINING:</p> <p>Lissette has participated in a curriculum with a functional-academic focus in which she has demonstrated strengths in independent living skills such as self-care, home management, reading for success in the community, and community math skills including time and calendar skills.</p> <p>Results of performance on state mandated assessments taken during high school indicate Lissette is performing below average in math, reading and written expression.</p> <p>Sources: (1) Classroom observation notes monthly August 2005 – April 2006; (2) Community Based Instruction (community and work activities) task analysis checks August 2005 – April 2006”, (3) <i>Transition Planning Inventory</i>, student, home, and school forms, April 2006; (4) <i>Making Action Plans [MAPS]</i> (Forest & Lusthaus, 1990), completed May, 2005</p>
<p>2. FUTURE EMPLOYMENT (INTEGRATED EMPLOYMENT OR AS APPROPRIATE SUPPORTED EMPLOYMENT):</p> <p>1) After high school, Lissette will work on campus part-time in the food court at the college with supports from Vocational Rehabilitation and the staff at the college. (Employment 2) After completion of the Workforce Development Program at Great Bay Community College, Lissette will work as a prep cook at a local restaurant near her home with time-limited supports provided by the Area Agency.</p>	<p>CURRENT JOB SKILLS:</p> <p>Lissette is a rule-oriented, quiet young woman with strong skills and interests in service employment. Lissette demonstrates cognitive skills below those of her peers and learns best through observation and experience, due to limited verbal and reading skills.</p> <p>Lissette has expressed an interest in and demonstrated success in the service industry, including cleaning, laundry, and food preparation. Lissette indicates that her family encourages her to do well in school and in her job experiences.</p> <p>She has had unpaid work experiences in the community. She was extremely efficient on the job site but coworkers had a hard time understanding her when she asked for help. She has recently begun using an assistive technology output device, but is still learning to use it.</p>

<p>3. FUTURE HOME INDEPENDENT LIVING:</p> <p>(Independent Living 1) Upon completion of high school, Lissette will utilize public transportation, including the public bus and uptown trolley with time limited supports provided through Vocational Rehabilitation.</p> <p>(Independent Living 2) After high school, Lissette will live semi-independently with a roommate in a assisted living apartment with supports provided through Area Agency.</p>	<p>CURRENT HOME/INDEPENDENT LIVING SKILLS:</p> <p>Results of an adaptive behavior checklist completed by the teacher during Lissette's 10th grade year and when she was 20 years old indicate that Lissette has acquired many age-appropriate behaviors necessary for her to live independently and to function safely and appropriately in daily life; however, she continues to need support in this area.</p> <p>Her family expresses interest in Lissette's living outside of their home as she becomes more financially independent after leaving high school, though they worry about her safety.</p>
<p>4. FUTURE COMMUNITY PARTICIPATION:</p>	<p>CURRENT COMMUNITY PARTICIPATION</p>
<p>5. ADULT SERVICES:</p>	<p>CURRENT ADULT & ADULT TYPE SERVICES:</p>