

Excerpted from *Autism and the Transition to Adulthood: Success Beyond the Classroom* by Paul Wehman, Marcia Datlow Smith, and Carol Schall

The following sections will demonstrate transition IEPs for Jeff and Craig. As these two students have very different needs and goals, their cases will provide examples of how this process is implemented for students with varying needs.

### **Transition Individualized Education Program for Jeff**

After their initial assessments (described previously in this chapter and in Figure 3.4), Jeff and his team identified the many skills and domains in which Jeff required ongoing special education and direct instruction. The team felt that Jeff's social skill needs were as important to address as his strong academic skills. After enrolling him in an Education for Employment class; continuing with speech therapy; developing a social skills class; referring him to the vocational rehabilitation agency in his state; preparing him for community college; and formulating a plan (which included his parents) for the development of personal hygiene, banking, and job skills, the team knew that Jeff could not also maintain a full academic load. Thus, out of his schedule of seven classes per semester, his team created a plan that allowed two classes per semester for his special education needs—education for employment and social skills for success. This meant that he would graduate from high school in 5 years instead of the traditional 4. Table 3.6 presents the curriculum plan that Jeff's team proposed to assist him in meeting his personal goals, achieving an honors diploma, and acquiring the social and job skills he needed to continue his education and become a successfully employed adult.

This is, of course, a tentative plan and subject to change based on Jeff's ability to complete all classes successfully. Also, as Jeff learns more about his chosen career, he may change his focus, which would change this plan as well.

**Table 3.6.** Jeff's planned high school curriculum

<b>High school year 1</b>	<b>High school year 2</b>	<b>High school year 3</b>
English 9	English 10	English 11
Social studies 9	Algebra II (He completed Algebra I in the middle school honors class)	Calculus
Earth science	Computer programming	Chemistry
Physical education and health	Biology	Computer animation
Basic computer programming elective	Physical education, health, and driver's education	Elective
Education for employment 1	Education for employment 2	Work study—two periods
Social skills for success 1	Social skills for success 2	
<b>High school year 4</b>	<b>High school year 5</b>	
Trigonometry	English 12	
Computer elective—dual enrollment at the community college	Math elective—dual enrollment at the community college	
Science elective—dual enrollment at the community college	Computer elective—dual enrollment at the community college	
Western civilization	Science elective—dual enrollment at the community college	
Elective	Work study—three periods	
Work study—two periods		

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<b>Transition individualized education program</b>	
Student's name: <u>    Townley    </u> (last) <u>    Jeff    </u> (first) <u>    T.    </u> (middle initial)	
Age: <u>15 years old</u>	School: <u>Middleboro High School</u>
Student's identification number: <u>876543</u>	
<b>Participants</b>	
Name	Position
Mrs. Richmond	Special education teacher
Mrs. Keswick	Speech pathologist
Mr. Harris	Algebra teacher
Mrs. Jacesko	English 9 teacher
Mr. Titus	Principal
Mr. Cheswick	Community service board case manager
Mrs. Townley	Mother
Jeff Townley	Student
<b>Present level of performance</b> <i>(Note: Include recent transition assessments and student's postschool vision.)</i>	
<b>Student profile and postschool vision</b>	
<p>Jeff is a ninth-grade student with Asperger's syndrome. He is an energetic young man who enjoys socializing with others as long as the conversation is one of his choosing. Jeff enjoys playing video games and writing simple computer programs. He has stated that he wants to go to college and eventually work in the computer gaming industry. He is an excellent student and takes advanced coursework in math and science. He is taking college-track regular classes in English and social studies.</p> <p>Jeff's Asperger's syndrome is characterized by significant pragmatic communication and social skill deficits. Specifically, he tends to be abrupt in his communication with others and sometimes offends peers and teachers with his comments. Although he does not intend to offend, he does not seem to be aware when his comments might be too blunt. In addition, Jeff struggles with the social aspects of communication. For example, he frequently talks very loudly, sometimes does not respond when others talk to him, continues to talk without listening to others in the conversation, and at times is argumentative when he disagrees with others.</p> <p>At home Jeff needs reminders to shower, shave, and use deodorant regularly. He relies on his parents to transport him to activities and events. He currently takes the bus to school but has never used public transportation. Jeff does not earn an allowance or have a bank account, although with his excellent math skills it is likely he would be good at keeping track of his money.</p> <p>Jeff struggles when he confronts a problem or must make a choice. He has not demonstrated sufficient self-determination skills in the areas of problem solving, goal setting and attainment, self-advocacy, self-awareness, and self-knowledge.</p>	
<b>Employment and vocational training</b>	
<p>Jeff does not have any work experience in or out of school. A brief situational assessment was completed at the local video game store, during which Jeff demonstrated strengths in inventorying and preparing stock reports. He struggled with social aspects of the job, including interacting with customers, co-workers, and his supervisor. More specifically, Jeff has difficulty accepting criticism and correction from his supervisor and listening to others.</p>	
<b>Postsecondary, career, or technical education</b>	
<p>Jeff has excellent computer skills and has begun to learn basic computer programming. He is disorganized in his academic classes and often gets a lower grade than his work would earn because he loses assignments, turns them in late, or does not complete them fully.</p>	
<b>Community, financial, self-determination, social, and life skills</b>	
<p>Jeff does not currently initiate his own personal hygiene regimens. His mother reminds him daily to shower, shave, and use deodorant. Jeff is dependent on his parents to take him to after-school activities and job sites. He does not currently use public transportation or know how to get a bus schedule.</p>	

**Figure A.1.** Jeff's transition individualized education program.

Also, his parents expect him to get a driver's permit and complete driver's education when he reaches the appropriate age. Although Jeff has excellent math skills and can complete financial operations; he does not currently have a bank account or receive a regular allowance. Jeff has not attended his own IEP or transition meeting yet. He also has not demonstrated the following self-determination skills: problem solving skills, goal-setting and attainment skills, self-advocacy skills, internal locus of control, self-awareness, and self-knowledge. Jeff has displayed problem behaviors in the past. A positive behavior support plan was developed to meet his needs. Although this plan (see Chapter 2) has been very successful, Jeff is dependent on an individual assistant to implement the plan, rate his behavior, and deliver his incentives.

## I. Career outcomes

### 1. Long-term employment goal (may include integrated employment and supported employment):

Jeff will work in a job in the computer gaming industry.

#### Yearly goals to accomplish long-term goal:

Jeff will work in at least two different jobs in the school and community. He will also identify characteristics and behaviors of successful employees in the context of his Education for Employment class by June of next year.

#### Person(s) responsible for implementation:

Special education teacher, Jeff, speech pathologist

### 2. Long-term vocational/technical training goal:

Jeff will attend a college of his choice and study computer programming (see next goal for details).

#### Yearly goals to accomplish long-term goal:

See next goal area.

#### Person(s) responsible for implementation:

See next goal area.

## II. Postsecondary education and training outcomes

### 3. Long-term higher education goal:

Jeff will attend a college of his choice and study computer programming.

#### Yearly goals to accomplish long-term goal:

1. Jeff will use his personal digital assistant to record and check off all assignments when he completes and turns them in to his instructors by June of next year.
2. Jeff will ask for clarification and help on assignments he does not understand by June of next year.

#### Person(s) responsible for implementation:

Jeff, special education teacher, speech pathologist

### 4. Long-term continuing and adult education, career/technical education goal (may include public or private technical school):

Since it is Jeff's goal to attend college, he does not currently have a career or technical education goal.

#### Yearly goals to accomplish long-term goal:

None

#### Person(s) responsible for implementation:

None

### III. Community, financial, self-determination, social, and life skills outcomes

#### 5. Long-term residential goal:

Jeff will live independently in an apartment or a home of his own, manage his own money, and advocate for himself.

#### Yearly goals to accomplish long-term goal:

1. Jeff will complete regular chores and odd jobs at home for allowance by June of next year.
2. Jeff will follow and complete a daily personal hygiene checklist with 100% accuracy by June of next year.

#### Person(s) responsible for implementation:

Mr. and Mrs. Townley, special education teacher; Jeff, physical education and health teacher

#### 6. Long-term transportation/mobility goal:

Jeff will learn to drive and/or use public transportation.

#### Yearly goals to accomplish long-term goal:

Jeff will take public transportation to and from desired locations by June of next year.

#### Person(s) responsible for implementation:

Special education teacher, Jeff, Mr. and Mrs. Townley

#### 7. Long-term financial/income needs goal:

Jeff will open a bank account, develop a budget, and manage his own finances.

#### Yearly goals to accomplish long-term goal:

Jeff will open a bank account and balance his own statements on a regular basis. He will also budget and purchase his own personal supplies and entertainment items by June of next year.

#### Person(s) responsible for implementation:

Jeff, Mr. and Mrs. Townley, special education teacher

#### 8. Long-term self-determination goal:

Jeff will make choices and decisions about what he would like to participate in and do. He will also ask for modifications and accommodations when teachers forget to provide them for him.

#### Yearly goals to accomplish long-term goal:

Jeff will complete education in self-determination in his Social Skills for Success class. He will ask for accommodations and modifications from teachers who forget to provide them to him. He will also develop a personal profile of his strengths and goals by June of next year.

#### Person(s) responsible for implementation:

Speech pathologist, Jeff, Mr. and Mrs. Townley, special education teacher

#### 9. Long-term social and communicative competence goal:

Jeff will monitor his own behavior and deliver his own rewards based on his current positive behavior support plan.

#### Yearly goals to accomplish long-term goal:

Jeff will monitor his own positive behavior support plan and report to his teacher at the end of each class with his own rating to ask for his own incentives by June of next year.

#### Person(s) responsible for implementation:

Special education teacher, Jeff, speech therapist

**10. Health/safety goal:**

*See long-term residential goal.*

**Yearly goals to accomplish long-term goal:**

*See long-term residential goal.*

**Person(s) responsible for implementation:**

*See long-term residential goal.*

**Student's career preference:**

To work in the computer gaming industry

**Student's major transition needs:**

1. Participate in job try-outs
2. Explore community living options
3. Self-monitor personal hygiene and behavior
4. Participate in community-based instruction activities
5. Increase social skills related to interacting with others
6. Make contact with local rehabilitative services agency through a referral
7. Explore potential college programs and their requirements
8. Plan his high school curriculum (subject to change on a yearly basis) to ensure that his schedule allows for the communication and social skills training he will need as well as the academic preparation that will result in his achieving his goals
9. Provide direct instruction in self-determination

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