

<b>Date of Student Invitation:</b> 3/28/2018		<b>Method of Student Invitation:</b> Parental Notification Letter; Verbal Invitation 3/28/2018		
<b>Measurable Goals:</b>				
<b>Training or Education:</b>	After high school, the student will attend instructional programs monitored or provided by Capital Area Human Services or similar agency to improve his social, self- advocacy, and self- help skills.			
<b>Employment</b>	After graduating from high school, the student will obtain a supported employment as a greeter at Rouses and incorporates the use of his assistive technology.			
<b>Independent Living:</b>	After high school, the student will continue to live at home and participate independently to the maximum extent possible in daily routines (i.e. bathing, dressing, and eating, etc.) using his four- location communication device.			
<b>Transition Assessments:</b> Careers for Me Interest Inventory, Parent Interview, Functional Vocational Evaluation				
<b>Transition Services</b>	<b>School Action Steps</b>	<b>Student Action Steps</b>	<b>Family Action Steps</b>	<b>Agency Action Steps</b>
<b>Instruction/ Related Services</b>	School will provide instruction on functional academics, social, self- advocacy, self- help and vocational skills via hands- on differentiated activities including task analysis. The school will provide Adapted Physical Education and Occupational Therapy for motor deficits and Health Services for health concerns. The school will give the student access to his four - location communication device in the classroom.	The student will actively participate in the instructional activities using his four- location communication device. He will communicate to his service providers his academic, social, and personal needs using his communication device.	The parent will reinforce instruction on social, self- advocacy, self- help, and vocational skills by providing him tasks and responsibilities at home. The parent will increase the use of the four- location communication device at home through opportunities for communication.	The agency will provide information about the agency's services and the programs of a parent- chosen adult day training agency/ facility that offers social, self- advocacy, self- help, and vocational training.

<p><b>Community Experiences</b></p>	<p>The school will provide opportunities for vocational trainings in the local businesses and agencies to reinforce employability and vocational skills instruction. The school will also provide recreational and functional community outings (i.e. Mall, restaurant, laundromat, the CATS Transit System) to reinforce instruction in daily and independent living skills and to provide opportunities for training exploration.</p>	<p>The student will actively participate in the vocational trainings and community outings. To communicate with the service providers, peers, and the people while exploring in the community, he will use his four- location communication device. He will participate in the vocational training as a greeter at a local grocery store using his assistive technology.</p>	<p>The family will reinforce his community experiences by taking him to the Mall, movies, park etc. and allowing him to visit and participate in various social activities in the community.</p>	<p>The agency will connect the family to the adult day training center and will facilitate a tour.</p>
<p><b>Employment and Poschool Adult Living</b></p>	<p>The school will provide instruction and training on vocational and employment skills incorporating the use of assistive technology (i.e. greeting using the four- location communication device). The school will assist in applying for employment through adult service providers.</p>	<p>The student will participate in the vocational and employment skills lessons (follow task analysis and perform hands- on tasks) using his four- location communication device. He will participate in the practice interview with his teacher using his communication device.</p>	<p>The family will give the student with opportunities to practice communicating and using greeting statements using his communication device at home. The family will work with the school to apply for employment.</p>	<p>The agency will connect the student to a job coach for additional employability trainings.</p>

<b>Functional Vocational Evaluation and Daily Living Skills</b>	The school will assess the student's vocational abilities and will design vocational lessons based on the student's strengths and needs. The school will provide hands- on instruction on daily living skills (i.e. grooming, housekeeping etc.) in the classroom and in the community using task analysis and other strategies.	The student will follow the task analysis on vocational and daily living skills and will perform the tasks provided in the classroom and in the community. If needed, he will also use his communication device.	At home on a regular basis, the family will provide the student opportunities to practice vocational and daily living skills such as dusting the table, taking out trash, helping with preparing the meals, etc.	The agency will provide family support services.
<b>Graduation Plan:</b>	Individual Graduation Plan for LEAP Connect			
<b>Exit Document:</b>	Career Diploma (LEAP Connect)	<b>Years to Graduate Exit:</b>	1	
<b>Anticipated Exit Date:</b>	5/22/2019			
<b>Documentation of Other Actions for Agency Linkages:</b>				
A Transition Fact Sheet with Transition Agency names, addresses, phone numbers, and descriptions of services is given to the the student and the parent during the meeting. For more information about the Transition Services, contact the Program Facilitator for Transition at 929-8600.				