

**Transition**  
**Student's Preferences, Needs and Interests**

Was the student invited to the IEP meeting? Yes

Did the student attend the IEP meeting? Yes

Student's Post-Secondary Goals (Based on student's preferences, needs and interests)	Present Levels of Performance
<p><b>1. Post-Secondary Education/Training Goal: (e.g. 2 or 4 year college, vocational education, continuing and adult education, training program, or on-the job training)</b> Upon completion of high school, Ryan will attend the police academy.</p>	<p><b>Current Academic and Functional Levels in Preparation for Post-Secondary Education/Training:</b> Ryan will exit his educational program at age 21. Ryan is very articulate and communicates his wants and needs well. Ryan needs to improve his social skills and learn how to interact more appropriately with others in social situations.</p>
<p><b>2. Post-Secondary Employment Goal:</b> Upon completion of high school, Ryan will work as a state trooper.</p>	<p><b>Current Job Skills in Preparation for Post-Secondary Employment:</b> Ryan has a strong desire to become a state trooper. Ryan needs to learn more about the job and its requirements. Ryan also needs to explore additional vocational opportunities that match his interest.</p>
<p><b>3. Post-Secondary Independent Living Goal. If Needed:</b> Upon completion of high school, Ryan will live independently.</p>	<p><b>Current Home/Independent Living Skills in Preparation for Post-Secondary Independent Living:</b> Ryan has a strong desire for independence after high school. He currently lives at home and does his own laundry and helps prepare meals. Ryan needs to learn how to navigate the community and other independent living skills.</p>
<p><b>4. Future Community Participation:</b> Upon completion of high school, Ryan will participate in the Police Athletic League (PAL)</p>	<p><b>Current Community Participation in Preparation for Post-Secondary Independent Living:</b> Ryan has been involved in PAL for the last two years. He really enjoys it and it has helped him to improve his communication and social skills. He requires minimum support to participate and his family is working to develop natural supports for his future participation.</p>
<p><b>5. Adult Services:</b> Upon completion of high school, Ryan will receive services from the local area agency.</p>	<p><b>Current Adult and Adult Type Services in Preparation for Post-Secondary Independent Living:</b> While he knows he needs help and is able to ask for assistance, Ryan is not fully aware of the support needs he has for life after high school. Support in helping Ryan identify and connect to resources is a need.</p>

**Secondary Transition**  
**Courses of Study**  
(ages 14-21, or younger if appropriate)

Grade Level	Projected Courses to be taken each year
<b>8th</b>	
<b>9th</b>	Life Skills English/Life Skills Math/ Introduction to Computers/ Adapted Physical Education/ Freshman Seminarchoice

**Student Name:** Ryan A Jones

**New Hampshire Training Site**

**DOB:**06/03/1996

**IEP Meeting Date:**08/01/2012

<b>10th</b>	US History/Introduction to Public Speaking/ Foundations Science/ Health/Sophmore Seminar/ Foundations English 2
<b>11th</b>	Real World Math/ Introduction to Careers/ Healthy Living/ Crime and Justice in America/ Portfolio Development
<b>12th</b>	Exploring the World (Job Internship)/ Introduction to Community Living/ Real World Com- munications/ Skills for Independent Living
<b>Ages18-21</b>	Community Job Experience/Life Skills class/ Travel training

**Total number of credits required by this district for graduation:**25

**It is anticipated that this student will:**Certificate of Attendance

**Anticipated graduation date/completion of program:**06/26/2017

**Transition Services/Needs**  
(ages 16-21, or younger if appropriate)

<b>Transition Area</b>	<b>Transition Service</b>	<b>Begin Date/End Date</b>	<b>Person/Agency Responsible</b>
Adult Living and Post School Objectives	Adaptive driving assessment/program	08/01/2012 07/30/2013	Case Manager, Ryan, Family
Adult Living and Post School Objectives	Register to vote/selective service	08/01/2012 07/30/2013	Ryan, Family
Adult Living and Post School Objectives	Explore Guardianship options	08/01/2012 07/30/2013	Ryan, Family
Community Experiences	Transportation training	08/01/2012 07/30/2013	Case Manager, Ryan, family
Daily Living (if appropriate)	Life skills training/ADL	08/01/2012 07/30/2013	Case Manager, Ryan, Family
Employment	Career Exploration	08/01/2012 07/30/2013	Case Manager, Ryan
Functional Vocational Assessment (if appropriate)	Referral to Vocational Rehabilitation	08/01/2012 07/30/2013	Case Manager
Instruction	Self-advocacy skill instruction	08/01/2012 07/30/2013	Case Manager, Ryan, family
Instruction	Money Management skill	08/01/2012 07/30/2013	Case Manager, Ryan
Instruction	Social Skills/Work skills training	08/01/2012 07/30/2013	Case Manager, Ryan
Related Services	Identify post-school providers of occupational therapy	08/01/2012 07/30/2013	Ryan, family
Related Services	research/apply for SSI	08/01/2012 07/30/2013	Ryan, family

**Did the IEP Team determine that the student, if age 16 or older, may benefit from New Hampshire Vocational Rehabilitation services (NHVRS) assistance?** Yes

**Date NHVRS notified:** 06/29/2012

**Measurable Annual Goals and Benchmarks/Short-term Objectives /  
Progress Toward Meeting Annual Goal(s)**

**Area of Need:**Transition

**Implementation Personnel/Position Responsible:**

Case Manager

**Present Level of Academic Achievement:** Recent evaluations indicate that Ryan continues to be eligible for special education services due to his cognitive disabilities. Ryan participates in modified classes with support. His is very articulate and able to communicate his thoughts and needs. Ryan will exit his educational program at 21.

**Present Functional Performance:** Due to his cognitive disability Ryan is unable to use his higher order thinking skills. His ability to make quick decisions necessary for a stressful and demanding job is impacted because of the weakness in his use of higher order thinking skills. In addition, his Cerebral Palsy affects his posture and balance. At times he experiences stiff muscles.

**Annual Measurable Goal:**1. By June 2014, given support from his case manager and/or guidance counselor, Ryan will research the requirements to become a state trooper and/or a similar career in law enforcement as measured by the completion of monthly checklists filled out by Ryan and his case manager/guidance counselor.

**Projected Beginning Date:** 08/01/2012

<b>Benchmarks/Short-Term Objectives or Progress toward meeting the annual goal</b>	<b>Beginning Date</b>
By November 2012, given support, Ryan will create a list of 5 or more reason and /or characteristics of being a state trooper that are of interest to him as measured by the completion of monthly checklists filled out by Ryan and his case manager/guidance counselor.	08/01/2012
By January 2013, given support, Ryan will research and list the physical and educational requirements for becoming a state trooper as measured by the completion of monthly checklists filled out by Ryan and his case manager/guidance counselor.	08/01/2012
By April 2013, given support, Ryan will interview a current state trooper to gain more information about what is expected of a state trooper as measured by the completion of monthly checklists filled out by Ryan and his case manager/guidance counselor.	08/01/2012
By June 2013, given support, Ryan will after research, compose a list of 5-10 other careers in law enforcement which are of interest to him as measured by the completion of monthly checklists filled out by Ryan and his case manager/guidance counselor.	08/01/2012

<b>Measurable Method for Evaluation</b>	<b>Method of Reporting to Parent</b>
Checklist	Monthly Reports