

Suggestions for Including TOPS into Students' IEPs

Most schools are including participation in TOPS under the "Transition Services and Activities" section of the IEP (8.F) rather than as specific goals in the IEP. Some examples include:

Education/Instruction and Related Services:

"(Student) will participate in transitional programs with meal preparation and grocery shopping lessons"

"Participate in the TOPS Program for full days as a part of the transition process from high school to adult services, working on community skills, independent living skills, and social skills.

Persons Responsible: Student Name and TOPS Staff"

Education/Training

By _____ and in preparation for further training in a day habilitation setting, _____ will reduce the number of prompts needed to appropriately communicate with peers in a social setting as measured by teacher observation and weekly documentation.

Independent Living

Goal 1: By _____ and in preparation for independent living and given opportunities to navigate in the community, _____ will be a self-directed and life-long learner by scoring 80%, 5 out of 6 times, on the STRIVE U Task Analysis for Bus Navigation. This score reflects that support moves from close supervision to faded support in the community setting.

Goal 2: By _____ and in preparation for independent living and given opportunities with meal preparation and grocery shopping, _____ will score 80%, 5 out of 6 times, on the STRIVE U Grocery Shopping and Meal Preparation Task Analysis'. This score reflects that support moves from close supervision to faded support in both the classroom and community

Goal 3: Student will work in the following areas to expand independent living skills in order to be able to support herself at home as well as in future living situations.

Objective: By June 24, 2016, using a task analysis approach, student will understand the steps to be able to perform general house cleaning skills with safety and proficiency, measured by percentage level of independence.

Skills development completed through STRIVE TOPS:

- Cleaning product awareness and safety
- Safe cleaning practices
- Safe use of cleaning appliances (vacuum, dishwasher, etc.)

Independent Living (cont.):

Goal 4: Student will work to achieve independence in utilizing a weekly budget, be able to exchange money in the community and navigate a bank.

Objective: By June 24, 2016, student will develop a weekly budget to utilize in the community for personal spending. Measurement will be based on a percentage level of independence.

Objective: By June 24, 2016, student will have a basic understanding of money and money exchange, measured by percentage level of independence from task analysis data.

Objective: By June 24, 2016, student will navigate a bank and have a basic concept of how to utilize online banking, measured by percentage level of independence from task analysis data.

Skills development to be completed through STRIVE TOPS:

- Creating a monthly schedule of bills due
- Navigating online banking simulations
- Creating monthly budgets
- Writing checks
- Completing deposit slips
- Touring a bank and role playing with a teller
- Practicing money counting and exchange in classroom and community

Goal 5: Student will work to achieve independence in accessing the Greater Portland Community by walking and utilizing public transportation in a safe manner.

Objective: By June 24, 2016, student will know the basic safety skills for walking the streets of an urban area. In addition, student will receive direct instruction regarding safe interaction with the public, measured by percentage level of independence from task analysis data.

Goal 6: Student will know the process of planning a menu, shopping and food preparation in order to be able to independently buy and prepare food.

Objective: By June 24, 2016, student will have a basic understanding of planning nutritional meals within a budget, measured by percentage level of independence from task analysis data.

Objective: By June 24, 2016, student will have a basic understanding of the steps of grocery shopping including preparation, location of items, quantity, pricing and checking out, measured by percentage level of independence from task analysis data.

Objective: By June 24, 2016, student will have a basic understanding of cooking skills including kitchen safety, initial preparation, and use of kitchen utensils, use of microwave and stove, and measurement of ingredients, measured by percentage level of independence from task analysis data.