



Maine Unified Special Education Regulations (MUSER) IX.3.G.

Maine Department of Education

Transition

SAU or CDS Placement:

MSAD #51

Date IEP Sent to Parent: 12/18/2015

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

1. CHILD INFORMATION

Child's Name:

Date of Birth:

School/Program:

Parent Information:

[Redacted] Age: [Redacted]

GHS Grade: 11

[Redacted Parent Information]

Date of Annual IEP Meeting:

Effective Date of IEP:

Date of Next Annual IEP Meeting:

Date of Re-evaluation:

Date(s) of Amended IEP:

Case Manager:

12/07/2015

12/17/2015

12/6/2018

N/A

N/A

[Redacted Case Manager Name]

State Agency Client: Yes

No

2. DISABILITY (MUSER) VII.2

Autism

Developmental Delay (Kindergarten)

Visual Impairment (Including Blindness)

Specific Learning Disability

Deaf-Blindness

Emotional Disturbance

Other Health Impairment

Traumatic Brain Injury

Deafness

Hearing Impairment

Orthopedic Impairment

Multiple Disabilities (list concomitant disabilities)

Developmental Delay (ages 3-5)

Intellectual Disability

Speech/Language Impairment

Oral Language 91  
 Total Reading 88  
 Basic Reading 90  
 Reading Comp. and Fluency 91  
 Written Expression 91  
 Mathematics 83  
 Math Fluency 79  
 Total Achievement 88

**Strengths:**

Reading is an academic strength for [redacted]

On the most recent evaluation [redacted] Reading Comprehension and Fluency and Written Expression were in the solidly average range.

**Needs:**

[redacted] needs to work on gaining mathematic skills that will be applied to personal finance and selling her art. She will focus on developing her reading skills through researching how to live independently. Her writing deficits need to be addressed by learning and practicing communication with real purpose by setting up visits and interviewing artists/pilots to learn about developing, marketing and maintaining a business.

**Present Levels of Academic Performance (MUSER IX.3.A.(1)(a)(i)&(ii))**

[redacted] has read self-selected novels at the 7th/8th grade lexile range. She has been reading her US History high school text. [redacted] is working on real life word problems and receiving about an 80% on assessments. She struggles with sustaining attention to her school work and often does not look like she is attending in class.

**Transition** [redacted] requested instruction in independent living skills/components. On a survey of 26 questions regarding independent living skills, [redacted] answered "no" to 6 questions and "unsure" to 5 questions. She answered yes to 15 questions including "Do you know how to open a checking account? Are you familiar with the day-to-day demands of running a home? Do you have an idea what the first day on a new job would be like? Do you know why you need insurance and how much it costs?"

**How the child's disability affects the child's involvement and progress in the general education curriculum. For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities:**

[redacted] difficulties due to Autism Spectrum Disorder and anxiety require that she receive small group specially designed instruction in order for her to increase her skills in written language, math, social communication, social interactions, and adaptive behaviors. She also needs to have a small group setting for support study to work on additional skills and content support. At all other times, she will be with her non-disabled peers in the regular education classroom.

**Measurable Goal (MUSER IX.3.A.(1)(b)&(c)) Area of Focus: Transition**

By December 2016, given specially designed resource room math programming and instruction in resource room English research/reading and in preparation for independent living, Math and English- [redacted] will answer yes to at least 23 out of 26 questions in the personal survey regarding her knowledge of financial skills regarding living independently (i.e. writing checks, understanding credit scores, finding apartments/housing) as measured by teacher data collection..

**Narrative for 1/29/2016:** [redacted] researched some jobs and has read articles regarding a few careers. She has been difficult to get to do this work as she has other things and other class work that she is not getting done outside of the school day.

**Narrative for 4/15/2016:** [redacted] has worked on learning about finding an apartment, interviewing, understanding insurance. She has been interested and engaged in learning these life applicable skills.

**Progress**

1/29/2016 - 3  
 4/15/2016  
 6/10/2016

PLEPS

and enjoying age-appropriate social connections and reciprocity. She is currently taking prosocial risks 50% of the time.

**Transition** [redacted] has advocated to have instruction that would allow her to gain knowledge through research in her career. Interests areas in both flying small planes and creating art. She has improved her ability to self-advocate with teachers but still needs much support and many reminders to do this. She has been dependent on her case manager to communicate with her US History teacher regarding work and grades. When she missed 7 days of school, she waited and did not make up work until she was supported by both her special education teacher and parent. She has had 0 opportunities to do this research and make these connections at school. She is independently advocating for herself with lesser known staff 0% of the time. She has been reluctant to use email and prefers texting but regarding this goal says that she is willing to use email to connect.

**Transition** [redacted] is a passive student who does not look as if she is engaging in her learning in the regular setting and at times in the special education setting as well. She needs many reminders and much support to engage in accessing her modifications and accommodations that are on her IEP. She rarely does school work at home. Her teacher has been collecting data and rates [redacted] in the Poor range in the following areas on a Self-advocacy rubric - self-understanding, assertiveness, communication, listening, accommodations.

**How the child's disability affects the child's involvement and progress in the general education curriculum. For preschool children, as appropriate, how the disability affects the child's participation in appropriate activities:**

[redacted] difficulties due to Autism Spectrum Disorder and anxiety require that she receive small group specially designed instruction in order for her to increase her skills in written language, math, social communication, social interactions, and adaptive behaviors. She also needs to have a small group setting for support study to work on additional skills and content support. At all other times, she will be with her non-disabled peers in the regular education classroom.

**Measurable Goal (MUSER IX.3.A.(1)(B)&(c))** Area of Focus: Social Work  
By December of 2016, given social work services, [redacted] will identify how stress is manifested in physical symptoms and select, study and learn to implement at least three new personal coping strategies during periods of stress/anxiety that may occur during the school day, as measured by student learning, and verbally explaining to social worker, at least 3 new personal coping strategies to manage stress and anxiety (baseline=0 new strategies)..

**Progress**

- 1/29/2016 - 3
- 4/15/2016 - 3
- 6/10/2016

**Narrative for 1/29/2016:** I look forward to continuing dialog with [redacted] and moving toward increased personal peace and a reduction in social anxiety through increased facility with personal coping strategies.

**Narrative for 4/15/2016:** As the year winds down, [redacted] and I will brainstorm new strategy to approach her complex anxieties. She and I have discussed some—but she is often reluctant to try novel approaches. Generally—she appears to be in a much healthier and confident place than previously and is on the right trajectory...this is wonderful to see (and to hear!).

**Objective(s) required?**  YES  NO

<p><b>Measurable Goal (MUSER IX.3.A.(1)(b)&amp;(c))</b> Area of Focus: Social Work</p> <p>By December of 2016, given social worker services, [redacted] will continue to work to better balance caution with action at school through further increases in personal self-esteem and confidence in interpersonal relationships (particularly with peers) as measured by an increase in prosocial risk taking from the current 50% of the time to 75% of the time as per social worker observation, staff observation and self-report.</p> <p><b>Narrative for 1/29/2016:</b> [redacted] is growing, socially, in the high school setting. It is great to see her relationship with a fellow artist grow both in a collaborative art effort and also in terms of connecting with a peer and enjoying camaraderie.</p> <p><b>Narrative for 4/15/2016:</b> [redacted] continuing friendship at school has been fun to watch. We have spoken as a group on several occasions—through this process we have problem-solved and gotten to practice vital social skills. [redacted] is a great listener and shows strong empathy. [redacted] voice and take on things is always appreciated and we are hearing more and more of it. Please don't hesitate to reach out with questions, concerns or information as the year winds down.</p> <p>Objective(s) required? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p>	<p><b>Progress</b></p> <p>1/29/2016 - 3</p> <p>4/15/2016 - 2</p> <p>6/10/2016</p>
<p><b>Measurable Goal (MUSER IX.3.A.(1)(b)&amp;(c))</b> Area of Focus: Transition</p> <p>By December 2016, given career and college readiness instruction in self-advocacy, appropriate written and verbal communication, English: [redacted] will independently connect with people in areas of career interest by phone, email, or in person to interview/job shadow/visit and gain information to further her knowledge regarding career potential and steps needed to be successful in the career 50% of the opportunities as measured by teacher data collection, as measured by Teacher data collection. <b>Narrative for 4/15/2016:</b> [redacted] did connect with her mom regarding interviewing and Mrs. [redacted] about promoting one's self as an artist. She has been asked to contact an acquaintance on the internet regarding her job at an airport about a list of questions she brainstormed, but she did not follow through with this. She has also been offered to email interview a New York City artist and she has declined.</p> <p>Objective(s) required? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p>	<p><b>Progress</b></p> <p>1/29/2016 - 5</p> <p>4/15/2016 - 3</p> <p>6/10/2016</p>
<p><b>Measurable Goal (MUSER IX.3.A.(1)(b)&amp;(c))</b> Area of Focus: Transition</p> <p>By December, 2016, given positive supports and instruction in career and college readiness/self-advocacy, [redacted] will improve her ability to self-advocate moving up one level in the following areas: self-understanding, assertiveness, communication, accommodations, and listening from Poor to Fair, as measured by Teacher data collection.</p> <p><b>Narrative for 1/29/2016:</b> [redacted] has gone to a few of her regular education teachers, but she will need to work to continue to improve in this area. [redacted] remains passive in many of her classes.</p> <p><b>Narrative for 4/15/2016:</b> [redacted] has been meeting with her US History teacher regarding her research paper. She can still be quite passive about her learning, but this project has required more engagement requiring her to seek out people to interview.</p> <p>Objective(s) required? <input type="checkbox"/> YES <input checked="" type="checkbox"/> NO</p>	<p><b>Progress</b></p> <p>1/29/2016 - 4</p> <p>4/15/2016 - 3</p> <p>6/10/2016</p>

**8. POST-SECONDARY TRANSITION PLAN**

This section must be completed for each IEP, during but not later than 9th grade or age 16, whichever comes first and updated annually. (MUSER IX.3(A)(1)(h))

**A. Projected date of graduation/program completion:**  
IDEA 300.102(a)(3)(i)-(iii) limitation to FAPE

NOTE: Graduation with a regular diploma will permanently end entitlement to a free and appropriate public education (FAPE) under the federal Individuals with Disabilities Education Act and Maine's Unified Special Education Regulations. Therefore, after graduation this student will no longer be entitled to receive special education and related services.

**B. Transition assessments completed:** Student interview  
Triennial evaluations

**C. In the case of a child not attending the meeting, document efforts made (prior to the IEP meeting) to obtain the child's preferences and interests:**  
N/A

**D. Measurable Post-Secondary Goals (MUSER IX.3(A)(1)(h)(i))**  
Measurable post-secondary goals must be based on current age-appropriate transition assessments.

**Education/Training Goal:** After graduation [redacted], (child) will After graduation, [redacted] will go to flight school to become a pilot and to art school to study art.

**Employment Goal:** After graduation [redacted], (child) will After graduation, [redacted] will work as a pilot or as an artist.

**Independent Living Skills Goal (when appropriate):** After graduation [redacted], (child) will After graduation, [redacted] will live independently in the White Mountains area of New Hampshire.

**E. Planned Course of Study: (MUSER IX.3(A)(1)(h)(ii))**

The class schedule must be multi-year (through exit), specific and individualized, and directly linked to the postsecondary goals. The planned course of study must address all post-school goals that are identified for the child.

2013/2014

English R

Math R

Social Studies elective - Maine Studies/ Geography

Commercial Art Program at PATHS

2014/2015

Food Science I and II

Intro to PE/Life long sports

English R

Math R

Commercial Art Program at PATHS

2015/2016

English R

Math R

US History

Health

Commercial Art Program at PATHS

2016/2017

Science class

English R

Social Studies Elective

Commercial Art Program at PATHS

**F. Transition Services and Activities:** (MUSER IX.3(A)(1)(f)(iii)) Describe the activities provided by the adults in the school and in the community that will enable and promote the child's progress toward meeting annual and postsecondary goals.

Include special education, general education, related education, related services, services from other agencies, and services provided by families, as appropriate for the child's needs. Transition services must be specific and individualized.

**Education/Instruction and Related Services:**

Flight lessons and her mom

Continued work towards high school course requirements

Continue in the PATHS commercial art program

Social work

Work on independent living skills instruction

Work on improving self-advocacy

**Career/Employment and other Post-Secondary Adult Living Objectives:**

Meet Vocational Rehabilitation Counselor and apply for Voc. Rehab services

**Community Experiences:**

Participation in art show and craft fairs  
Get driver's license

**If appropriate, Daily Living Skills and/or Functional Vocational Evaluation:**

**G. Agencies responsible to provide and/or pay for services. (MUSER IX.3.E.(1)(2))**  
What agency linkages, if any, have been made? Written parental consent must be obtained prior to inviting to an IEP meeting any agency or organization that is likely to be responsible for providing or paying for transition services.

**9. AGE OF MAJORITY**

If the student will turn 17 during the course of this IEP period, child and parent(s) have been informed of the transfer of rights at the age of majority (18). IDEA 300.320(c) *Transfer of rights at age of majority.*

Yes    Date: 6/22/2015     N/A

Effective 8/1/2015