

Aaron's Transition Plan

Background

Aaron's Strengths, Preferences, Interests, and Needs

Aaron is very lucky to have a good support system through his family. They want the best for him and support him in his needs. He speaks two languages, English and Arabic. He also has very good attendance at school and has made progress on vocabulary and sight word fluency. He has slowed down his reading and is using the comprehension strategies that he has been taught. In math, Aaron can calculate math computations and can understand 2-step story problems. Aaron is very sociable and has many friends at school. He is friendly and greets his teachers. Aaron was tested using the ARC's Self-Determination Scale and tested in the 70th percentile for Autonomy, Psychological Empowerment, and Self-Realization.

Aaron's Preferences and Interests

Upon interviewing Aaron using a student dream sheet, Aaron revealed that he is interested in the automotive industry. He has worked with a family member who is a mechanic and his family supports this dream. They want him to take technical classes and work in the automotive industry. Aaron isn't sure about what he wants to do exactly in the field, but has chosen the automotive field in general. He wants remain close to his family but in his own apartment and gain the independence to drive a car. He is social and wants to get married and spend time with friends and family. In addition to liking cars, Aaron enjoys watching movies, exercising, and shopping for groceries.

Aaron's Post-Secondary Needs

Future Education, Training, and Employment

Aaron needs to be exposed to a variety of options for employment before he enrolls in technical classes. He knows he wants to work within the field of automotive, but he is unsure of what specific job he wants. Aaron should shadow current workers in a variety of jobs within his chosen field of study. On the ARC's Self-Determination Scale, Aaron showed difficulties with planning. He will need assistance in choosing a school and planning his program. He will also need training in behavior so he does not blurt out inappropriate things in his technical classes and job beyond. Aaron will also need to work slower on this assignments so he can do his best work.

Living Environments

Aaron is physically able to take care of himself for the most part. He has thought about getting a car and an apartment, and will need help to figure out the necessary steps to achieve those goals.

Post-Secondary Goals

Education/Training

- a. Post-Secondary Goal: Upon completion of high school, Aaron will enroll in technical classes at a technical school near his family's home.

- b. Annual IEP Goal: When given direct instruction and modeling, Aaron will break down his assignments into smaller chunks and revisit his work for mistakes for 80% of his assignments as measured by self reports by the end of 36 instructional weeks.

Employment

- a. Post-Secondary Goal: Upon completion of necessary technical training, Aaron will become employed full-time in the automotive industry.

- b. Annual IEP Goal: Given shadowing opportunities, direct instruction, and interviews with people in the field, Aaron will be able to orally explain which sector of the automotive industry he would like to work in and the pros and cons of that job with 80% mastery by the end of 36 instructional weeks.

Independent Living

- a. Post-Secondary Goal: Upon completion of high school, Aaron will live independently in an apartment near to his family's home.

- b. Annual IEP Goal: Given direct instruction, Aaron will be able to make a plan to pay rent, gas, credit cards, and tuition independently with 90% accuracy by the end of 36 instructional weeks.

Necessary Education and Transition Services

In order to meet his post secondary goals, Aaron will need further instruction and transition services. For his educational goal of enrolling in technical school, Aaron will need modeling of how to break down an assignment and not rush through it. This can be provided by a special educator at the high school and reinforced by his general education teachers and family. For his employment goal, he will need significantly more assistance. He will need multiple shadowing opportunities and interview opportunities as well. He could also benefit from the O*NET interest transition assessment. This narrows down his choices of employment based on interest. Lastly, he will need assistance in planning for independent living. He will need direct instruction from a special educator about necessary planning skills to live independently. This will need to be reinforced at home and practiced.

Sharing this Information

Going forward, I would make a plan to meet with Aaron's family and educators to discuss the plan. Then, I would like Aaron to create a PowerPoint to own his goals and educational plan. We would meet with the high school team when they came to discuss incoming freshman. At that time, Aaron would take the lead and explain the plan we have come up with. Educators and family would assist in any information that was missed. I would have Aaron take the lead as much as possible and have him communicate how each person could help. Ideas for this would be discussed prior to the meeting. During IEP meetings, the team would check to ensure his progress.

Timeline of Events

1. The IEP team and Aaron meets to discuss this plan.
2. Aaron creates a PowerPoint to share this plan with the high school IEP team.
3. Meet with the IEP team and Aaron takes the lead.
4. Check in on Aaron's progress throughout high school.
5. Aaron shadows workers in the automotive industry.
6. Aaron enrolls in a technical school and moves into his own apartment.
7. Aaron graduates and finds employment in his chosen field.