

**INDIVIDUALIZED EDUCATION PROGRAM:
POSTSECONDARY TRANSITION PLAN
FORM I-8 (Rev. 5/13)**

District: 0000 – Test District

Name of Student: MEGAN

WSN: 1111111111

Meeting Date: 6/2/2019

Date of Birth: 6/1/2002

PTP ID: 5437

I. Meeting Attendance

MEGAN did not attend the IEP Team meeting but on 5/14/19 was extended both a written and verbal invitation to attend.

The following steps were taken to ensure MEGAN's needs, preferences, and interests were considered at the IEP Team meeting:

Megan currently receives home bound instruction. Leaving home in the winter months is not safe for her. Parents requested that her meeting be held at the home health provider's office with her daily nursing staff in attendance. The school staff held an informational interview with the support staff and parents to survey Megan's daily routines and the activities she has shown a preference for. The staff also used anecdotal records and therapy notes from Megan's weekly sessions with the occupational therapist.

II. Postsecondary Goals

The measurable postsecondary goals for MEGAN are based on an age-appropriate transition assessment.

The IEP Team reported the following methods and/or results of the transition assessment:

Informational interviews were held with support staff, parents and school staff 5/2/19 and 5/10/19. Parents shared that Megan is dependent on them or support staff for all personal cares. A nurse comes in daily to provide these needs and monitor health concerns. Megan does enjoy car rides and being wheeled outside when weather permits. She becomes especially animated by fast and colorful videos. She will attempt to reach towards these videos and other objects she is attracted to. The occupational therapist reports that she is becoming more accurate at locating a one choice switch and has increased strength to push down to activate it. School staff report that Megan is beginning to demonstrate understanding that the switch will turn on a movie.

Measurable postsecondary goal in the area of education or training:

After high school, MEGAN will receive on-the-job training (including apprenticeship).

Additional information relevant to this goal includes:

Megan will receive training in her home to improve her accuracy in operating a double switch for demonstrating choice and turning on movies.

Measurable postsecondary goal in the area of employment:

After completing or obtaining postsecondary education or training, MEGAN will be employed in the field of Arts, Audio/Video Technology & Communications - Audio and Video Technology and Film - Volunteer Library AV Assistant

Additional information relevant to this goal includes:

The plan is for Megan to volunteer at the local library as the AV Assistant on a monthly basis. The amount of time Megan will be able to volunteer is based on how she is feeling on any given day. Megan's employment goal is based on information provided from caregivers and Megan's increased interest and engagement with movies and music.

Measurable postsecondary goal in the area of independent living skills:

After high school, MEGAN will:

- gain strength by reaching for objects with her hands and using her feet to operate a switch
- operate a double switch to select DVD or CD for choosing a movie or music

III. Annual Goals

Annual goals that will help MEGAN make progress toward meeting all the stated postsecondary goals can be found under the annual goals section of this IEP or appear below.

Megan will use a switch to activate videos of her choice during her leisure time.

Megan will watch the career videos on a variety of websites to learn more about possible careers in the audio/visual field.

Megan will work on skills that the library has identified as necessary for her volunteer part time job with assistance.

IV. Transition Services

Needed transition services include:

Category	Transition Service	School Year	Responsible Party	Considered But Not Needed
Job Exploration Counseling Services	Help student apply for adult services through the Aging and Disability Resource Center (ADRC)	2019-2020	Student, School, Family, ADRC	
Job Exploration Counseling Services	Teach student about Section 504 of the Rehabilitation Act (WIOA) and Americans with Disabilities Act (ADA)	2019-2020	Student, School, Family	
Postsecondary and Higher Education Related Services		2019-2020		x
Work Based Learning Experiences	Figure out what assistive technology might help student at work	2019-2020	School, student	
Social and Independent Living Skills Training for Community	Support student to get a state ID card	2020-2021	Student, Family	
Social and Independent Living Skills Training for Community	Talk about and connect students with available community resources that match student interests (examples: libraries, museums, civic organizations, religious organizations, club sports, special interest clubs, fitness centers, volunteer opportunities etc.)	2020-2021	Student, School, Family, Managed Care Case Manager	
Social and Independent Living Skills Training for Home	Figure out assistive technology needs for home	2021-2022	Student, School, Family, Managed Care Case Manager	
Social and Independent Living Skills Training for Home	Talk about services needed by the student after high school to help with independence (recreational therapy, occupational therapy, physical therapy, speech therapy, orientation and mobility specialists, and vision/hearing supports, Alcohol and Other Drug Abuse Counseling, Mental Health Counseling)	2022-2023	Student, School, Family, Managed Care Case Manager	

Additional information related to transition services:

Megan is currently 17 years old and the plan is for her to receive home bound instruction and services until 21 years old. Many of the transition services identified will include Megan but will be mostly be carried out by her family members and current support staff and therapists.

V. Participation of Outside Agencies Likely to Provide or Pay for Transition Services

An outside agency is likely to provide or pay for transition services during the term of this IEP. Representatives of the outside agency were invited to the meeting with parent (or adult student) permission.

The agency(ies) and/or agency representative(s) invited to the IEP Team meeting included:

A representative from the ADRC was invited to attend the IEP meeting to describe the application process for Long Term Care Supports. The representative shared information about IRIS and Managed Care Organizations. In-home nursing staff were also invited to the meeting.

VI. Course of Study

School Year	Course Name
2019-2020	Homebound Instruction 30 minutes—Switch use for choice making 2x per week, Physical therapy 30 minutes 2x per week, Occupational Therapy 30 minutes 1x per week, Assistive Technology Consultation
2020-2021	Homebound Instruction 30 minutes—Switch use for choice making 2x per week, Physical therapy 30 minutes 2x per week, Occupational Therapy 30 minutes 1x per week, Assistive Technology Consultation
2021-2022	Homebound Instruction 30 minutes—Switch use for choice making 2x per week, Physical therapy 30 minutes 2x per week, Occupational Therapy 30 minutes 1x per week, Assistive Technology Consultation
2022-2023	Homebound Instruction 30 minutes—Switch use for choice making 2x per week, Physical therapy 30 minutes 2x per week, Occupational Therapy 30 minutes 1x per week, Transition Activities

Additional information related to course of study:

Homebound instruction will change from year to year based on Megan's progress. Physical Therapy and Occupational Therapy assessments will be completed on an annual basis to determine if services need to change.

VII. Transfer of Rights

MEGAN and his/her parents have been informed of the rights that will transfer or have transferred to him/her at age 18.

The following method(s) were used to inform MEGAN and his/her parents about the transfer of rights:

Megan and her parents were given the Age of Majority letter explaining the transfer of rights to Megan at the age of 18. The Children's Long Term Support Case Manager will be referring the family to the local ADRC at age 17.5 to begin the transition to Adult Long Term Care supports and will provide guidance in this process. They will also be working with the parents in the process of guardianship and supported decision making. The school provided a copy of the booklet ["Understanding Guardianships: A Handbook for Guardians"](#) (State Bar of Wisconsin) and [Supporting Individuals to Live Full Lives: Supported Decision Making and Other Alternatives to Guardianship](#) (BPDD Guide on Supported Decision Making)