**Sample Transition Present Levels of Performance Write Up**

**Summary of Transition Assessments (recapping the grid statements):**

**Post-Secondary Education and Training:** Upon graduation from high school, John is planning on receiving training in his competitive place of employment. He is interested in a career that involves video games.

**Employment:** Upon graduation from high school, based on present levels of performance, John has a goal of seeking competitive employment, possibly working with video games.

**Independent Living:** Upon graduation, based on present levels of performance, including an independent living assessment given on 1/15/16 the IEP team has determined that John will be able to live independently without support.

**Agencies:** OVR was discussed at John’s IEP meeting on 1/15/16. An application and informational packet was given to the parents at the meeting. John currently has an open case with York County MH/IDD; his case manager is Sally Green. John and his family is recommended to explore the Pennsylvania Secondary Transition Guide - [www.secondarytransition.org](https://outlook.wssd.k12.pa.us/owa/redir.aspx?REF=dgxrkmAi3evPsPFs4wE8vGwrfWyy44fm7aNGV3Q1AEk8R9oHSUjTCAFodHRwczovL291dGxvb2sud3NzZC5rMTIucGEudXMvb3dhL3JlZGlyLmFzcHg_UkVGPVhnSzl4a0dwZTdpdVlzSU93aU55OGlRenBwZkpOTHd0OHlBckNCT0kya3RSRngwaU5qM1RDQUZvZEhSd09pOHZkM2QzTG5ObFkyOXVaR0Z5ZVhSeVlXNXphWFJwYjI0dWIzSm4.).  This website offers information on agencies and support, community living, employment, health, self-determination, recreation and leisure, financial supports and services, post secondary education and resources, and schools.

**Summary of transition assessments:** In 8th grade, John was interested in attending college and pursing a career as a sportscaster on TV.  He and his IEP team determined that he would be able to live independently as an adult without supports.    In 9th grade, John still wanted to attend college, but changed his career interest to being a video game designer.  He and his IEP team determined that he would be able to live independently without supports as an adult.   In 10th grade, John enrolled in vo-tech to study Computer Networking and was interested in attending a trade/technical college after high school to video game design.   He and his IEP team determined that he would be able to live independently without supports as an adult.   John's continued this same career aspirations as a junior and senior and has applied for enrollment at Harrisburg University to study video game design after high school.  He and his IEP team continue to believe that he is able to live independently, without supports, as an adult based on independent living assessments.

**Transition:** Mrs. Hoff observed John on 1/15/16 at the Salvation Army on Trindle Road. When Mrs. Hoff arrived John was in the back of the store emptying his cart. After he was finished unloading his cart, he came back onto the store floor. John was racing another student with his cart, riding on the cart, and being loud. Mrs. Hoff asked John to get off the cart and to act appropriately (reminding him he is there to work, and it is a privilege). John listened to Mrs. Hoff and pushed his cart appropriately over to the housewares section. The students were instructed to take any Christmas decorations or items with a blue tag off the shelf. John did a good job going through each shelf, and filling his cart. Once his cart was full, he would take it to the back of the store and discard his items into the dumpster. When he returned to the shop floor, he did so appropriately. As time was running out, and the students were told to finish up, John was intent on finishing the section he was working on. John got along well with the aide and his peers.

**2015-2016 School Year as a Sophomore:**

-**Student Planning Questionnaire** John completed the student interview on 1/15/16. When asked what kind of courses he was taking during high school John said general education. Upon graduation, he does not see himself going onto further education or training. He stated that he would like to study/train doing things that are hands on. When asked about his level of motivation to succeed in the academic setting he feels that he has a medium level of motivation. He feels that he has a medium level of control over his decision-making and individual success. His ability to identify what he needs and how to get it he feels is high. Upon graduation, he does want to get a job right away, in the form of part-time employment. Five years after graduation, he is unsure of what he would like to be doing. As far as what courses he needs to take in high school to help attain his employment goals, he is unsure. John explained that he has had some work experience restoring Rick’s campground. A job John dislikes is farming. John participates in baseball and soccer. His favorite hobby is skateboarding. He would like to participate in woodworking in high school. John’s biggest concern for his future is losing a job and not being able to live alone.

-**Myers Briggs Type Indicator** 1/15/16 John completed the Myers Brigg Personality Inventory and based on based on his responses his personality type is ENTJ (Extrovert-Intuitive-Thinking-Judging). Individuals with this personality preference profile are often: confident leaders who like to be in charge, decisive, ambitious, likes intellectual exchange, ingenious, resourceful in solving complex problems, innovative, analytical, logical, self-determined, independent, and aspires to be the best at whatever he does. Careers that often correspond with the ENTJ personality type include: executive, administrator, education, banker, marketing, manager, science, and criminal justice.

-**PA Career Guide** 1/15/16 After taking the assessment, John’s interest code was: **Realistic-Social-Conventional/Investigative**. **Realistic** meaning he is skilled at working with tools, mechanical or electrical drawing, machines or plants and animals. Generally avoids social activities like teaching, healing and informing others. Sees self as practical, mechanical, and realistic. Possible occupations include: welders, packing machine operators, truck drivers, and refuse collectors. **Social** meaning he is good at teaching, counseling, nursing or giving information. Generally avoids using machines, tools or animals to achieve a goal. Sees self as helpful, friendly and trustworthy.Possible occupations include: childcare workers, secondary school teachers, social workers, personal financial advisors, and registered nurses. **Conventional** meaning he is good at working with written records and numbers in a systematic, orderly way. Generally avoids ambiguous, unstructured activities. Sees self as orderly, and good at following a set plan. Possible occupations include: bookkeeping and accounting clerks, billing clerks, cost estimators, legal secretaries, computer support specialists, and management analysts. **Investigative** meaning he is good at understanding and solving science and math problems. Generally avoids leading, selling, or persuading people. Sees self as precise, scientific, and intellectual. Possible occupations include: pharmacies, financial analysts, cardiovascular technologists, systems analysts, and nuclear engineers.

-**Independent living assessment** 2/23/15 When asked about auditory perception, John can follow spoken directions and remember what he has heard most of the time. In regards to spoken language John can remember the names of people or things most of the time, and some of the time can tell a story so that people understand and recall the exact word he wants to use. In the area of orientation, John can keep a schedule most of the time, and some of the time loses track of time, is able to judge distance, and is easily distracted from what he is doing. Not very often does he get lost easily or is able judge weights. As for his motor coordination, John can almost always walk/run without difficulty, play sports, keep his balance, use hand tools, and is able to see clearly. Most of the time he can write legibly, and some of the time he can draw pictures. When asked about his personal/social skills, John almost always attends social functions, and most of the time he is able to make and keep friends, other people get along with him, and is able to get all of his work done. Most of the time people are able to understand him, he can understand other people, other people get along with him, and he is able to get all of his work done. Some of the time he makes mistakes and needs help from others. Not every often does he get upset easily. Visually, John most of the time can remember what he saw, and some of the time he reads the newspaper, has difficulty with math, and has problems when someone shows him how do something. Not every often does he difficulty-using directions to put something together. When asked questions on living skills, John stated he is able to do the following on his own: shop for his own clothes, eat at a restaurant, cook a snack, and make change for any amount of money without using a calculator. If someone helps him, he is able to: shop for groceries, use public transportation, cook a meal like Thanksgiving, keep a checking account, and budget a weekly paycheck or allowance. He did not seek help in completing this assessment. John does not have his license at this time.

-**Self-Determination** 2/24/15 John completed the Disabilities Service Worksheet. John stated that he does have a documented disability, ADHD. John stated his learning strength is hands on opportunities. He stated his has difficulty with the following types of learning: written tests where explanation is involved and memorizing things. John reported that he began receiving support services in 1st or 2nd grade. He stated that he receives the following support services in high school: learning support classes. When asked how he performed in the following areas, he stated he is above average in: memory, persistence, and motivation. John feels he is average in: attention span, study skills, goal setting, planning, managing feelings, social skills, problem solving, and decision-making. He feels he is below average in time management and staying on task. Academically, John feels he is average in: reading comprehension, reading speed, writing mechanics, writing reports/stories, spelling, math concepts, math calculation, math word problems, test taking, and note taking. When asked about managing feelings, John stated he rarely has a problem with anxiety, but has to work on managing his depression and anger. In order for John to be successful in college he stated that he would need the following accommodations: extended time for tests, note taker for lectures, use of a calculator when appropriate, and extended time to complete assignments. He feels he would need the following support service in college: texts in alternate format, time management assistance, study skill class, reduced course load, career counseling, and help with social skills.

-**C.I.T.E. Learning Style Inventory** – John completed the C.I.T.E. Learning Styles Inventory on 2/24/15. Based on the results of his responses his major learning style was **Social Group**. As a **social group learner** John may get more prefer to study with at least one other student, and will not get as much done alone. He values others’ opinions and preferences. Group interaction increases his learning and later recognition of facts. Class observation will quickly reveal how important socializing is to him. His minor learning styles were: **Social Individual, Kinesthetic-Tactile, and Auditory Language**. As a **social-individual learner**, John gets more work done alone. He thinks best and remembers more when the learning has been done alone. He cares more fir his own opinions than the ideas of others. Teachers do not have much difficulty keeping him from over-socializing during class. As a **kinesthetic-tactile learner**, John learns best by experience, doing and self-involvement. He profits from a combination of stimuli. The manipulation of material, along with accompanying sight and sounds (words and numbers seen and heard) will aid his learning. He may not seem to understand or be able to concentrate or work unless totally involved. He seeks to handle, touch and work with what they are learning. As an **auditory language learner**, John learns from hearing words spoken. He may vocalize or move his lips or throat while reading, particularly when striving to understand new material. He will be more capable of understanding and remembering words or facts that could only have been learned by hearing.