

**INDIVIDUALIZED EDUCATION PROGRAM:****TRANSITION SERVICES**

FORM I-8 (Rev. 5/12)

**District: Sample School****Name of Student: LADISHA TUCKER****WSN: 1111111111****Meeting Date: 2/25/2019****Date of Birth: 1/13/2005****PTP ID: 6622****I. Meeting Attendance**

LADISHA TUCKER attended the IEP Team meeting.

**II. Postsecondary Goals**

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

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

**Academic Career Plan (ACP)**

Ladisha is in 7<sup>th</sup> grade. She participated in the Matchmaker activities through Xello in a small group of students through the district ACP process. The Matchmaker indicated that Ladisha has a strong aptitude for Nursing. Ladisha watched the nursing interviews with a group of students also interested in that field and also went on a job tour at the local hospital and nursing home. The students had the opportunity to meet with: a CNA, a Registered Nurse, and a Nurse Practitioner. Ladisha indicated that she was interested in working at a hospital setting, however would like to learn more about the careers of Registered Nurse and Nurse Practitioner.

**Strengths Finder:**

Ladisha participated in a strengths finder assessment in January 2019 [Find Your Strengths](#). She discovered that she is interested in helping people and has a genuine concern for others. Ladisha is able to multi-task with supports and enjoys the social aspect of working in groups. Ladisha understands the difference between right and wrong, asks for help when necessary, and is very aware of the rules in place when making a decision. She has been to work with her aunt who is a Registered Nurse and is interested in eventually volunteering in a hospital setting. Ladisha's favorite classes are Math and General Science.

**Measurable postsecondary goal in the area of education or training:**

After high school, LADISHA TUCKER will attend a 4-year college or university and earn an undergraduate degree.

Additional information relevant to this goal includes:

Ladisha would like to learn more about the Nursing Program at University of Wisconsin Milwaukee and University of Wisconsin Oshkosh. The school counselor, Mrs. Future, shared in the IEP meeting about how these two schools have programs in Ladisha's area of interest.

**Measurable postsecondary goal in the area of employment:**

After completing or obtaining postsecondary education or training, LADISHA TUCKER will be employed in the field of Health Science - Therapeutic Services – Nurse Practitioner.

**Measurable postsecondary goal in the area of independent living skills:**

After high school, LADISHA TUCKER will:  
- schedule and attend her doctor's appointments every 6 months to maintain her medication for ADHD.

### III. Annual Goals

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

- Ladisha will stay on task and complete assigned tasks with only one adult prompt per class period.
- Ladisha will organize her homework binder and turn in completed work at the end of every day during check out without adult prompts.

### IV. Transition Services

Needed transition services include:

Category	Transition Service	School Year	Responsible Party
Instruction in Self-Advocacy	Teach student the skills to speak up for her/himself at school, work, and in the community	2018-2019	Student, Family, and case manager
Work Readiness Social and Independent Living Skills Services for Home.	Teach student how to keep a calendar/schedule and manage time.	2018-2019	Student, School, and Family
Work Based Learning Experiences	Support student volunteering in the community	2019-2020	Student, Family, and school counselor
Work Readiness Social and Independent Living Skills Services for Community	Teach student to use public transportation	2019-2020	Student and Family
Job Exploration Counseling Services	Teach student soft skills (e.g.-hygiene, punctuality, attendance, interpersonal and communication skills, following directions, and problem solving)	2019-2020	Student, case manager
Work Readiness Social and Independent Living Skills Services for Home	Create a list with the student and family of things the student can do at home (make a sandwich, set the table, load the dishwasher, cut the lawn, rake the leaves, etc.)	2019-2020	Student and Family
Instruction in Self Advocacy	Teach student the skills to speak up for her/himself at school, work, and in the community	2019-2020	Student and Case Manager
Instruction in Self Advocacy	Support student to learn to keep her/himself mentally healthv	2019-2020	Student, Family, and School
Work-Based Learning Experiences	Talk to student about how to discuss her/his disability with a boss.	2019-2020	Student, Family, Special Education Case Manager, School Counselor

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

It was determined that no outside agency will provide or pay for transition services at this time

### V. Course of Study

School Year	Course Name
2018-2019	Pre-Algebra, Phy Ed, Art, Life Science, Language Arts 7, Social Studies, Music/Band, A C P Homeroom, Health 7
2019-2020	Algebra, Phy Ed, Art, Music/Band, Language Arts 8, WI History, Earth Science, Homeroom, Media
2020-2021	English 9, Geometry, World History, Biology, Study Skills, Spanish 1, Art History, Phy Ed.

### VI. Transfer of Rights

LADISHA TUCKER will not turn age 17 during the effective dates of this IEP and does not need to be informed of the rights that will transfer to him/her at age 18.