

Transition Services (ages 16-21) or younger if appropriate

T-1. Measurable Post Secondary Goals

Education/Training: Upon completion of high school, Halli will enroll in a 4-year university.

Employment: After graduation, Halli will obtain employment in childcare.

Independent Living Skills: After graduation, Halli will live at home with her parents and save money to purchase a house.

D. Present Levels of Academic Achievement and Functional Performance for Students Ages 6-21

The present levels of academic achievement and functional performance (PLAAFP) is an integrated summary of data from all sources. The statement should include information about the student's specific strengths and weaknesses, unique patterns of functioning, and implications of the problem areas on the student's total functioning. The information should also include how the child's disability affects the child's involvement and progress in the general education curriculum. Performance areas to be considered are:

Cognitive Functioning (listening skills, listening comprehension, ability compared to same age peers)

When compared to her same-age peers, Halli is able to be successful throughout the school day by utilizing the resources available to her for assistance, asking for help, or by using her own problem-solving skills which is very comparable to her peers. For example, if there is something that Halli struggles to do on her own or has a question about, Halli will identify the appropriate means for attaining assistance for the task or in attaining the information she needs. Mrs. General Education nor Halli's parents are concerned about her ability to problem solve.

FOCUS:

When compared to her same-age peers, Halli is very capable of staying focused for extended periods of time, and in this area, she seems to function at a level greater than her peers. Halli maintains her focus by taking diligent and organized notes in her notebook whenever her teachers are teaching, If something needs to be completed, Halli will sit down for as long as it takes and devote 100% of her attention to completing the task at hand. Halli's general education teachers nor Halli's parents have any concerns regarding her ability to focus in the academic setting.

MEMORY:

In relation to memory, Halli performs comparable to her same-age peers. Halli is able to recall very specific details and information from her long-term memory of things that happened way in the past. She is also able to recall details about her life, such as what she ate for lunch, what she did after school, and what she wore to school for an entire week. She is able to recall academic information from her long-term memory if it is material that needed to be studied for a test/quiz, or was of significant interest to her. Halli can also remember all assignments that need to be completed and their associated due dates without writing them down in a planner. In relation to short-term memory, Halli's parents have expressed concern about her being very forgetful of commands at home, such as remembering to take the trash out, fold the laundry, etc. In the classroom, Halli needs to dedicate time to studying the material that is taught one day to remember it the next. Halli struggles to remember details from lessons from the previous day that she has not studied or does not have a natural interest for. Overall, Halli's general education teachers nor Halli's parents feel overly concerned about Halli's memory.

LISTENING SKILLS/COMPREHENSION:

Halli's listening skills compared to her peers are advanced. Halli is able to listen to multiple directives at one time and know what to do based on those directions. In terms of comprehension, Halli does best when she hears the information, sees the information, and writes down the information. For example, if Halli's world history teacher is lecturing on World War II, Halli's comprehension is highest when the teacher is orally stating the information, the information is written out on the active board or white board, and while Halli is documenting the information in her notes. Halli struggles to comprehend concepts when the only means of reception are auditory. In addition, Halli's general education teachers and Halli's parents are concerned about Halli's comprehension due to her vision problems. If Halli is seated more than 10 feet from the board or area where information is displayed, Halli struggles to comprehend or listen due to anxiety from not being able to see the information. Halli's general education teachers believe Halli would benefit from some visual adaptations such as enlarged fonts on the boards, books, and seating within close proximity to the board.

STRENGTHS:

Based on observations from Halli's general education teacher and interview with Halli, she is very strong in visual-spatial skills and organization. She is able to visualize and organize in a way that is most effective for her personally. She uses a planner and maintains the planner very well. Her schedule is always followed. Halli feels it is way for her to manipulate objects in her mind.

AREAS OF NEED:

Halli struggles with visual perception. Because Halli's vision is low, Halli struggles to interpret the environment around her. Halli struggles with reading print from over 10 feet, and she cannot recognize faces past 10 feet. Her depth perception is also low which make coordination tasks very challenging. She doesn't ask for assistance with these tasks, but her teachers observe her squinting, dropping objects frequently, and bumping into corners and walls.

Academic Performance (reading, math, learning styles, etc.)

Halli is a 11th grade student at Century High School in Bismarck, North Dakota. She has been attending Century High School since kindergarten. Halli's attendance is not an area of concern at this time.

INTERVENTIONS:

Halli has not received any interventions in middle or high school school. She is very high performing in all areas, with her strength being in English and Math, and her most challenging subject being science, though she does love the subject. She also participates in choir and jazz choir, CTE courses such as CNA, Medical Related Careers I & II, and language courses, such as Spanish. She participates in interventions in the classroom that all students participate in.

Progress Report Note:

A 93-100%

A- 90-92%

B+ 87-89%

B 83-86%

B- 80-82%

C+ 77-79%

C 73-76%

C- 70-72%

D+ 67-69%

D 63-66%

D- 60-62%

F Less than 60%

MATH:

Halli participates in all classroom interventions that other students participate in, yet this is an area of strength for her. There is not concern from Halli's math teachers about her abilities in math. She is currently taking Algebra II, but her teacher says she is on track to take both Pre-Calculus and Probability and Statistics next year. Halli's math teacher says she enjoys math very much and often helps to tutor other students in class. Halli's parents also say that Halli helps her younger siblings with math assignments. Again, no concerns in this area. Halli is proficient in order of operations, basic mathematics concepts, and algebra concepts. Halli struggles in concepts of geometry and visual-spatial organization in the area of geometry. When Halli is studying for a math test or quiz, she requires ample amount of study time, as she does not have a photographic memory. Halli does best in the area of geometry when she include lots of drawings and organized descriptors.

Progress Reports:

Halli has earned a high A on every on every progress report and assessment in all her semesters of high school. Her lowest grade received in math this year is a 94% due to her having a flare-up prior to an assessment.

READING/ENGLISH:

Reading/English is Halli's main strength in terms of academic performance. She has not needed to receive interventions in this area, as she is well above average in this subject. Halli frequently reads for enjoyment and chooses to read during her free time in the classroom. Halli reads challenging material and chooses research topics in her English courses that are advanced and require extensive work. Halli's English teacher says her written language is very advanced and adheres to all grammar rules accurately 96% of the time. She is able to very effectively structure her writing to make sense to the reader, and her writing is very enjoyable to read. Halli is often chosen to peer-review her classmates' work because she has an eye for grammar and language. Halli struggles with understanding and remembering how to format her papers in MLA format. This is an area where teachers often need to assist Halli, and she gets easily frustrated when trying to format. Halli works hard on keeping her papers organized and well-thought out, yet she tends to include unimportant information in many pieces of writing, such as redundant information and opinions. Halli also needs reminders on writing papers using third person. It is also difficult for Halli to include in-text citations. Overall, these areas of weakness are comparable to those of Halli's same-age peers.

Progress Reports:

Halli has earned a high A on every progress report all her years of high school. Her lowest grade received in reading is a 95%.

SCIENCE/SOCIAL STUDIES:

Halli participates in all classroom interventions that other students participate in within the science and social studies classrooms. Halli's teachers nor her parents express concern for Halli in either of these subjects. For Halli to be successful in these classes, she does need to do quite a bit of studying leading up to tests and quizzes, but when she studies for these tests and quizzes, she always does well. These are two subjects that Halli really enjoys, and this helps keep her motivated when they get challenging. Halli struggles to remember dates in social studies, for she feels this is less essential information than the events of history themselves.

Progress Reports:

Halli has earned an A on every progress report in these two subjects all her years of high school. Her lowest grade received in Science was a 93% and her lowest grade received in Social Studies was a 94%.

ELECTIVES

Halli participates in a variety of electives that she really enjoys. She does not require interventions in any of them. Halli's general education teachers nor her parents are concerns about Halli's performance in these courses.

Progress Reports:

Halli has received an A on all progress reports in these classes.

WORK HABITS AND LEARNED BEHAVIOR:

Halli continually improves her work habits and behaviors in the classroom. She is diligent in accomplishing her work to the best of her ability, and functions in the classroom comparable to her classmates. Halli is very organized not only in her schoolwork but also in keeping a planner, a clean backpack, and even organizing her time at home to accommodate for her homework. She is very respectful to her teachers and classmates. Halli's general education teachers and Halli's parents are concerned about Halli's shy, introverted nature and how it affects her relationships with those in her classes, yet it is also noted that Halli is liked by everyone she meets and has many friends from her experiences in choir and many other extracurricular activities. Halli's anxiety often makes it challenging for her to branch out of her comfort zone.

Communicative Status (receptive and expressive language)

RECEPTIVE:

Based on observations from multiple team members, Halli's ability to understand body language at an appropriate level that is very comparable to her same-age peers, and she is slightly advanced in this area. In addition, her own expressions and body language are comparable to her same-age peers. She seems to be very socially aware of what is going on around her and what is being said to her. She is empathetic and able to understand others well. Halli does tend to say "what" frequently, but it is

more associated with habit than actually not understanding or hearing what is said. Halli is able to understand and use sarcasm, and she does so frequently. Halli is very capable of paraphrasing information from the teacher or the text. There is no concern in terms of Halli's receptive language.

EXPRESSIVE:

Halli is able to verbally express her needs and wants comparable to her same-age peers. Halli uses very advanced vocabulary correctly. Mrs. General Education says that Halli is able to relay a story that she has just read while also elaborating on details of characters' emotions and feelings. Based on observations, it shows that Halli uses more expressive language with her close friends rather than other peers in her classes, yet we believe this is caused by Halli's shy and introverted nature, as she excels in expressive language in the academic context. Halli uses humor regularly in all settings, and she is often known as the "funny one" in class. This information is attained through interview with Halli and Halli's general education teachers. There are no concerns with Halli's expressive language skills.

Physical Characteristics (medical, vision, hearing, motor)

HEALTH:

Halli's parents describe her as having frequent health problems. She was diagnosed with Celiac Disease in November of 2011. This is an autoimmune disease, where any time Halli ingests or touches gluten (wheat, barley, or rye) her body attacks itself. It takes her body 7 days before feeling well enough to return to school, though she comes to school anyways because she needs to get the work done. If she comes to school during a reaction, she often needs to use a wheelchair. Her body is typically back to normal 10 days post-reaction, with fatigue. Because her immune system is attacked roughly once every month or two, Halli's immune system is weakened, making her more susceptible to other illnesses such as influenza, strep throat, stomach flu, common cold, etc. The only cure for this is a gluten-free diet which Halli is currently on, however it is still very easy for her to get sick due to carelessness of those working in restaurants, school cafeteria, etc. The main cause of Halli's reactions at this point in time is cross-contamination between non-gluten-free foods and Halli's gluten-free food. She requires a special diet at all times and is considered to have a very severe case of the disease. If she gets sick from gluten, there is nothing she can do to make it better other than wait out the reaction for the 7-10 days. Halli's diagnosis does affect her education and success in the educational environment because of how frequently she gets sick.

MEDICATION:

Halli takes a multivitamin, B12 vitamin, calcium vitamin, and Extra Strength Excedrin for flare-ups. She may also take activated charcoal if she believes she may have gotten "Glutened".

VISION/HEARING:

Halli has very poor vision and requires glasses or contacts. Halli typically wears contacts to school, yet they do not fit her eyes well making it very hard for her to see all the time. She is diagnosed with astigmatism and double vision. If Halli looks to the light in a darker environment, her vision will split and take time to come back together. Halli's academic functioning is affected by her vision if she is not wearing her glasses. There is no concern about Halli's hearing based on hearing tests throughout elementary school.

GROSS/FINE MOTOR:

Halli is able to participate in all activities, except for running and high intensity activities in physical education. This is too hard on her joints due to the damage done to her body from Celiac Disease. Mr. and Mrs. Ackerman, as well as Halli's doctor, have worked with the physical education teacher to find alternative activities. Mr. and Mrs. Ackerman, and Halli's general education teachers do not have any concerns about Halli's gross and/or fine motor skills.

SENSORY:

The team has not noticed any sensory seeking behaviors nor sensory sensitivities.

Emotional/Social Development (social skills, leisure)

LEISURE:

Halli is a very happy teenager who enjoys spending time with her friends and family. In her free time, she can be found playing the piano, singing, reading, studying, or working out at the YMCA. She likes going to Target and shopping with her mom, yet she also loves being at home and playing with her dog. She has a very good group of friends and supportive family.

SOCIAL:

In terms of social behavior, Halli's general education teachers and Halli's parents have noted that while Halli has many friends at school, she is very quiet and struggles to make new friends now that she has her friend group. Halli is very much a rule-follower, so she will not participate in social activities such as parties/dances/sporting events that have the potential for anything that goes against Halli's morals. Halli does not, however, feel like she is missing out in these areas, for she feels proud for sticking to her values and her parents are proud of her for this, too. When Halli is interaction with her same-age peers, Halli interacts at a developmentally appropriate level. Halli's parents have also noted that at home she is not quiet or reserved at all, and is very humorous and outgoing. In the classroom, Halli is known to be the very funny one, and this surprised some people who know her as being very shy and quiet. Her funny side comes out when people get to know her. Overall, there is not enough concern about Halli's social behaviors to say they significantly impact her in the educational environment.

EMOTIONAL:

Halli's parents noted that, even though Halli knows she is intelligent and capable, she often gets overwhelmed and anxious when a big assignment or project is assigned. Her and her mom are both very anxious, but this is something Halli is working on already with a therapist. She is usually very smiley, happy, and always laughing, yet she is very sensitive. Halli's parents say that she often internalizes when someone says something negative that hurts her feelings. She wears her heart on her sleeve and is very impacted by the words and actions of others. In addition, she is very empathetic to what others are going through and is great at showing actions and words of support. While Halli is sensitive, she acts emotionally comparable to her same-age peers, and there are no concerns at this time.

Adaptive Characteristics (including adaptive behavior, self care, independent living, self direction, health and safety, work)

ABILITIES:

Halli's adaptive behaviors in terms of following rules at home and school is not an area of concern. There are no concerns for her safety beyond what is typical for other children her age. Halli has her own car and drives herself to and from school each day. She often helps her mom cart around her siblings to various activities. Halli is independent at home and school and does not require assistance regarding regarding self care, comparable to her same-age peers. Halli is very capable of maintaining her specialized diet required for Celiac Disease. She makes sure to drink plenty of water each day, take her vitamins independently, and administers medication when needed with the approval of her parents. She also is able to set an alarm and wake up on her own in the morning. This information was attained through an interview with Halli's parents.

AREAS OF NEED:

Halli struggles with time management at home. She often chooses to stay awake late into the night looking at social media or watching Netflix. She only goes on Netflix or social media when she finishes all of her homework, yet this causes her to lose sleep, get sick more frequently, and be more moody. This is a bad combination with her already weakened immune system as it increases her anxiety making her more susceptible to sickness. Halli needs some kind of help getting to bed at a better time and limiting her phone usage late into the night. An area of concern with Halli is her poor eyesight. Halli is often dropping things, accidentally hurting herself, bumping into things, and unable to see the TV or faces from any great distance. She is unable to clean effectively as she cannot see dust, grime, etc. While Halli can independently put in her contacts or wear her glasses, they only allow her to function driving, seeing in class (from a close distance), and identifying what is around her. This is an area of concern as vision is important for independent living, postsecondary education, and employment. This information was attained through an interview with Halli's parents.

Ecological Factors (functional skills and community participation, home/family, neighborhood)

Halli lives at home with her mother, Jill Ackerman, and her father, Tom Ackerman. She also lives with her younger sister, Hanna, and Hunter Ackerman. She has one dog, Libby. She lives in a middle-class neighborhood that is very safe and approximately 7 minutes away from school. Her and her family participate in community and school functions frequently. Halli

is very happy at home and her family is very important to her.

FUNCTIONAL SKILLS:

There is no concern in terms of Halli's functional life skills. In terms of academic skills, Halli is able to tell time and count and use money. Halli does not know how to balance a checkbook, obtain a credit card or budget her money. While she does not have any expenses while she is living at home, her parents would like her to learn how to budget as she gets closer to employment and independent living. Halli likes to spend her money on anything and everything, and she has little self-restraint when it comes to her spending. She is able to effectively measure objects, and she is able to make, change, and follow a schedule. Halli dislikes reading instructions to games and often asks her parents to read lengthy directions for her, but according to her parents, this is based on laziness more than lack of ability. She is able to read road signs and symbols and is able to follow directions. In terms of community-based functional skills, she does not need to take public transportation, for her has her own car. She knows how to order for herself at restaurants, fill her car up with gas, and use cross walks when crossing the street. Halli's parents and general education teachers do not have any concern about Halli's functional social skills, for she knows how to communicate with different types of individuals in the community effectively and appropriately.

Other

Address the present level of performance in each of the following domains with documentation of student needs, preferences and interests and identify by what method this information was obtained.)

Jobs and Job Training

Halli currently works at the YMCA Youth Development Center, North location. She has participated in 20 hours of on-the-job training that has made her able to work in this setting. Halli caught on quickly to the tasks and requirements of the job, based on observations from her employer. She previously worked at Thrifty White pharmacy, where she received on-the-job training that she also caught onto quickly. She enjoyed working at the pharmacy but wanted to work with children which is why she changed to the YMCA YDC. Halli prefers to work with children and is interested in becoming a teacher one day. Halli has no problem functioning in her jobs (current and previous) independently.

STRENGTHS:

Halli is very competent in the ability to communicate with other adults in the professional setting. She always shows up to work in the proper dress attire. Halli is also very conscious of always being early, as she considers 15-minutes early as being on-time for work. Halli rarely requests time off for work, unless it is a school-related scheduling conflict. Halli says the children she works with really love her, and she likes the kids and the people she works with a lot. Halli said one of her strengths is working effectively with those around her to make it the best work environment it can be.

AREAS OF NEED:

While Halli does very well in the work environment, she allows her anxiety to affect her work and motivation at work and school. If Halli feels like she has too much homework, she gets very overwhelmed and lets it affect her at work, such as showing up without a smile on her face, not talking much with coworkers, and by getting easily annoyed by small inconveniences. In addition, the stress of working with 2-year-olds seems to be too much for Halli at times. She said she constantly has headaches, feels nervous and tense, and feels exhausted by the end of her shifts. Halli's parents wonder if it would be a good idea for Halli to work with older-aged children.

By what method was this obtained:

2019-2020 Student interview
2020-2021 Student interview
2019-2020 Career Interest Inventory
2020-2021 Career Interest Inventory
2019-2020 Parent Interview
2020-2021 Parent Interview

Recreation and Leisure

Halli prefers to spend her leisure time outdoors, playing or listening to music, or spending time with family and friends. When

given the choice to go out and party and stay at home, Halli will choose to stay at home every time. Because of Halli's Celiac Disease, she enjoys working out, as it is a positive energy release for her, as well as it strengthens her body. Halli also loves shopping and going to movies with her friends. Halli has no problem functioning in recreation and leisure activities independently.

AREAS OF NEED:

Halli needs to work on managing her money and finding leisure activities that do not cost her money every time she does them. Halli's parents have noted that she needs help balancing leisure and recreation activities with homework and other commitments. Halli's recreation and leisure activities often cut into her sleep schedule which is now very irregular which leaves her very exhausted and fatigued throughout the day.

By what method was this obtained:

2019-2020 Student Interview

2020-2021 Student Interview

2019-2020 Parent Interview

2020-2021 Parent Interview

Home/Independent Living

ABILITIES:

Halli's adaptive behaviors in terms of following rules at home and school is not an area of concern. There are no concerns for her safety beyond what is typical for other children her age. Halli has her own car and drives herself to and from school each day. She often helps her mom cart around her siblings to various activities. Halli is independent at home and school and does not require assistance regarding self care, comparable to her same-age peers. Halli is very capable of maintaining her specialized diet required for Celiac Disease. She makes sure to drink plenty of water each day, take her vitamins independently, and administers medication when needed with the approval of her parents. She also is able to set an alarm and wake up on her own in the morning. She can clean and do her own laundry. She maintains her own space and is very organized. Halli drives her own car which she is able to fill with gas and get maintenance services on her own, such as oil changes and regular servicing. Halli has perfect hygiene and takes pride in being independent at home. Halli participates with her family in discussions, leisure activities, and in helping take care of siblings. She takes out the trash, keeps her room clean, makes her bed, and is able to sew basic items such as buttons and loose seams. Halli has very good emergency and personal skills. This information was attained through an interview with Halli and Halli's parents.

AREAS OF NEED:

Halli struggles with time management at home. She often chooses to stay awake late into the night looking at social media or watching Netflix. She only goes on Netflix or social media when she finishes all of her homework, yet this causes her to lose sleep, get sick more frequently, and be more moody. This is a bad combination with her already weakened immune system as it increases her anxiety making her more susceptible to sickness. Halli needs some kind of help getting to bed at a better time and limiting her phone usage late into the night. An area of concern with Halli is her poor eyesight. Halli is often dropping things, accidentally hurting herself, bumping into things, and unable to see the TV or faces from any great distance. She is unable to clean effectively as she cannot see dust, grime, etc. While Halli can independently put in her contacts or wear her glasses, they only allow her to function driving, seeing in class (from a close distance), and identifying what is around her. This is an area of concern as vision is important for independent living, postsecondary education, and employment. At this moment, Halli is not skilled in cooking, and she does not make any steps in learning how to cook. When her mom offers to cook together, Halli complains and finds an excuse to get out of cooking. While she knows how to operate kitchen appliances, the basic concepts of cooking and the motivation to do so are a weakness for Halli. Halli does not know how to maintain a lawn, such as mowing the lawn, maintaining a garden, watering the lawn, etc. However, Halli is willing to learn as her dad says he will be able to teach her. This information was attained through an interview with Halli and Halli's parents, as well as the Adolescent Autonomy checklist.

By what method was this obtained:

2019-2020 Student Interview

2020-2021 Student Interview
2019-2020 Parent Interview
2020-2021 Parent Interview
2019-2020 Adolescent Autonomy Checklist
2020-2021 Adolescent Autonomy Checklist

Community Participation

Halli and her family volunteer weekly at Ministry on the Margins, as well as for productions for Central Dakota Children's Choir, a group that Halli is a part of. Volunteering is valued highly in the family, and Halli is capable of being involved independently. Halli is also a member of Corpus Christi Church and the youth group associated with the church. She attends many plays, concerts, and local events as she is very interested and invested in the arts, as well as her parents. Halli is also able to move about the community and function in the community on her own, based on information from Halli and her parents on her community functional skills. This includes her ability to read road signs and adhere to traffic laws, use the crosswalk when crossing the street, and adhering to societal norms in terms of community participation. She can use public transportation (which is not needed because she has her own car), locate the bathroom in unfamiliar buildings, know about neighborhood stores and services, use a payphone, use a phonebook, open a bank account, obtain a library card and photo ID, manage and keep her social security care private and secure, mail and pick up packages at the post office, and volunteer for community services. Halli's community participation is not an area of concern for Halli or her parents.

By what method was this obtained:

2019-2020 Student Interview
2020-2021 Student Interview
2019-2020 Parent Interview
2020-2021 Parent Interview
2019-2020 Adolescent Autonomy Checklist
2020-2021 Adolescent Autonomy Checklist

Post-Secondary Training and Learning Opportunities

Halli has taken one AP Psychology course, and will take dual credit probability and statistics. These are college-level courses that Halli's teachers believe she is very capable of taking. Halli scored a 5, the highest score possible, on the AP Psychology test which will replace her college-level psychology course. Halli is also in the process of earning a college credit in Medical Terminology. Her medical related careers courses are also college preparatory, and she plans to attain her CNA certification next fall. These are post-secondary training opportunities that Halli has thrived in, and her teachers are confident that by the end of high school Halli will be very ready for college-level curriculum and learning opportunities. Halli has also taken field trips with her classmates to nursing facilities, universities, and colleges to view options for postsecondary education as well as places of employment. Halli has gained very valuable postsecondary learning opportunities through job shadowing in her medical related careers course, and she feels like the medical field is a good fit for her.

By what method was this obtained:

2019-2020 Student Interview
2020-2021 Student Interview
2019-2020 Progress Reports
2020-2021 Progress Reports
Information from Halli's general education teacher

Related Services

Halli does not receive any related services.

By what method was this obtained:

Currently Halli does not have any related services.

